



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Flamingo Elementary School

701 E 33RD ST  
Hialeah, FL 33013  
305-691-5531

<http://flamingo.dadeschools.net/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 91%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 94%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Flamingo Elementary School

##### Principal

Claudia James V

##### School Advisory Council chair

Jennifer Gonzalez

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

Name	Title
Claudia James	Principal
Ileana R Sotolongo	Assistant Principal
Linda Perez	Kindergarten Chairperson
Maria Barreiro	First Grade Chairperson
Mercedes Abascal	Second Grade Chairperson
Jennifer Cooper	Third Grade Chairperson
Niurys Gonzalez	Fourth Grade Chairperson
Lourdes Formoso	Fifth Grade Chairperson
Jennifer Gonzalez	EESAC and Special Areas Chairperson
Marleen Rodriguez	ESOL/Bilingual Chairperson
Isela Rodriguez	Media Specialist
Elli Diaz	School Counselor

#### 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, Teachers-5, Parents-5, student-1, Education Support Employee-1 Business/Community Representative-2

**Involvement of the SAC in the development of the SIP**

The SAC met through the culmination of last school year and the beginning of the current 2013-2014 school year to analyse formative and summative data and evaluate the effectiveness of the implemented strategies. The SAC maintained strategies which were determined by consensus to have resulted in improved student achievement, modified some, and developed new ones to address the specific needs of the particular group/s of students. Additionally, the SAC made recommendations on technology, budget, instructional resources and other student support services to support the set objectives.

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

The SAC will meet regularly and review the progress towards achieving our objectives. It will make recommendations as to how the SAC funds will be used, as well, as how funds awarded to the school will be spent. It will review formative assessment results throughout the year and make necessary adjustments to ensure improved student achievement and thus attainment of our SIP objectives.

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

The SAC is in the process of reviewing various recommendations for the utilization of the school improvement funds, which include: Technology and Site Licenses for Web-based programs to support our literacy efforts, among others. The projected available funds will be in the amount of \$4,858.00.

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

In Compliance

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

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

**Administrators****# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Claudia James V**

Principal

Years as Administrator: 25

Years at Current School: 7

**Credentials**

Special Learning Disability, Mentally Handicap, Educational Leadership

**Performance Record**

2013 – School Grade - A  
 Rdg. Proficiency, 55%  
 Math Proficiency, 51%  
 Rdg. Lrg. Gains, 79 points  
 Math Lrg. Gains, 72 points  
 Rdg. Imp. of Lowest 25% - 85 points  
 Math Imp. of Lowest 25% - 77 points  
 Rdg. AMO – No  
 Math AMO– No

2012 – School Grade - B  
 Rdg. Proficiency, 56%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 79 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% - 90 points  
 Math Imp. of Lowest 25% - 47 points  
 Rdg. AMO – Yes  
 Math AMO– No

2011 – School Grade - A  
 High Standards Rdg., 67%  
 High Standards Math, 70%  
 Rdg. Lrg. Gains, 62%  
 Math Lrg. Gains, 63%  
 Rdg. Lrg. Gains of Lowest 25% - 60%  
 Math Lrg. Gains of Lowest 25% - 69%  
 AYP- No

2010 – School Grade - A  
 High Standards Rdg., 72%  
 High Standards Math, 70%  
 Rdg. Lrg. Gains, 67%  
 Math Lrg. Gains, 60%  
 Rdg. Lrg. Gains of Lowest 25% - 64%  
 Math Lrg. Gains of Lowest 25% - 66%  
 AYP- No

2009 – School Grade - A  
 High Standards Rdg., 72%  
 High Standards Math, 72%  
 Rdg. Lrg. Gains, 68%  
 Math Lrg. Gains, 67%  
 Rdg. Lrg. Gains of Lowest 25% - 62%  
 Math Lrg. Gains of Lowest 25% - 65%  
 AYP- Yes



**Ileana R. Sotolongo**

Asst Principal

Years as Administrator: 14

Years at Current School: 13

**Credentials**

Modern Language Education, Spanish K-12, Educational Leadership

**Performance Record**

2013 – School Grade - A  
 Rdg. Proficiency, 55%  
 Math Proficiency, 51%  
 Rdg. Lrg. Gains, 79 points  
 Math Lrg. Gains, 72 points  
 Rdg. Imp. of Lowest 25% - 85 points  
 Math Imp. of Lowest 25% - 77 points  
 Rdg. AMO – No  
 Math AMO– No

2012 – School Grade - B  
 Rdg. Proficiency, 56%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 79 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% - 90 points  
 Math Imp. of Lowest 25% - 47 points  
 Rdg. AMO – Yes  
 Math AMO– No

2011 – School Grade - A  
 High Standards Rdg., 67%  
 High Standards Math, 70%  
 Rdg. Lrg. Gains, 62%  
 Math Lrg. Gains, 63%  
 Rdg. Lrg. Gains of Lowest 25% - 60%  
 Math Lrg. Gains of Lowest 25% - 69%  
 AYP- No

2010 – School Grade - A  
 High Standards Rdg., 72%  
 High Standards Math, 70%  
 Rdg. Lrg. Gains, 67%  
 Math Lrg. Gains, 60%  
 Rdg. Lrg. Gains of Lowest 25% - 64%  
 Math Lrg. Gains of Lowest 25% - 66%  
 AYP- No

2009 – School Grade - A  
 High Standards Rdg., 72%  
 High Standards Math, 72%  
 Rdg. Lrg. Gains, 68%  
 Math Lrg. Gains, 67%  
 Rdg. Lrg. Gains of Lowest 25% - 62%  
 Math Lrg. Gains of Lowest 25% - 65%  
 AYP- Yes

**Classroom Teachers**

**# of classroom teachers**

47

**# receiving effective rating or higher**

47, 100%

**# Highly Qualified Teachers**

83%

**# certified in-field**

47, 100%

**# ESOL endorsed**

41, 87%

**# reading endorsed**

9, 19%

**# with advanced degrees**

19, 40%

**# National Board Certified**

2, 4%

**# first-year teachers**

0, 0%

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

0, 0%

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

29, 62%

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

18, 38%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel**

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

0

**# 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**

Flamingo Elementary School will recruit from the local universities and partner new teachers with qualified mentor teachers. To retain our current teachers, the administration will foster a culture of collegiality and collaboration, where teachers' accomplishments are celebrated, and a forum is established during faculty meetings for sharing best practices. Additionally, the administration and the Professional Development Liaison will provide onsite opportunities for professional development based on needs assessment.

### **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**

New teachers, and teachers requesting assistance, will be paired with an experienced, expert teacher who is a MINT mentor. Mentor and mentee will be involved in monthly observation and collaboration meetings, as well as, classroom demonstrations of new strategies and differentiated instruction.

### **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 is an extension of the school based Leadership Team, which communicates targets, objectives, and strategies to all stakeholders. The team meets monthly to review formative data, identify barriers, and prioritize strategies to allocate personnel and resources. During grade level meetings data is disaggregated by teacher/class and individual students in order to develop action plans to target the specific deficiencies. The team also monitors the implementation of the action plans and evaluates the effectiveness of the interventions and strategies.

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

The Leadership Team works with the School Advisory Council (SAC) in the development, implementation, and evaluation of the School Improvement Plan goals and strategies. Through data gathering and analysis, it monitors and adjusts the school's academic and behavior goals and the quality and fidelity of the instructional and intervention programs. It furthers ensures that students receive appropriate levels of support.

The team is comprised of the following personnel with specific functions and responsibilities:

\*The principal, Claudia Hessing, will ensure commitment, the implementation and documentation of the SIP and of the various tiers of interventions, the allocation of resources, and communication with parents.

The assistant principal, Ileana R. Sotolongo, will facilitate data collection and analysis, provide professional development to teachers, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and SIP strategies.

Chairpersons will participate in student data collection, monitor and/or deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

School Counselor will facilitate development of intervention plans and collaborate with school psychologist to provide support for intervention fidelity and documentation, and facilitate data-based decision making.

As warranted, other collaborative team members will include Special Education (SPED) Teachers and the Citrus Health Network Social Worker.

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

The Leadership Team meets monthly or as needed to monitor the fidelity of the implementation of the SIP strategies and MTSS/RtI intervention plans by conducting periodic checks of its delivery, impact on student's academic and/or behavior attainment, and proper documentation.

**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 is used to guide instructional decisions and systems procedures for all students. Managed academic data include: FAIR Assessment, Interim Assessments, Pre/Post Tests, FCAT 2.0, CELLA, student grades, and progress monitoring data. Behavior data include: Student Case Management System, in-school detentions, suspensions, and referrals to administration per day/month. Attendance is monitored through the daily attendance reports, truancy reports, and teacher referrals.

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

The school site administrators will lead and facilitate the MTSS/RtI problem solving and data analysis process for staff members and parents. The principles and procedures of the MTSS/RtI will be further reinforced to staff during faculty meetings, common planning time, data debriefing meetings, and on designated Professional Development (PD) days throughout the school year. Parent meetings will be held to disseminate and analyse formative assessment results and assess the implications for their own children.

**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:** Weekend Program

**Minutes added to school year:** 1,620

Instruct/Remediate targeted students in the core areas of reading, mathematics and science for three hours for up to nine consecutive Saturdays utilizing the District designed Extended Learning Modules.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Formative assessment data is collected and analyzed to determine effectiveness of the Saturday School Program.

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

The administration and school based leadership team is responsible for monitoring the implementation of this strategy and student progress.

**Strategy:** Before or After School Program

**Minutes added to school year:** 3,600

Remediate targeted students in the core areas of reading, mathematics and/or science for one hour three times per week for a period of approximately 20 weeks. The curriculum varies from grade to grade and is specifically designed/selected to address students' specific needs.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Formative assessment data is collected and analyzed to determine effectiveness of Before and/or After School Program.

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

The administration and school based leadership team is responsible for monitoring the implementation of this strategy and student progress.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Claudia Hessing	Principal
Ileana R. Sotolongo	Assistant Principal
Linda Perez	Kindergarten Chairperson
Maria Barreiro	First Grade Chairperson

Name	Title
Mercedes Abascal	Second Grade Chairperson
Jennifer Cooper	Third Grade Chairperson
Niurys Gonzalez	Fourth Grade Chairperson
Lourdes Formoso	Fifth Grade Chairperson
Marleen Rodriguez	ESOL/Bilingual Chairperson
Isela Rodriguez	Media Specialist
Jennifer Gonzalez	EESAC/Special Areas Chairperson
Elli Diaz	School Counselor

### How the school-based LLT functions

The school based LLT meets the third Wednesday of each month to evaluate the effectiveness of the core programs, interventions, enrichment, and technology programs. The team builds capacity in reading/literacy by making instructional delivery and professional development recommendations based on data analysis and interpretation. It further identifies students and/or groups of students not making adequate progress in reading and recommends supplemental intervention programs/strategies.

### Major initiatives of the LLT

The major initiatives of the LLT this year will be to continue to incorporate reading/literacy across the curriculum, where content area and special area teachers will implement reading/writing strategies as part of their content program. It will monitor the adherence to the district pacing guides and assist with data management from formative and technology programs. Furthermore, it will facilitate the effectiveness and fidelity of implementation of the Common Core Standards and the McGraw-Hill Reading Wonders Program in Grades K-5.

## Every Teacher Contributes to Reading Instruction

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

All teachers are participating in Common Core Literacy Standards training and are expected to implement its elements throughout all content areas and reflect them on their lesson plans. Teachers in grades kindergarten through fifth share common planning time thus providing continuity across all grade levels.

## 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 the 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 in providing preschool children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.

Flamingo Elementary School services 19 regular education students and one Special Education student from the surrounding community. We offer all incoming Kindergarten students and their parents with an orientation in August prior to the Opening of Schools. This eases the transition from home or other pre-

school programs into our school.

Students in the VPK program are assessed using the Florida Voluntary Prekindergarten (VPK) Assessment. Through the Florida VPK Assessment Online Reporting System, we are able to track students' progress in attaining the skills in the Standards of Four-Year-Olds. The VPK teacher utilizes this information to plan lessons that meet the individual needs of the participating students.

There are at least four recognized preschool programs in our surrounding community: Edison, KidzCity, Thumbelina, and La Escala. The Flamingo Administration will invite the Center Directors from those sites and parents of students ready for Kindergarten to various information/recruitment meetings and schedule visits to our school to familiarize them with our early childhood program. Through this joint venture, parents and children in the community will in turn gain familiarity with kindergarten as well as receive information relative to the matriculation of students at our school.

Upon entering our Kindergarten program students are assessed using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and measures of the Florida Assessments for Reading Instruction (FAIR) to gather information on the children's development and emergent literacy. FLKRS assessment results are utilized by the State to rate the effectiveness of the VPK program attended prior to entering Kindergarten.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	55%	No	60%
American Indian				
Asian				
Black/African American				
Hispanic	57%	55%	No	61%
White		46%		
English language learners	47%	41%	No	52%
Students with disabilities	33%	19%	No	40%
Economically disadvantaged	54%	53%	No	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	28%	32%
Students scoring at or above Achievement Level 4	115	27%	29%

#### 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)		85%	87%

#### 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)	258	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	121	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	110	26%	33%



**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	77	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	51%	No	62%
American Indian				
Asian				
Black/African American				
Hispanic	58%	51%	No	63%
White		38%		
English language learners	48%	39%	No	53%
Students with disabilities	43%	19%	No	48%
Economically disadvantaged	57%	47%	No	61%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	27%	35%
Students scoring at or above Achievement Level 4	101	23%	27%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		77%	79%

**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	39	25%	29%
Students scoring at or above Achievement Level 4	28	18%	20%

**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)	4		7
Participation in STEM-related experiences provided for students	428	57%	60%

**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	40	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	19	2%	1%
Students who are not proficient in reading by third grade	82	57%	51%
Students who receive two or more behavior referrals	81	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

## Goals Summary

- G1.** The 2013 FCAT 2.0 Reading Test results indicate that 55% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 5 percentage points to 60%.
- G2.** The 2013 FCAT 2.0 Writing Test results indicate that 63% of students achieved a 3.5 or higher proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve a 3.5 or higher proficiency by 4 percentage points to 67%.
- G3.** The 2013 FCAT 2.0 Mathematics Test results indicate that 51% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 11 percentage points to 62%.
- G4.** The 2013 FCAT 2.0 Science Test results indicate that 43% of Grade 5 students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 6 percentage points to 49%.
- G5.** During the 2012-2013 School Year, students in grades K-5 had the opportunity to participate in up to 4 STEM related activities. Our goal for the 2013-2014 school year is to increase the number of STEM related activities offered to all students to 6.
- G6.** Monitor early warning signs during the 2013-2014 in order to reduce the number of students missing instruction, being retained, suspended or referred to 1%.

## Goals Detail

**G1.** The 2013 FCAT 2.0 Reading Test results indicate that 55% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 5 percentage points to 60%.

### **Targets Supported**

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

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

- Tier 1, 2, and 3 Interventions
- Accelerated Reader, Reading Plus, Success Maker
- Before/After School and Saturday School programs
- Leveled Readers
- Computers
- McGraw-Hill Reading Wonders Program, WonderWorks
- Graphic Organizers
- FCAT 2.0 Task Cards
- Visual Aids, Vocabulary Cards

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

- The 2013 FCAT 2.0 Reading Test results indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve level 3 proficiency by 4 percentage points, to 32%. The area of deficiency for Grade 3 was Reporting Category 3-Literary Analysis in Fiction/Non-Fiction. Students need more exposure to non-fictional authentic literature.
- The 2013 FCAT 2.0 Reading Test results indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve level 3 proficiency by 4 percentage points, to 32%. The area of deficiency for Grade 4 was Reporting Category 4-Informational Text/Research Process. Students need to be exposed to a larger variety of authentic literature.
- The 2013 FCAT 2.0 Reading Test results indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve level 3 proficiency by 4 percentage points, to 32%. The area of deficiency for Grade 5 was Reporting Category 2-Reading Application. Students need practice using higher order thinking to comprehend meaning of texts.
- The Hispanic, ELL, SWD, and ED subgroups did not make their AMO targets for 2013. Across all grade levels, the area of deficiency was the highest represented Reporting Category 2-Reading Application. Students' limited English literacy skills affected their performance.
- The 2013 FCAT 2.0 Reading Test results indicate that 27% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve levels 4 and 5 proficiency by 2 percentage points, to 29%. The area which will require students to maintain or improve performance was Reporting Category 4- Informational Text/ Research Process.
- As noted on the 2013 FCAT 2.0 Reading Test, the percent of students making gains remained the same at 79% from the previous year. The area of deficiency was Reporting Category 2 - Reading Application. Students' limited English literacy skills affected their progress.

- As noted on the 2013 FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased to 85% from 90% the previous year. The area which will require students to improve is the highest represented Category 2-Reading Application. Students need targeted interventions during the day and beyond the school day in order to continue to make gains.
- The 2013 CELLA results indicate 60% of students scored proficient in Listening/Speaking. Our goal for the 2013-2014 school year is to increase the number of students who score proficient in Listening/Speaking by 4 percentage points, to 64%. Students' limited vocabulary and exposure to English input beyond the classroom affects the rate in which they acquire English Language proficiency in oral skills.
- The 2013 CELLA results indicate 28% of students scored proficient in Reading. Our goal for the 2013-2014 school year is to increase the number of students who score proficient in Reading by 7 percentage points, to 35%. Students' limited vocabulary and poor reading skills and habits affected their Reading proficiency.
- The 2013 CELLA results indicate 26% of students scored proficient in Writing. Our goal for the 2013-2014 school year is to increase the number of students who score proficient in Writing by 7 percentage points, to 33%. Students' limited word choice and grammar skills affected their writing proficiency in English.

### Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, review formative assessment results to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

LLT, MTSS/RtI Team

#### Target Dates or Schedule:

Quarterly during Leadership Team meetings

#### Evidence of Completion:

Formative: Interim Assessments Summative: 2014 FCAT 2.0 Assessment

**G2.** The 2013 FCAT 2.0 Writing Test results indicate that 63% of students achieved a 3.5 or higher proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve a 3.5 or higher proficiency by 4 percentage points to 67%.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Writing Process
- Monthly writing prompt followed by individual student debriefing
- Reader's Response Journal

#### Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Writing Test results indicate 63% of students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to maintain or increase the percentage of students scoring a 3.5 or higher. The areas of deficiency were support and writing conventions.

## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, alternating narrative/expository writing prompts will be scored by teachers and reviewed by the LLT in order to monitor students' progress and to adjust focus as needed.

### **Person or Persons Responsible**

Literacy Leadership Team (LLT, MTSS/RtI Team)

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

Monthly during LLT meetings

### **Evidence of Completion:**

Formative: Monthly Writing Prompts, Pre/Post Writing Test Summative: 2014 FCAT 2.0 Writing Test

**G3.** The 2013 FCAT 2.0 Mathematics Test results indicate that 51% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 11 percentage points to 62%.

### **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**

- Success Maker

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

- The 2013 FCAT 2.0 Mathematics Test results indicate 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve Level 3 proficiency by 8 percentage points, to 35%. The area of deficiency for Grades 3 and 4 was Reporting Category 2- Number: Fractions/Base Ten & Fractions respectively. Students are struggling with general Mathematics concepts.
- The 2013 FCAT 2.0 Mathematics Test results indicate 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve Level 3 proficiency by 8 percentage points, to 35%. The area of deficiency for Grade 5 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice in geometry and measurement.
- The Hispanic, ELL, SWD, and ED subgroups did not make their AMO targets for 2013. Across all grade levels, students demonstrated deficiencies in Reporting Category 2- Number: Fractions/Base Ten & Fractions/Expressions, Equations and Statistics. Students require additional practice to understand abstract concepts.
- The 2013 FCAT 2.0 Mathematics Test results indicate 72% of students made learning gains, an increased of 16 percentage points from the previous year. Our goal for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points, to 75%. The area of deficiency was Reporting Category 1- Number: Base Ten, and Fractions. There is a need for additional practice in general mathematics concepts.
- The 2013 FCAT 2.0 Mathematics Test results indicate 77% of students in the lowest 25th percentile made learning gains, an increased of 30 percentage points from the previous year. Our goal for the 2013-2014 school year is to increase the number of students making learning gains by 2 percentage points, to 79%. The
- The 2013 FCAT 2.0 Mathematics Test results indicate 23% of students achieved Levels 4-5 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve Levels 4-5 proficiency by 4 percentage points, to 27%. The area of deficiency was Reporting Category 2- Number: Fractions/Base Ten & Fractions/ Expressions, Equations and Statistics. Students are struggling with general Mathematics concepts.

## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, review formative assessment data to ensure progress and adjust instruction as needed.

### Person or Persons Responsible

Leadership Team, MTSS/Rtl Team

### Target Dates or Schedule:

Monthly during Leadership Team meetings

### Evidence of Completion:

Formative: Classroom/Benchmark Assessments, Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Test

**G4.** The 2013 FCAT 2.0 Science Test results indicate that 43% of Grade 5 students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 6 percentage points to 49%.

### Targets Supported

- Science - Elementary School

### Resources Available to Support the Goal

- Scientific Process
- Gizmos
- Discover Ed
- Experiment Kits
- Biscayne Nature Center Field Trip

### Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Science Test results indicate 25% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4 percentage points, to 29%. The area of deficiency for grade 5 students was in the Physical Science Big Idea. Students need to develop higher order thinking skills in order to increase levels of proficiency.
- The 2013 FCAT 2.0 Science Test results indicate 18% of students achieved levels 4-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4-5 student proficiency by 2 percentage points, to 20%. The area of deficiency was in the Scientific Thinking Big Idea. Students need Science enrichment to maintain and increase proficiency in all the Big Ideas.



## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, review lab logs/journals, as well as, results from formative assessments to ensure mastery of scientific thinking.

### Person or Persons Responsible

School Based Leadership Team and Science Liaison

### Target Dates or Schedule:

Quarterly during Leadership Team Meetings

### Evidence of Completion:

Formative: Science Experiments Logs/Journals, Interim Assessments Summative: 2014 FCAT 2.0 Science Test

**G5.** During the 2012-2013 School Year, students in grades K-5 had the opportunity to participate in up to 4 STEM related activities. Our goal for the 2013-2014 school year is to increase the number of STEM related activities offered to all students to 6.

### Targets Supported

- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Teachers
- Field Trip Sponsors
- Technology programs
- Technology based projects
- Guest Speakers
- Parent Teacher Association (PTA)
- Science Boards

### Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, the school hosted one school wide Science Fair where 56% of Grades 2-5 students submitted "quality/complete" individual Science Fair projects. The goal for the 2013-2014 school year is to increase the number of quality projects submitted to at least 60% and for the school science related fair to include hands-on center activities/demonstrations.
- During the 2012-2013 school year, the school offered 4 opportunities for students in Grade 5 to participate in STEM related activities. Primary and Grade 4 students had the opportunity to participate in only 2 activities, the school wide Science FAIR and Career Day. Our goal for the 2013-2014 school year is to increase the number of STEM related activities offered to all students to 6.

## Plan to Monitor Progress Toward the Goal

Monitor implementation of inquiry based lab experiments and interim assessment data to ensure application of scientific thinking. Monitor number of school activities conducted to support STEM goal.

### Person or Persons Responsible

Leadership Team/Science Liaison

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative: Interim Assessment Results, Quality Science Fair Project, Number of STEM related Activities conducted  
Summative: 2014 FCAT 2.0 Science Test

**G6.** Monitor early warning signs during the 2013-2014 in order to reduce the number of students missing instruction, being retained, suspended or referred to 1%.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Counselor/Teachers
- Code of Student Conduct
- Community Involvement Specialist
- Attendance Review Committee
- Alternative to Suspension Plan
- Discipline Committee

### Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 40 students (5%) missed 10% or more of instructional time. Our goal for the 2013-2014 school year is to decrease the number of students missing that much instruction by one percentage point, to 4%
- During the 2012-2013 school year, 81 students (11%) received two or more behavior referrals, of which 4 (1%) students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 is to decrease the number of students who received two or more referrals by one percentage point, to 10%, and to maintain the number of referrals that lead to suspension to 1% or lower.
- During the 2012-2013 school year, 19 students (2%) were retained in grade K-5, and 82 (57%) did not achieve proficiency in reading by third grade. Our goal is to reduced the number of retentions by one percentage point, to 1%, and the number of non-proficient by third grade by 6 percentage points, to 51%

## Plan to Monitor Progress Toward the Goal

Following the FCIM, monitor progress on Interim Assessments and ongoing progress monitoring data

**Person or Persons Responsible**

MTSS/Rtl Team, Discipline/Safety Committee

**Target Dates or Schedule:**

Quaterly

**Evidence of Completion:**

Formative: Interim Assessment Results Summative: 2014 FCAT 2.0 Reading/Mathematics Tests

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The 2013 FCAT 2.0 Reading Test results indicate that 55% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 5 percentage points to 60%.

**G1.B1** The 2013 FCAT 2.0 Reading Test results indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve level 3 proficiency by 4 percentage points, to 32%. The area of deficiency for Grade 3 was Reporting Category 3-Literary Analysis in Fiction/Non-Fiction. Students need more exposure to non-fictional authentic literature.

**G1.B1.S1** Provide fiction/Non-Fiction texts for students to identify and interpret elements of story structure within and across texts, idescriptive and figurative language such as similes, metaphors and personification, and use text features to locate, interpret and organize information.

### Action Step 1

Students will show, locate and devise examples of descriptive and figurative language such as similies, metaphors and personification while reading a variety of texts of various genres.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Samples

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

LLT, MTSS/Rtl Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student Work Samples and Teacher Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT and MTSS/RtI

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative: Unit Tests and Interim Assessments Summative: 2014 FCAT 2.0 Assessment

**G1.B2** The 2013 FCAT 2.0 Reading Test results indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve level 3 proficiency by 4 percentage points, to 32%. The area of deficiency for Grade 4 was Reporting Category 4-Informational Text/Research Process. Students need to be exposed to a larger variety of authentic literature.

**G1.B2.S1** Use how-to articles, brochures, flyers and websites to identify text features and to locate, interpret and organize information.

### Action Step 1

Students will practice locating and identifying text features in a variety of texts beyond the McGraw-Hill Reading Wonders Program. Students will communicate knowledge of text features via discussions, highlighting and paraphrasing.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Samples

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Teacher Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G1.B3** The 2013 FCAT 2.0 Reading Test results indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve level 3 proficiency by 4 percentage points, to 32%. The area of deficiency for Grade 5 was Reporting Category 2-Reading Application. Students need practice using higher order thinking to comprehend meaning of texts.

**G1.B3.S1** Implement strategies such as: graphic organizers, concept maps, and key words to promote understanding of author's purpose, main idea, compare/contrast, and cause/effect relationships in a variety of texts.

**Action Step 1**

Students will use graphic organizers to activate prior knowledge, develop critical thinking, and review concepts taught and learned.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Teacher Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT, MTSS/Rtl Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G1.B4** The Hispanic, ELL, SWD, and ED subgroups did not make their AMO targets for 2013. Across all grade levels, the area of deficiency was the highest represented Reporting Category 2-Reading Application. Students' limited English literacy skills affected their performance.

**G1.B4.S1** Use data to provide appropriate tier interventions during the school day. Offer before and after school tutoring and Saturday Camps to address students literacy and reading application skills.

### Action Step 1

Students will be identified based on benchmark assessment results and divided into skills based groups for differentiated instruction. Students will take notes, highlight or mark text to find evidence to support the main idea, author's purpose, and compare/contrast relationships in and among texts. Students demonstrating reading deficiencies will be identified to attend after school tutoring and/or Saturday Camps.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Benchmark assessments.

### Facilitator:

Reading Liaison, Reading Language Arts Department

### Participants:

K-5 Teachers



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

Following the FCIM model, review students' work samples and DI folders during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans, Student Work Samples and Teacher Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G1.B5** The 2013 FCAT 2.0 Reading Test results indicate that 27% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve levels 4 and 5 proficiency by 2 percentage points, to 29%. The area which will require students to maintain or improve performance was Reporting Category 4- Informational Text/Research Process.

**G1.B5.S1** Provide opportunities for maintenance and enrichment of Informational Text/Research Process skills through project based assignments.

**Action Step 1**

Students will identify text features, locate, interpret and organize information in a variety of informational texts. Students will conduct text dependent analysis and develop their own brochures, flyers, and/or presentations in response to reading.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples and Projects

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and projects

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT, MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G1.B6** As noted on the 2013 FCAT 2.0 Reading Test, the percent of students making gains remained the same at 79% from the previous year. The area of deficiency was Reporting Category 2 - Reading Application. Students' limited English literacy skills affected their progress.

**G1.B6.S1** Facilitate rotation schedule both within the classroom and in the computer lab to ensure daily implementation of Reading Plus for a minimum of 15-20 minutes each day to address limited English skills.

### Action Step 1

Students will complete a minimum of 15-20 minutes on Reading Plus daily. Sessions will focus on increasing vocabulary, reading fluency and comprehension as dictated by their initial placement test. Teacher will review reports and provide explicit instruction to address deficiencies.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Reading Plus reports

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

Following the FCIM model, review students' Reading Plus utilization reports and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

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

LLT, MTSS/Rtl Team

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

Monthly

#### **Evidence of Completion**

Reading Plus Utilization Reports

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

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

LLT, MTSS/Rtl Team

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

Quarterly

#### **Evidence of Completion**

Unit Tests and Interim Assessments

**G1.B7** As noted on the 2013 FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased to 85% from 90% the previous year. The area which will require students to improve is the highest represented Category 2-Reading Application. Students need targeted interventions during the day and beyond the school day in order to continue to make gains.

**G1.B7.S1** Implement during the day WonderWorks Tier 2 intervention with fidelity and offer opportunity for before and after school tutoring and/or Saturday School.

### **Action Step 1**

Based on benchmark assessments, students will receive targeted tier 2 intervention using the McGraw-Hill WonderWorks intervention program with fidelity for 30 minutes daily beyond the 90 minute Language Arts/Reading block. Participate in all available opportunities for extended learning to reinforce reading skills.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Intervention Folder/Reports, Benchmark Assessments, Ongoing Progress Monitoring

#### **Facilitator:**

Reading and Language Arts Department

#### **Participants:**

Classroom Teachers in Grades K-5

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

Following the FCIM model, review students' intervention folders and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

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

LLT, MTSS/RtI Team

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

Monthly

#### **Evidence of Completion**

Student Intervention Folder/Reports and Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT, MTSS/Rtl Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G1.B8** The 2013 CELLA results indicate 60% of students scored proficient in Listening/Speaking. Our goal for the 2013-2014 school year is to increase the number of students who score proficient in Listening/Speaking by 4 percentage points, to 64%. Students' limited vocabulary and exposure to English input beyond the classroom affects the rate in which they acquire English Language proficiency in oral skills.

**G1.B8.S1** Use visual aids, illustrations, and repetition in the presentation of content and provide opportunities for daily meaningful language practice.

### Action Step 1

Use a variety of visual aids, illustrations, and repetition in the presentation of content. Provide students ample opportunities for daily meaningful language practice through discussions, role play and cooperative learning group activities.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student participation and engagement

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Teacher Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G1.B9** The 2013 CELLA results indicate 28% of students scored proficient in Reading. Our goal for the 2013-2014 school year is to increase the number of students who score proficient in Reading by 7 percentage points, to 35%. Students' limited vocabulary and poor reading skills and habits affected their Reading proficiency.

**G1.B9.S1** Use effective pre-reading, reading, and post reading activities to facilitate understanding of grade level texts.

**Action Step 1**

Use effective pre reading, reading, and post reading activities including picture wak, presentation of key vocabulary/cognates, predictions, graphic organizers, task cards and think/pair/share to facilitate comprehension of grade level texts.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Studen Work Samples and Classroom/Benchmark Assessments

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Classroom Observations



## Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT, MTSS/Rtl Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G1.B10** The 2013 CELLA results indicate 26% of students scored proficient in Writing. Our goal for the 2013-2014 school year is to increase the number of students who score proficient in Writing by 7 percentage points, to 33%. Students' limited word choice and grammar skills affected their writing proficiency in English.

**G1.B10.S1** Use revising/editing chart and conferencing with teacher to insure correct use of capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

### Action Step 1

Students will respond to reading texts in complete sentences with correct grammar and writing conventions. They will write for a variety of purposes and use revising/editing chart to correct their own writing.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Samples

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Teacher Observations

### **Plan to Monitor Effectiveness of G1.B10.S1**

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G2.** The 2013 FCAT 2.0 Writing Test results indicate that 63% of students achieved a 3.5 or higher proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve a 3.5 or higher proficiency by 4 percentage points to 67%.

**G2.B1** The 2013 FCAT 2.0 Writing Test results indicate 63% of students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to maintain or increase the percentage of students scoring a 3.5 or higher. The areas of deficiency were support and writing conventions.

**G2.B1.S1** Use all elements of the Writing Process to produce creative and technical pieces with attention to language conventions (spelling, capitalization, punctuation, subject/verb and pronoun agreement), organization, and purpose for the intended audience.

### **Action Step 1**

Use all elements of the Writing Process to produce creative, expressive and technical writing pieces with attention to language conventions, organization, and purpose for the intended audience.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Writing Work Samples

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

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

LLt, MTSS/Rtl Team

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

Monthly

#### **Evidence of Completion**

Student Work Samples and Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT, MTSS/Rtl Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G3.** The 2013 FCAT 2.0 Mathematics Test results indicate that 51% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 11 percentage points to 62%.

**G3.B1** The 2013 FCAT 2.0 Mathematics Test results indicate 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve Level 3 proficiency by 8 percentage points, to 35%. The area of deficiency for Grades 3 and 4 was Reporting Category 2- Number: Fractions/Base Ten & Fractions respectively. Students are struggling with general Mathematics concepts.

**G3.B1.S1** Provide students activities requiring them to represent, compute, estimate and solve problems using numbers through hundred thousand in grade 3 and through millions in grade 4, as well as, to determine factors and multiples, equivalent fractions, and simplifying fractions.

### Action Step 1

Introduce place value via Think Central videos, visuals and manipulatives. Students will model value of numbers through hands on activities. Students will participate in planned cooperative group activities to demonstrate what they have learned.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Samples

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

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

MTSS/RtI Team

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

Monthly

#### **Evidence of Completion**

Student Work Samples and Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Unit Tests and Interim Assessments

**G3.B1.S2** Provide after school tutoring to address Mathematics deficiencies particularly in the areas of division and fractions.

#### **Action Step 1**

Students will attend a one hour tutoring session three times per week before or after school. Sessions will focus on remediation of Mathematics deficiencies, particularly working with fractions.

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

Teacher Tutors

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

Before or after school

#### **Evidence of Completion**

Student Work Samples and performance on classroom formative assessments.

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

Following the FCIM model, review attendance reports, students' work samples and performance on classroom assessments.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Weekly, Chapter, and Unit Tests

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust before and after school remediation as needed.

**Person or Persons Responsible**

MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Skills, Chapter and Unit Tests

**G3.B2** The 2013 FCAT 2.0 Mathematics Test results indicate 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve Level 3 proficiency by 8 percentage points, to 35%. The area of deficiency for Grade 5 was Reporting Category 3-Geometry and Measurement. There is a need for additional practice in geometry and measurement.

**G3.B2.S1** Provide students with real world situations that allow them to solve problems involving two and three dimensional shapes, volume, surface area, converting units of measurement, and plotting ordered pairs.

**Action Step 1**

Show students examples/models of 3-D shapes, measuring tools, and a sample of a real number line in order for students to understand and apply abstract concepts.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G3.B3** The Hispanic, ELL, SWD, and ED subgroups did not make their AMO targets for 2013. Across all grade levels, students demonstrated deficiencies in Reporting Category 2- Number: Fractions/Base Ten & Fractions/Expressions, Equations and Statistics. Students require additional practice to understand abstract concepts.

**G3.B3.S1** Utilize "Hands-on Equation" strategy to provide concrete practice using manipulatives to understand abstract concepts.

### Action Step 1

Students will use Mathematics manipulatives such as "Hands-on Equation" and models to represent, understand and solve equations.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Folders and Classroom Observations



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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team, MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team, MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G3.B4** The 2013 FCAT 2.0 Mathematics Test results indicate 72% of students made learning gains, an increased of 16 percentage points from the previous year. Our goal for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points, to 75%. The area of deficiency was Reporting Category 1- Number: Base Ten, and Fractions. There is a need for additional practice in general mathematics concepts.

**G3.B4.S1** Use technology resources such as SuccessMaker, Gizmos, Destination Math, and Discover Ed to develop students' understanding of mathematics concepts.

**Action Step 1**

Students will complete assigned SuccessMaker, Gizmos, or Destination Math assignments to complete during the school day or at home targeting areas of deficiency. Students will view Discover Ed lessons on the application of general math concepts.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Technology Program Reports

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Technology Programs Reports

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Unit Tests and Interim Assessments

**G3.B5** The 2013 FCAT 2.0 Mathematics Test results indicate 77% of students in the lowest 25th percentile made learning gains, an increased of 30 percentage points from the previous year. Our goal for the 2013-2014 school year is to increase the number of students making learning gains by 2 percentage points, to 79%. The

**G3.B5.S1** Provide students with targeted differentiated instruction and remediation according to their instructional needs during the 60 minute mathematics block.

#### Action Step 1

Based on benchmark assessment data, students will be divided into skills based groups to receive intervention and remediation on benchmarks found to be deficient.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Sample

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples/DI Folders and Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT, MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G3.B6** The 2013 FCAT 2.0 Mathematics Test results indicate 23% of students achieved Levels 4-5 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve Levels 4-5 proficiency by 4 percentage points, to 27%. The area of deficiency was Reporting Category 2-Number: Fractions/Base Ten & Fractions/ Expressions, Equations and Statistics. Students are struggling with general Mathematics concepts.

**G3.B6.S1** Provide students with real world context to develop and resolve multi-step word problems involving inequalities with no more than two operations.

**Action Step 1**

Students will develop and model how to solve real world multi step problems. They will work together and apply their understanding by demonstrating and discussing with the class the solutions found.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples and Classroom Observations

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples and Classroom Observations

## Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G4.** The 2013 FCAT 2.0 Science Test results indicate that 43% of Grade 5 students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 6 percentage points to 49%.

**G4.B1** The 2013 FCAT 2.0 Science Test results indicate 25% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 4 percentage points, to 29%. The area of deficiency for grade 5 students was in the Physical Science Big Idea. Students need to develop higher order thinking skills in order to increase levels of proficiency.

**G4.B1.S1** Provide students with a variety of hands-on inquiry-based learning opportunities to apply, analyze, and explain concepts related to matter, energy, force, and motion. Students will keep a lab experiment log and journal.

### Action Step 1

Teacher will initially guide students in conducting weekly labs according to the pacing guide. Students will be exposed to and practice using the scientific method of investigation daily through inquiry based lessons.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Sample, Lab Experiment Journal

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Lab Experiment Journals and Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G4.B2** The 2013 FCAT 2.0 Science Test results indicate 18% of students achieved levels 4-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4-5 student proficiency by 2 percentage points, to 20%. The area of deficiency was in the Scientific Thinking Big Idea. Students need Science enrichment to maintain and increase proficiency in all the Big Ideas.

**G4.B2.S1** Provide enrichment activities such as inquiry based labs and independent projects to increase Science proficiency.

**Action Step 1**

Provide inquiry based labs and independent projects in the area of design and engineering, i.e., building bridges, rocket designs, hypothesis testing, etc. Conduct vertical alignment meetings to ensure continuity of concepts taught and emphasize Fair Game Benchmarks.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples, Projects, Lab Experiment Journal

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

Following the FCIM model, review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team, MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work Samples, Classroom Observations



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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

Leadership Team, MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Unit Tests and Interim Assessments

**G5.** During the 2012-2013 School Year, students in grades K-5 had the opportunity to participate in up to 4 STEM related activities. Our goal for the 2013-2014 school year is to increase the number of STEM related activities offered to all students to 6.

**G5.B1** During the 2012-2013 school year, the school hosted one school wide Science Fair where 56% of Grades 2-5 students submitted "quality/complete" individual Science Fair projects. The goal for the 2013-2014 school year is to increase the number of quality projects submitted to at least 60% and for the school science related fair to include hands-on center activities/demonstrations.

**G5.B1.S1** Provide more opportunities for students to utilize the scientific method of investigation.

### Action Step 1

Conduct classroom laboratory experiments utilizing the scientific method of investigation. Maintain a science laboratory experiment journal with observations and reflections. Grade levels will be responsible for a "benchmark" specific Science Project utilizing the grade appropriate science process skills and scientific method of investigation and including hand-on activities/demonstrations.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lab Experiment Journal, Classroom Observations, Science Projects

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

Following the FCIM model, review students' lab experiment journals and grade level plans to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team, MTSS/RtI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Lab Experiment Journals, Classroom Observations

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

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Unit Tests and Interim Assessments

**G5.B2** During the 2012-2013 school year, the school offered 4 opportunities for students in Grade 5 to participate in STEM related activities. Primary and Grade 4 students had the opportunity to participate in only 2 activities, the school wide Science FAIR and Career Day. Our goal for the 2013-2014 school year is to increase the number of STEM related activities offered to all students to 6.

**G5.B2.S1** Provide more opportunities to all students, including primary students, to participate in Science related activities.

**Action Step 1**

Plan age and grade level appropriate field trips to expose students to Math, Science, Engineering, and Technology related fields and environments. Invite guest speakers throughout the school year to motivate students to explore and pursue interests in STEM related fields.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing throughout the school year

**Evidence of Completion**

Field Trip Participation, Guest Speaker other than on scheduled Career Day Event, Overall science performance.

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

Following the FCIM model, review grade level activities plans and lesson plans during leadership team and grade level meetings.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Activities and Guest Speakers Log

### Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, review students' Science journals, as well as observe the conversations students engage with teachers and guest speakers on STEM related activities/fields, and results on quarterly science assessments.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Classroom Walkthroughs/observations, Unit Tests, Interim Assessments

**G5.B2.S2** In Grades 3-4 incorporate Gizmos whole group lessons utilizing the Smart Board and/or during Computer Lab time. In Grades K-2, conduct whole group projects to demonstrate Science principles and procedures.

#### Action Step 1

Expose students to Gizmos Math, Science, Engineering, and Technology related lessons in the computer lab.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing throughout the school year.

#### Evidence of Completion

Lesson Plans and Classroom Observations

### Plan to Monitor Fidelity of Implementation of G5.B2.S2

Following the FCIM model, students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

Leadership Team, MTSS/RtI Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson Plans and Classroom Observations

## Plan to Monitor Effectiveness of G5.B2.S2

Following the FCIM model, review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Classroom, Chapter, and Unit Math and Science assessments

**G6.** Monitor early warning signs during the 2013-2014 in order to reduce the number of students missing instruction, being retained, suspended or referred to 1%.

**G6.B1** During the 2012-2013 school year, 40 students (5%) missed 10% or more of instructional time. Our goal for the 2013-2014 school year is to decrease the number of students missing that much instruction by one percentage point, to 4%

**G6.B1.S1** Reward students for perfect attendance and provide incentives for students to be present and on time daily.

### Action Step 1

Reward students with a perfect attendance certificate and ribbon at the end of every grading period. Implement the "Glad You are Here" Program where a few students are picked at random on CCTV and if they are present, they can claim a prize.

### Person or Persons Responsible

Counselor, Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

End of Grading Period Awards Ceremony and "Glad You are Here" prizes

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

School Secretary and administrators will monitor daily attendance and administration will order report to reward students with perfect attendance.

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

School Secretary, Leadership Team

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

Quarterly

#### **Evidence of Completion**

Perfect Attendance Awards

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

Following the FCIM model, review records of students who are habitually absent or tardy and determine interventions as needed.

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

Leadership Team, Attendance Review Committee

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

Monthly

#### **Evidence of Completion**

Average Daily Attendance, District Report of Students with 3 or More Absences

**G6.B2** During the 2012-2013 school year, 81 students (11%) received two or more behavior referrals, of which 4 (1%) students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 is to decrease the number of students who received two or more referrals by one percentage point, to 10%, and to maintain the number of referrals that lead to suspension to 1% or lower.

**G6.B2.S1** Instruct students on the Code of Student Conduct and provide monthly incentives for compliance through the use of the SPOT Success Recognition Program, Citizenship Honor roll Awards recognition, and Flamingo Bucks for outstanding cafeteria behavior, among others.

**Action Step 1**

Monitor student behavior patterns daily and provide appropriate interventions and/or awards and incentives.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Daily referrals to administration and outside agencies.

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

Monitor COGNOS and SPOT Success reports, as well, as teacher referrals to administration.

**Person or Persons Responsible**

MTSS/RtI Team, Disciplinel/Safety Committee

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly Suspension Reports

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

Monitor COGNOS and SPOT Success reports, as well, as teacher referrals to administration.

### Person or Persons Responsible

MTSS/RtI Team, Discipline/Safety Committee

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Quarterly Awards Ceremonies, Monthly Flamingo Bucks reward activity, Behavior Intervention Plans

**G6.B3** During the 2012-2013 school year, 19 students (2%) were retained in grade K-5, and 82 (57%) did not achieve proficiency in reading by third grade. Our goal is to reduced the number of retentions by one percentage point, to 1%, and the number of non-proficient by third grade by 6 percentage points, to 51%

**G6.B3.S1** Identify early students at risk of failing in grades Kindergarten to Grade 5 and providing the appropriate level of intensive, immediate intervention.

### Action Step 1

Teachers will analyze data from benchmark and classroom assessments, differentiate instruction, and ensure students receive extended day opportunities.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

DI Student Folders, Benchmark and Classroom Assessment Results



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

Following the FCIM, monitor ongoing progress monitoring data for students identified as at risk of failing the grade.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Grades, DI Folders, Unit and Interim Assessment Results

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

Following the FCIM, monitor ongoing progress monitoring data for students identified as at risk of failing the grade.

**Person or Persons Responsible**

LLT, MTSS/Rtl Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Ongoing Progress Monitoring Data

## 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

The Title I schoolwide program includes an extensive parental component, which empowers parents to become active participants in their children's education and to partner with the school to ultimately improve the teaching and learning. It also provides special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Flamingo Elementary School actively involves parents in planning, reviewing, and improving the Title I Program, the Title I School-Parent Compact, and our school's Title I Parental Involvement Plan. We invite parents to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We provide a Title I Annual Orientation Meeting to inform parents of their right to be involved and other documents/activities necessary in order to comply with dissemination and reporting requirements. At the beginning of each school year we conduct initial Title I Parent Survey and other surveys to determine specific needs of our parents, and schedule workshops accordingly through the Parent Academy and the Bilingual Parent Outreach Program with flexible times to accommodate our parents.

The school administrators assist with whole school screening programs that provide early interventions for "at risk" students; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. In addition, she completes the Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report and submits to the Title I Administration monthly documentation of compliance with NCLB Section 1118. Additionally, the CIS facilitates the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

#### Title I, Part C

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

#### Title II

The District's supplemental funds for improving basic education are utilized as follows:

- training mentors through the New Teacher (MINT) Program
- offering add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time to facilitate Professional Learning Community (PLC) and Lesson Study Group implementation and protocols at the school sites

#### Title III

Flamingo Elementary School will use Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by implementing and/or providing:

- tutorial programs after school
- parent outreach activities
- hardware and software for the development of language and literacy skills in reading, mathematics and science to be used by ELL and immigrant students

### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors 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.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

### Violence Prevention Programs

The school counselor facilitates the Safe and Drug Free Schools Program implementation at the school. She addresses violence and drug prevention and intervention services through curriculum taught by her or by the classroom teachers, and through presentations by local law enforcement officers. The Anti Bullying Campaign is implemented school wide through Closed Circuit Television (CCTV) to raise awareness of the dynamics of bullying situations and offer peaceful alternatives to resolve conflicts. Blue Ribbon Month (Child Abuse and Prevention and Awareness Month) is implemented in all third grade classrooms by the school counselor and classroom teachers. The curriculum aims to prevent child abuse and exploitation through stories, personal drawings, and question and answer sessions.

### Nutrition Programs

Flamingo Elementary School participates in the Healthy Schools Program and has a Wellness Council which meets quarterly to oversee the school's compliance with the District Wellness Policy. They also ensure the School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines. They make recommendations and sponsor activities to promote both student and staff nutrition and wellness. Furthermore, Nutrition education, as per state statute, is taught to students through the physical education classes.

### Career and Technical Education

Flamingo Elementary School celebrates Career Day and Truck Day by providing students with opportunities to learn about a variety of professions and the importance of education through guest speakers and demonstration activities. Furthermore, classroom teachers make school-to-career connections year round.

### Health Connect in our Schools (HCiOS) Program

Flamingo Elementary School participates in the Health Connect in Our Schools (HCiOS) program, which:

- offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on site
- reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services
- delivers coordinated social work and mental/behavioral health interventions in a timely manner
- enhances the health education activities provided by the schools and by the health department. It assures all students receive health education
- offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The 2013 FCAT 2.0 Reading Test results indicate that 55% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 5 percentage points to 60%.

**G1.B4** The Hispanic, ELL, SWD, and ED subgroups did not make their AMO targets for 2013. Across all grade levels, the area of deficiency was the highest represented Reporting Category 2-Reading Application. Students' limited English literacy skills affected their performance.

**G1.B4.S1** Use data to provide appropriate tier interventions during the school day. Offer before and after school tutoring and Saturday Camps to address students literacy and reading application skills.

### PD Opportunity 1

Students will be identified based on benchmark assessment results and divided into skills based groups for differentiated instruction. Students will take notes, highlight or mark text to find evidence to support the main idea, author's purpose, and compare/contrast relationships in and among texts. Students demonstrating reading deficiencies will be identified to attend after school tutoring and/or Saturday Camps.

#### Facilitator

Reading Liaison, Reading Language Arts Department

#### Participants

K-5 Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Benchmark assessments.

**G1.B7** As noted on the 2013 FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased to 85% from 90% the previous year. The area which will require students to improve is the highest represented Category 2-Reading Application. Students need targeted interventions during the day and beyond the school day in order to continue to make gains.

**G1.B7.S1** Implement during the day WonderWorks Tier 2 intervention with fidelity and offer opportunity for before and after school tutoring and/or Saturday School.

### **PD Opportunity 1**

Based on benchmark assessments, students will receive targeted tier 2 intervention using the McGraw-Hill WonderWorks intervention program with fidelity for 30 minutes daily beyond the 90 minute Language Arts/Reading block. Participate in all available opportunities for extended learning to reinforce reading skills.

#### **Facilitator**

Reading and Language Arts Department

#### **Participants**

Classroom Teachers in Grades K-5

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

Ongoing

#### **Evidence of Completion**

Intervention Folder/Reports, Benchmark Assessments, Ongoing Progress Monitoring

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The 2013 FCAT 2.0 Reading Test results indicate that 55% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 5 percentage points to 60%.	\$17,700
G6.	Monitor early warning signs during the 2013-2014 in order to reduce the number of students missing instruction, being retained, suspended or referred to 1%.	\$3,100
Total		\$20,800

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
Title I Funds	\$9,000	\$0	\$9,000
Title III Grant	\$8,700	\$0	\$8,700
School's Parent Teacher Association (PTA)	\$0	\$3,100	\$3,100
	\$0	\$0	\$0
Total	\$17,700	\$3,100	\$20,800

### Budget Details

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

**G1.** The 2013 FCAT 2.0 Reading Test results indicate that 55% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 5 percentage points to 60%.

**G1.B4** The Hispanic, ELL, SWD, and ED subgroups did not make their AMO targets for 2013. Across all grade levels, the area of deficiency was the highest represented Reporting Category 2-Reading Application. Students' limited English literacy skills affected their performance.

**G1.B4.S1** Use data to provide appropriate tier interventions during the school day. Offer before and after school tutoring and Saturday Camps to address students literacy and reading application skills.

### **Action Step 1**

Students will be identified based on benchmark assessment results and divided into skills based groups for differentiated instruction. Students will take notes, highlight or mark text to find evidence to support the main idea, author's purpose, and compare/contrast relationships in and among texts. Students demonstrating reading deficiencies will be identified to attend after school tutoring and/or Saturday Camps.

#### **Resource Type**

Personnel

#### **Resource**

Teachers for Saturday Camps

#### **Funding Source**

Title I Funds

#### **Amount Needed**

\$9,000

**G1.B7** As noted on the 2013 FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased to 85% from 90% the previous year. The area which will require students to improve is the highest represented Category 2-Reading Application. Students need targeted interventions during the day and beyond the school day in order to continue to make gains.

**G1.B7.S1** Implement during the day WonderWorks Tier 2 intervention with fidelity and offer opportunity for before and after school tutoring and/or Saturday School.

**Action Step 1**

Based on benchmark assessments, students will receive targeted tier 2 intervention using the McGraw-Hill WonderWorks intervention program with fidelity for 30 minutes daily beyond the 90 minute Language Arts/Reading block. Participate in all available opportunities for extended learning to reinforce reading skills.

**Resource Type**

Personnel

**Resource**

Hourly Teachers/Tutors

**Funding Source**

Title III Grant

**Amount Needed**

\$8,700



**G3.** The 2013 FCAT 2.0 Mathematics Test results indicate that 51% of all students achieved levels 3-5 proficiency. Our goal for the 2013-2014 school year is to increase levels 3-5 student proficiency by 11 percentage points to 62%.

**G3.B1** The 2013 FCAT 2.0 Mathematics Test results indicate 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of students who achieve Level 3 proficiency by 8 percentage points, to 35%. The area of deficiency for Grades 3 and 4 was Reporting Category 2- Number: Fractions/Base Ten & Fractions respectively. Students are struggling with general Mathematics concepts.

**G3.B1.S2** Provide after school tutoring to address Mathematics deficiencies particularly in the areas of division and fractions.

**Action Step 1**

Students will attend a one hour tutoring session three times per week before or after school. Sessions will focus on remediation of Mathematics deficiencies, particularly working with fractions.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G6.** Monitor early warning signs during the 2013-2014 in order to reduce the number of students missing instruction, being retained, suspended or referred to 1%.

**G6.B2** During the 2012-2013 school year, 81 students (11%) received two or more behavior referrals, of which 4 (1%) students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 is to decrease the number of students who received two or more referrals by one percentage point, to 10%, and to maintain the number of referrals that lead to suspension to 1% or lower.

**G6.B2.S1** Instruct students on the Code of Student Conduct and provide monthly incentives for compliance through the use of the SPOT Success Recognition Program, Citizenship Honor roll Awards recognition, and Flamingo Bucks for outstanding cafeteria behavior, among others.

**Action Step 1**

Monitor student behavior patterns daily and provide appropriate interventions and/or awards and incentives.

**Resource Type**

Other

**Resource**

Awards and Incentives for students

**Funding Source**

School's Parent Teacher Association (PTA)

**Amount Needed**

\$3,100