2013-2014 SCHOOL IMPROVEMENT PLAN

Coconut Grove Elementary School

3351 MATILDA ST

Coconut Grove, FL 33133

305-445-7876

http://coconutgrove.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	38%

Alternative/ESE Center	Charter School	Minority Rate
No	No	65%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Coconut Grove Elementary Schl

Principal
Sharon M. López, Ed.D.

School Advisory Council chair
Evelyn Burns

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

Name	Title
Dr. Sharon M. López	Principal
Marchel D. Woods	Assistant Principal
Evelyn Burns	Grade Level Chair
Alex Tejero	Fourth Grade Teacher
Irene Gancedo	Media Specialist

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, EESAC Chair-1, Teachers-5, UTD-1, Parents-6, Educational Support-1, Business /Community Representative-1

Involvement of the SAC in the development of the SIP

The EESAC committee assisted in the development and implementation of the school improvement plan through discussion of data, goals and budget.

Activities of the SAC for the upcoming school year

The EESAC committee will meet on the last Wednesday of every month to monitor the implementation of the SIP.

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

The school's improvement funds will be used to purchase incentives for student attendance (250.00) and Before School Tutoring for those students in the lowest 25 percentile in both reading and mathematics (1600.00).

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:

Sharon M. López, Ed.D.		
Principal	Years as Administrator: 23	Years at Current School: 3
Credentials	Bachelor of Arts-History from Florida State University, Master of Science - Educational Administration and Supervision from Nova Southeastern University, Doctoral degree from Florida International University-Curriculum and Instruction with a cognate in Instructional Leadership/Educational Leadership K-12 and Mathematics	
Performance Record	2013 – School Grade Rdg. Proficiency, 68% Math Proficiency, 75% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 80 points Rdg. AMO - Math AMO–__ 2012 – School Grade Rdg. Proficiency, 64 % Math Proficiency, 70 % Rdg. Lrg. Gains ,81 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 83 points Math Imp. of Lowest 25% - 70 points Rdg. AMO - Math AMO–__ '11 '10 '09 ' School Grade A C C	

AYP N N Y
High Standards Rdg. 81 53 57
High Standards Math 80 57 62
Lrng Gains-Rdg. 73 60 55
Lrng Gains-Math 70 52 55
Gains-Rdg-25% 70 63 48
Gains-Math-25% 60 53 47

Marchel D. Woods		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials	Bachelor of Arts-Sociology, Virginia State University, Master of Science in Education-(Educational Leadership Concentration) Florida Atlantic University-Certification-Exceptional Student Education (K-12), Reading Endorsement and Educational Leadership State of Florida.
Performance Record	2013 – School Grade Rdg. Proficiency, 68% Math Proficiency, 75% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 80 points Rdg. AMO - Math AMO–__ 2012- School Grade Rdg. Proficiency ,64 % Math Proficiency, 70 % Rdg. Lrg. Gains, 81 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 83 points Math Imp. of Lowest 25% - 70 points Rdg. AMO - Math AMO–__ '11 '10 '09 School Grade D D C AYP N N N High Standards Rdg. 36 35 38 High Standards Math 32 41 37 Lrng Gains-Rdg. 56 59 61

Lrng Gains-Math 52 64 59
Gains-Rdg-25% 76 61 74
Gains-Math-25% 64 66 64

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

29

 # receiving effective rating or higher

24, 83%

 # Highly Qualified Teachers

72%

 # certified in-field

31, 107%

 # ESOL endorsed

20, 69%

 # reading endorsed

2, 7%

 # with advanced degrees

10, 34%

 # National Board Certified

1, 3%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

6, 21%

 # with 6-14 years of experience

15, 52%

 # with 15 or more years of experience

9, 31%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Person responsible - Dr. Sharon M. López (Principal)
The Principal collaborates with the Human Resources Department to identify, interview and select highly qualified teachers to staff the school. Teachers new to the school are assigned to a grade level mentor to provide assistance and support.

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

A teacher (s) new to the profession (without previous teaching experience) is paired with a mentor teacher who is at the same level or in the subject area as the new teacher. Mentors are chosen based on the mastery of pedagogical and subject matter skills, evidence of effective teaching and student gains as well as outstanding knowledge of content in the curriculum areas. Planned mentoring activities include lesson planning, modeling, best practices, classroom management and discussions regarding classroom and instructional practices.

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 Leadership Team will hold meetings that focus on increasing student achievement and/or behavioral success. The team will meet on an on-going basis to engage in the following activities:
• review universal screening data and link to instructional decisions
• review progress monitoring data at the grade level

• identify students (at the classroom level) who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting the benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The MTSS Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets. The team will also address academic and social/emotional goals; expectations for instruction, and the alignment of processes and procedures needed in order to provide ongoing progress monitoring (OPM). At Coconut Grove Elementary students in need of MTSS implementation will be identified through the following data management systems: First and second grade students: 2013 Stanford Achievement Test; Third through Fifth grade: 2013 FCAT. In addition to these assessments, data collected and analyzed from the following assessments will also be used to determine student progress and the need for MTSS implementation: Baseline and District Interim Assessments, and School based monthly assessment data will be analyzed and disaggregated from Edusoft reports. Additional data including the Florida Assessments for Instruction in Reading (FAIR) will be monitored utilizing the Progress Monitoring and Reporting Network (PMRN), STAR Reading Assessments and Success Maker Utilization and Progress Reports. Behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, that are referred to administration/counselor to determine need for further actions including suspensions/expulsions.

During the 2013-2014 school year the staff at Coconut Grove Elementary will participate in professional development during teachers' common planning time. Small follow up sessions will occur throughout the school year regarding updates to the MTSS process. Teachers are strongly encouraged to enroll in the MTSS courses offered by the state of Florida, Department of Bureau of Exceptional Education and Student Services (www.florida-rti.org).

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

Dr. Sharon M. López (Principal) – the principal facilitates the implementation of the common vision at our school. This includes the use of data-based decision-making, ensuring that the school-based team is implementing MTSS appropriately in consideration of the diverse needs of our student population, conducts assessment of MTSS skills of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents school-based decision making and the development of plans affecting our community of students.

Marchel D. Woods (Assistant Principal) – the assistant principal will assist the principal with the implementation of the common vision of the school to include data based-decision making, implementation of the MTSS and facilitation of interventions school-wide.

Loreta Avila (First Grade Teacher) – Yesenia Gonazalez (Fourth Grade Teacher)- Our general education staff provides information about core instruction, encourages active participation, and monitors the process during both the collection of student data and subsequent disaggregation sessions. Additionally, they play a major part in delivery of our interventions to our Tier 1 population. Working in collaboration with support staff and administration, our teachers design, develop, and deliver Tier 2 interventions.

Nancy St. Leger {Exceptional Student Education} (ESE) Teacher- - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers using common planning, collaborative planning through our student support services team and through use of a co-teaching model.

Tara Calvani (School Psychologist) – This individual is a key player in the collection, interpretation, and analysis of data. When called upon, the school psychologist will facilitate the development of interventions and provide support as required to maintain the highest levels of fidelity. Our school psychologist develops and maintains psychological analysis through confidential documentation on

record in the school's office. Our school psychologist provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning and program evaluation upon request.

Danny Barahona (Technology Specialist)- Our school's technology specialist provides the technological support needed to keep school wide software and hardware running at peak performance. This team member assures that the necessary tools are available to manage and display data.

Jessica Greenwald- (Speech Language Pathologist)- Our speech language pathologist supports efficient use of language in curricular forums and during small group student support. Use of analysis includes assessments, parental involvement and instructional delivery methods used as a basis for appropriate program design rendered to a diverse population with varying needs. The speech and language pathologist supports and counsels others regarding the selection of appropriate screening measures.

Leon Banister (Guidance Counselor)- The guidance counselor supports learning through the provision of discussion forums around such key issues as effective program design, through affective assessment strategies and interpersonal relations with our students. The guidance counselor leads many support services meetings and facilitates the productive outcome that enhances the learning environment for many of our students. The guidance counselor impacts both the affective and effective domains of learning school wide.

Stacy Pacouloute (School Social Worker)- Our school's social worker is shared between schools. The role of the social worker is to link the larger metropolitan based child-serving community of agencies to our school and our school's families. The process is seamless and implemented with stealth-like strategies that support our student' academic, emotional, behavioral and social success without labeling the student or making one feel exceptional. In this way the social worker complements the student support services team and the faculty and staff of our school by enriching the range of student mechanisms made available to students as they strive to learn and grow.

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

The Leadership Team will focus on developing and maintain a problem solving system to bring out the best in our school, our teachers and our students. The team will meet on an on-going basis to engage in the review of data to link to instructional decisions, review progress monitoring data at the grade level, identify students who have not met proficiency or who are at risk of not meeting proficiency. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

At Coconut Grove Elementary students in need of MTSS implementation will be identified through the following data management systems: First and second grade students 2013 Stanford Achievement Test; Third through fifth grade: 2013 FCAT. In addition to these assessments, data collected and analyzed from the following assessments will also be used to determine student progress and the need for MTSS implementation: Baseline and District Interim Assessments, and school based quarterly assessments data will be analyzed and disaggregated from Edusoft reports. Additional data including the Florida Assessment for Instruction in Reading (FAIR) will be monitored utilizing the Progress Monitoring and Reporting Network (PMRN).

Behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, referred to administration/counselor to determine need for further actions including indoor suspension.

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

All stakeholders will be involved during the school year to help contribute to the development, implementation and evaluation of the MTSS process. Phone calls, written correspondences, emails, faculty meetings and parent meetings have already been initiated and will continue throughout the year.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,400

Coconut Grove Elementary will offer a Before School Program for students who need additional instructional support in the targeted benchmarks/standards in reading, writing and mathematics. In order to determine program effectiveness, progress monitoring will be implemented throughout the duration of the program. Teacher observations and students folders will support the monitoring of students growth in the targeted core subject. Core mini assessments will be utilized to identify standards/benchmarks that have improved as well as areas that need strengthening. Reading Plus, School Based Assessments, Success Maker Reports and STAR Reading Reports will be monitored and results will be used to modify instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected and analyzed using baseline, mid-year data, core assessments, SuccessMaker Reports, Reading Plus Reports and FAIR data to determine the effectiveness of the strategy. This data will be utilized to monitor student progress and identify areas of strengths and weaknesses.
Assessment results in core subject areas will also be monitored and teachers will review data and adjust instruction accordingly. (i.e. DI, Re-teaching, review of benchmarks, etc…)

Who is responsible for monitoring implementation of this strategy?

Administration will be responsible for administering this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Sharon M. López	Principal
Marchel D. Woods	Assistant Principal
Evelyn Burns	Grade Level Chair
Alex Tejero	Fourth Grade Teacher
Meagan McCue	Reading Coach/Third Grade Teacher

Name	Title
Mairelys Guillen	Kindergarten Teacher
Irene Gancedo	Media Specialist

How the school-based LLT functions

The function of the LLT is to create capacity of reading language within the school building and focus areas of literacy concerns across the school. The LLT meets monthly throughout the school year.

Major initiatives of the LLT

The major initiative for the LLT will be to cultivate the vision for the Common Core and provide support for all teachers Kindergarten through Grade 5. The LLT will also examine instructional practices, provide on-going data to staff regarding existing student literacy skills, levels and needs and provide professional development opportunities that targets student rigor and instructional practices.

Preschool Transition

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

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

Prior to the commencing of the school year 2014-2015, designated personnel will reach out to area preschools and conduct informative meetings regarding our Kindergarten program. Our school will also provide tours for parents interested in obtaining additional information about the school. Parents will be invited to a Kindergarten Transitional Workshop. The workshop will facilitate the necessary social and emotional development skills that are necessary to be successful in accomplishing the Common Core Standards in Kindergarten. The workshop will also encourage parents to establish home routines and work habits that will ease student's transition into the academics of kindergarten. Later, before classes begin a Kindergarten Orientation will take place to orient parents on the school protocols, procedures and programs offered. During the first weeks of school, we will begin to monitor students progress by administering assessments such as FLKRS(Florida Kindergarten Readiness Screener) and FAIR (Florida Assessment for Instruction in Reading).

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	69%	68%	Yes	72%
American Indian		0%		
Asian		0%		
Black/African American	57%	67%	Yes	61%
Hispanic	68%	67%	No	71%
White	86%	68%	No	87%
English language learners	44%	61%	Yes	50%
Students with disabilities	29%	13%	No	36%
Economically disadvantaged	63%	64%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	34%	36%
Students scoring at or above Achievement Level 4	58	34%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	51	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	41%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	29%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	71%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	75%	Yes	72%
American Indian		0%		
Asian		0%		
Black/African American	54%	67%	Yes	59%
Hispanic	68%	73%	Yes	71%
White	86%	77%	No	87%
English language learners	52%	74%	Yes	57%
Students with disabilities	36%	33%	No	42%
Economically disadvantaged	63%	68%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	31%	33%
Students scoring at or above Achievement Level 4	72	42%	43%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		80%	82%

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	12	21%	25%
Students scoring at or above Achievement Level 4	15	27%	29%

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)	5		29
Participation in STEM-related experiences provided for students	174	98%	100%

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	21	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	13	3%	2%
Students who are not proficient in reading by third grade	21	41%	37%
Students who receive two or more behavior referrals	24	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Number of parent engagement opportunities provided during the school year
Average number of parents in attendance at parent engagement opportunities
Percent of parents who participated in parent engagement opportunities
Percent of students in lowest performing quartile or subgroups not meeting AMO who's parents participated in one or more parent engagement opportunities

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities provided during the school year	30		
Percent parents of students in lowest performing quartile participated in one or more parent engagement opportunities	15		

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the students scored at or above FCAT Level 3 on the Reading FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G2. The results of the 2012-2013 FCAT Writing assessment revealed that 71% of the students scored at or above 3.5 on the FCAT Writing. The AMO Target for the 2013-2014 school year is 74%.

G3. The results of the 2013 FCAT 2.0 MathematicsTest indicate that 75% of the students scored at or above FCAT Level 3 on the Mathematics FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G4. The results of the 2013 administration of the Science FCAT 2.0 revealed that 48% of the students scored at or above FCAT Level 3. The AMO Target for the 2013- 2014 school year is 54%.

G5. During the 2013-2014 school year, in order to emphasize/engage students in the problem solving process, our school will increase the number of students participating in the Project Based Learning in STEM.

G6. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G7. Our goal is to increase the number of parent engagement opportunities offered in the school year, we also need to increase the number of parents in attendance, focusing on the parents of students in the lowest performing quartiles:

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the students scored at or above FCAT Level 3 on the Reading FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

Targets Supported

Resources Available to Support the Goal
- McGraw Hill Common Core Series, Reading Plus, SuccessMaker, Accelerated Reader, Time for Kids Magazine, Florida Ready CELLA Connections, and Graphic Organizers

Targeted Barriers to Achieving the Goal
- Students in the White and Hispanic subgroups did not make the 2012- 2013 Annual Measurable Objective (AMO) of 67%. Students experienced difficulty in Reporting Category 3 (Literary Analysis)-Identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects and Reporting Category 4 (Informational Text/Research Process)-read and organize informational text features to perform a task.

- Students in the SWD subgroup did not make the 2012-2013 Annual Measurable Objective (AMO) of 29%. Students experienced difficulty in Reporting Category 3 (Literary Analysis)-elements of story structure-character development, setting, plot and problem/solution.

- Students scoring at Achievement Level 3 Students' performance data from the 2013 FCAT in grade 3 indicates that there is a deficiency in Reporting Category 3: Literary Analysis (LA.3-5.2.1.7) (LA.3-5.2.21); Students experienced difficulty identifying and explaining the use of descriptive, idiomatic and figurative language. Students also demonstrated a weakness in explaining and identifying the purpose of text features with non-fiction text.

- Students scoring at Achievement Level 3 Students' performance data from the 2013 FCAT in grade 4 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process (LA.4.6.1.1); Students experienced difficulty in reading and analyzing real world documents and informational text.

- Students scoring at or above Achievement Level 4 Students' performance data from the 2013 FCAT in grade 5 indicates that there is a deficiency in Reporting Category 2: Reading Application (LA.5.1.7.6); Students experienced difficulty in identifying themes or topics across a variety of fiction or non-fiction texts.

- Students making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 4 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process (LA.4.6.1.1); Students experienced difficulty in reading and analyzing real world documents and informational text.

- Students making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 5 indicates that there is a deficiency in Reporting Category 2: Reading Application (LA.5.1.7.6); Students experienced difficulty in identifying themes or topics across a variety of fiction or non-fiction texts.

- Students in lowest 25% making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 3 indicates that there is a deficiency in Reporting Category 3: Literary Analysis (LA.3-5.2.1.7) (LA.3-5.2.21); Students experienced difficulty identifying and explaining the use of descriptive, idiomatic and figurative language. Students also demonstrated a weakness in explaining and identifying the purpose of text features with non-fiction text.

- Students in lowest 25% making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 4 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process (LA.4.6.1.1); Students experienced difficulty in reading and analyzing real world documents and informational text.

- CELLA-LISTENING/SPEAKING Students require additional support to speak in English.
- CELLA-Students scoring proficient in READING Students require additional support to read grade level text in English.
- CELLA-Students scoring proficient in WRITING Students need additional help to practice academic writing.

Plan to Monitor Progress Toward the Goal

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze the data in order to provide ongoing progress monitoring

Person or Persons Responsible
LLT and ESOL Coordinator

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Summative Assessment- Results of the 2014 CELLA Writing; 2014 Writing FCAT

G2. The results of the 2012-2013 FCAT Writing assessment revealed that 71% of the students scored at or above 3.5 on the FCAT Writing. The AMO Target for the 2013-2014 school year is 74%.

Targets Supported
- Writing

Resources Available to Support the Goal
- McGraw Hill Reading and Writing Series, Reading Plus, Accerlerated Reader, SuccessMaker, Smartboard

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with the elaboration of details and the precision of word choice in narrative and expository writing. Students experienced difficulty in writing narrative accounts with engaging plots that demonstrated an elaboration of details and a sense of completeness.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative and expository writing prompts will be scored using the FCAT 2.0 Writing rubric. The LLT team, along with fourth grade teachers, will meet to monitor student progress and identify areas where students need improvement. Appropriate intervention will be given when needed.

Person or Persons Responsible
Administrative Team and LLT

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Pre/Midyear and Post Test, Monthly Writing Assessments Summative Assessment- 2014 Writing FCAT

G3. The results of the 2013 FCAT 2.0 MathematicsTest indicate that 75% of the students scored at or above FCAT Level 3 on the Mathematics FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

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

Resources Available to Support the Goal
- Houghton Mifflin Harcourt (HMH) GO Math, HMH GO Math Florida Chapter ePlanner , Think Central, Mathematics Manipulatives, SuccessMaker, Florida Ready

Targeted Barriers to Achieving the Goal
- Students in the White subgroup did not meet the 2012-2013 AMO of 77%. According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category-Number: Base Ten and Fractions.

- Students in the White subgroup did not meet the 2012-2013 AMO of 77%. According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category-Geometry and Measurement

- Students scoring at Achievement Level 3 According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

- Students scoring at Achievement Level 3 According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3: Geometry and Measurement; Students need increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

- Students scoring at or above Achievement Level 4 According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

- Students making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

- Students making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3: Geometry and Measurement; Students need increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

- Students in lowest 25% making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

- Students in lowest 25% making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3: Geometry and Measurement; Students need increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

Plan to Monitor Progress Toward the Goal

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data in order to provide ongoing progress monitoring.

Person or Persons Responsible
Administrative Team and MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessments, School -Wide Assessments, SuccessMaker Reports and Think Central Reports Summative: 2014 Mathematics FCAT 2.0

G4. The results of the 2013 administration of the Science FCAT 2.0 revealed that 48% of the students scored at or above FCAT Level 3. The AMO Target for the 2013- 2014 school year is 54%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Scott Foresman Text, Think Central, Grade 5 FCAT Science Test Item Specifications, Grade 4-5 Science-Saurus

Targeted Barriers to Achieving the Goal
- Students scoring at Achievement Level 3 As noted on the 2013 FCAT 2.0, students in Grade 5 had more difficulty with Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

- Students scoring at or above Achievement Level 4 As noted on the 2013 FCAT 2.0, students in Grade 5 had more difficulty with Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

Plan to Monitor Progress Toward the Goal

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data in order to provide ongoing progress monitoring

Person or Persons Responsible
Administration Team and LLT

Target Dates or Schedule:
Classroom Walkthroughs; Utilizing the FCIM, the LLT Team will schedule reviews of formative assessments; Data Chat Meetings; Grade Level Meetings

Evidence of Completion:
Formative: District Interim Assessments, School -Wide Assessments and Think Central Reports Summative: 2014 Science FCAT 2.0

G5. During the 2013-2014 school year, in order to emphasize/engage students in the problem solving process, our school will increase the number of students participating in the Project Based Learning in STEM.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Smartboard, Science Pacing Guides, Scott Foresman Textbook and Workbooks, Science Saurus, P-Sell Lab Books, Florida Science Coach,

Targeted Barriers to Achieving the Goal
- The school has limited evidence of completed student projects in STEM

Plan to Monitor Progress Toward the Goal

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze Interim Assessment data in order to provide ongoing progress monitoring

Person or Persons Responsible
Administration Team and LLT

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessments and School -Wide Assessments Summative: 2014 FCAT 2.0

G6. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Report Cards/Academic Grades, Attendance Records, Student Referrals, Test Scores, District Interim Assessments

Targeted Barriers to Achieving the Goal
- We are aware that student academic development is correlated to student attendance. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.
- In monitoring the early warning system, our school will monitor the number of students retained in third grade and those who are not proficient in reading by third grade.
- In monitoring the early warning system, our school will monitor the number of students receiving two or more behavioral referrals and students who receive one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/RtI Team will schedule on-going progress monitoring

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Daily Attendance Bulletin and Participation log for students who are recognized for complying with the Student Code of Conduct along with monitoring the referrals in ISIS. Summative: COGNOS Reports

G7. Our goal is to increase the number of parent engagement opportunities offered in the school year, we also need to increase the number of parents in attendance, focusing on the parents of students in the lowest performing quartiles:

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- PTA

Targeted Barriers to Achieving the Goal
- Number of parent engagement opportunities provided during the school year and there is a lack of participation in school wide activities by parents of students in the lowest performing quartile.

Plan to Monitor Progress Toward the Goal

Review and analyze sign-in-sheets/logs to monitor the number of parents attending school events

Person or Persons Responsible
Administrative Team and Counselor

Target Dates or Schedule:
Review sign-in sheets/logs to determine the number of parents attending school events throughout the school year

Evidence of Completion:
Formative: Sign-in Attendance Logs Summative: Annual Sign-in sheets

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the students scored at or above FCAT Level 3 on the Reading FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G1.B1 Students in the White and Hispanic subgroups did not make the 2012- 2013 Annual Measurable Objective (AMO) of 67%. Students experienced difficulty in Reporting Category 3 (Literary Analysis)- Identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects and Reporting Category 4 (Informational Text/Research Process)-read and organize informational text features to perform a task.

G1.B1.S1 Provide practice opportunities for students in the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects

Action Step 1

Teacher will differentiate instruction in descriptive and figurative language and utilize poetry in the classroom to practice identifying descriptive and figurative language. During differentiated instruction, students will receive instruction in teacher led center to address descriptive and figurative language.

Person or Persons Responsible

Teacher.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Facilitator:

Reading Coach

Participants:

Language Arts Teachers

Action Step 2

Teacher will assign specific tasks on SuccessMaker that are focused on informational text features

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Success Maker Reports

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

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing progress

Evidence of Completion

Student folders, student projects, SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B1.S1

FCIM, team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports

G1.B1.S2 Provide practice opportunities for students in using real-world documents such as, how-to articles, brochures, fliers and websites to locate, interpret, and organize information.

Action Step 1

Differentiated Instruction in organizing informational text features. Utilize how-to articles, brochures and websites to locate and organize informational text. During differentiated instruction, students will receive instruction in teacher led center to address organizing informational text features to perform a task.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects and Success Maker Reports, Reading Plus Reports

Plan to Monitor Effectiveness of G1.B1.S2

FCIM team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B2 Students in the SWD subgroup did not make the 2012-2013 Annual Measurable Objective (AMO) of 29%. Students experienced difficulty in Reporting Category 3 (Literary Analysis)-elements of story structure-character development, setting, plot and problem/solution.

G1.B2.S1 Provide students with skills in identifying and interpreting elements of story structure.

Action Step 1

Teacher will differentiate instruction in identifying and interpreting elements of story structure. During differentiated instruction, students will receive instruction in teacher led center in order to identify character development, setting, plot and problem solution.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work and Lesson Plans

Facilitator:

Reading Coach

Participants:

Language Arts Teacher

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports, Reading Plus Reports

Plan to Monitor Effectiveness of G1.B2.S1

FCIM team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administrative Team, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B3 Students scoring at Achievement Level 3 Students' performance data from the 2013 FCAT in grade 3 indicates that there is a deficiency in Reporting Category 3: Literary Analysis (LA.3-5.2.1.7) (LA.3-5.2.21); Students experienced difficulty identifying and explaining the use of descriptive, idiomatic and figurative language. Students also demonstrated a weakness in explaining and identifying the purpose of text features with non-fiction text.

G1.B3.S1 Provide practice skills in descriptive, idiomatic and figurative language in order to increase achievement in Reporting Category 3: Literary Analysis.

Action Step 1

Differentiated Instruction in descriptive and figurative language. Utilize poetry in the classroom to practice identifying descriptive and figurative language. During differentiated instruction, students will receive instruction in teacher led center to address descriptive and figurative language.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Action Step 2

Teacher will differentiate instruction for students by using graphics, charts and keys in order to interpret information.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Facilitator:

Reading Coach

Participants:

Language Arts Teachers

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

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

Administrative Team, LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, SuccessMaker Reports and Reading Plus Reports

Plan to Monitor Effectiveness of G1.B3.S1

Florida Continuous Improvement Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: School -Wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B3.S2 Provide practice skills in explaining and identifying the purpose of text features with non-fiction text

Action Step 1

Differentiated Instruction in explaining and identifying the purpose of text features with non-fiction text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitioring through walkthroughs during classroom instruction

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Reading Plus Reports

Plan to Monitor Effectiveness of G1.B3.S2

FCIM team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administrative Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B4 Students scoring at Achievement Level 3 Students' performance data from the 2013 FCAT in grade 4 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process (LA.4.6.1.1); Students experienced difficulty in reading and analyzing real world documents and informational text.

G1.B4.S1 Provide practice skills in explaining and identifying the purpose of text features with non-fiction text.

Action Step 1

Provide practice opportunities for students to practice skills in identifying text features in cooperative learning groups.

Person or Persons Responsible

Using Time for Kids articles and Web Documents, students will identify and analyze the use of text features and their purpose in conveying meaning.

Target Dates or Schedule

During cooperative learning groups

Evidence of Completion

Formative: District Interim Assessments, School -Wide Assessments, Core Assessments and SuccessMaker Reports Summative: 2014 FCAT 2.0

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

Delivery of Classroom Instruction and data analysis

Person or Persons Responsible

Reading Coach, Administrative Team, LLT

Target Dates or Schedule

Classroom Walkthroughs during classroom instruction; Weekly Grade Level Meetings and LLT Meetings

Evidence of Completion

Formative: District Interim Assessments, School -Wide Assessments, Core Assessments and SuccessMaker Reports Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Delivery of Classroom Instruction The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze the data in order to provide ongoing progress monitoring

Person or Persons Responsible

Reading Coach, Administrative Team, LLT

Target Dates or Schedule

Classroom Walkthroughs during classroom instruction, Data Chat Meetings, Grade Level Meetings and LLT Meetings

Evidence of Completion

Formative: District Interim Assessments, School -Wide Assessments, Core Assessments and SuccessMaker Reports Summative: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 Students scoring at or above Achievement Level 4 Students' performance data from the 2013 FCAT in grade 5 indicates that there is a deficiency in Reporting Category 2: Reading Application (LA.5.1.7.6); Students experienced difficulty in identifying themes or topics across a variety of fiction or non-fiction texts.

G1.B5.S1 Provide opportunities for enrichment in Identifying themes and topics across a variety of fiction or non-fiction texts.

Action Step 1

Provide enrichment instruction in reading application and opportunities in identifying themes and topics across a variety of fiction or non-fiction texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders, Student Projects, SuccessMaker Reports and Reading Plus Reports

Plan to Monitor Effectiveness of G1.B5.S1

FCIM team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B6 Students making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 4 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process (LA.4.6.1.1); Students experienced difficulty in reading and analyzing real world documents and informational text.

G1.B6.S1 Provide opportunities for students to practice skills using real-world documents to locate, interpret and organize information.

Action Step 1

Differentiated Instruction in analyzing real world documents and informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports, Reading Plus Reports

Plan to Monitor Effectiveness of G1.B6.S1

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze the data in order to provide ongoing progress monitoring

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B7 Students making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 5 indicates that there is a deficiency in Reporting Category 2: Reading Application (LA.5.1.7.6); Students experienced difficulty in identifying themes or topics across a variety of fiction or non-fiction texts.

G1.B7.S1 Provide practice skills in identifying topics and themes within text.

Action Step 1

Differentiated Instruction in identifying themes or topics across a variety of fiction or non-fiction texts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Reading Plus Reports

Plan to Monitor Effectiveness of G1.B7.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B8 Students in lowest 25% making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 3 indicates that there is a deficiency in Reporting Category 3: Literary Analysis (LA.3-5.2.1.7) (LA.3-5.2.21); Students experienced difficulty identifying and explaining the use of descriptive, idiomatic and figurative language. Students also demonstrated a weakness in explaining and identifying the purpose of text features with non-fiction text.

G1.B8.S1 Provide practice skills in identifying descriptive and figurative language using poetry.

Action Step 1

Teacher will differentiate instruction in descriptive and figurative language and utilize poetry in the classroom to practice identifying descriptive and figurative language. During differentiated instruction, students will receive instruction in teacher led center to address descriptive and figurative language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Facilitator:

Reading Coach

Participants:

Language Arts Teacher

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

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports, Reading Plus Reports

Plan to Monitor Effectiveness of G1.B8.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B9 Students in lowest 25% making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 4 indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process (LA.4.6.1.1); Students experienced difficulty in reading and analyzing real world documents and informational text.

G1.B9.S1 Provide practice opportunities in reading and analyzing real world documents and informational text.

Action Step 1

Differentiated Instruction in reading and analyzing real world documents and informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports, Reading Plus Reports

Plan to Monitor Effectiveness of G1.B9.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and Reading Plus Reports

G1.B10 CELLA-LISTENING/SPEAKING Students require additional support to speak in English.

G1.B10.S1 Provide students with opportunities in the classroom to produce language in response to first-hand, multi-sensorial experiences

Action Step 1

Differentiated Instruction in the use of language when responding to first-hand, multi-sensorial experiences

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Teacher Observation and Teacher Lesson Plans

Action Step 2

Differentiated Instruction in the use of role playing

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher Observation, Rubrics and Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Rubric and Checklist

Plan to Monitor Effectiveness of G1.B10.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT, ESOL Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Observation Logs, Rubric and FAIR

G1.B11 CELLA-Students scoring proficient in READING Students require additional support to read grade level text in English.

G1.B11.S1 Provide additional support to students in order to read grade level text in English

Action Step 1

Provide opportunities in small group for students to focus on visual literacy such as looking at the illustrations before reading the text and asking students what the illustrations tell us about the topic

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT, ESOL Coordinator

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders, Student Projects and Success Maker Reports

Plan to Monitor Effectiveness of G1.B11.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT and ESOL Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments, SuccessMaker Reports and FAIR

G1.B12 CELLA-Students scoring proficient in WRITING Students need additional help to practice academic writing.

G1.B12.S1 Provide opportunities for students to practice academic writing.

Action Step 1

Teacher will differentiate instruction in writing using graphic organizers, illustrations and personal journals. Teacher will also provide instruction in using the proper writing steps (planning, drafting, revising, editing, and publishing).

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing Samples and Teacher Lesson Plans

Facilitator:

Grade 4 Writing Teacher

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT and ESOL Coordinator

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing Notebooks

Plan to Monitor Effectiveness of G1.B12.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT and ESOL Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Writing Assessments

G2. The results of the 2012-2013 FCAT Writing assessment revealed that 71% of the students scored at or above 3.5 on the FCAT Writing. The AMO Target for the 2013-2014 school year is 74%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with the elaboration of details and the precision of word choice in narrative and expository writing. Students experienced difficulty in writing narrative accounts with engaging plots that demonstrated an elaboration of details and a sense of completeness.

G2.B1.S1 During writing instruction provide students with opportunities to practice writing using multiple writing strategies.

Action Step 1

Teacher will provide practice instruction in developing and maintaining a writer's notebook where students will generate ideas, brainstorm, use graphic organizers to plan and draft a writing piece, create a list of vivid vocabulary, and share personal experiences. During small group instruction, teacher will utilize multiple strategies to assist students with elaboration of details and the precision of word choice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing Folders and Teacher Lesson Plans

Facilitator:

Grade 4 Teacher

Participants:

Language Arts/Reading Teachers

Action Step 2

Students will be taught how to use the Writing Process to bring monthly writing pieces to a published format using both peer and teacher conferencing. Teachers will also build a writer's community using the writing workshop model.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing Folders, Writing Projects and Monthly Writing Assessments

Plan to Monitor Effectiveness of G2.B1.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administrative Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Pre/Midyear and Post Test and Monthly Writing Assessments

G3. The results of the 2013 FCAT 2.0 MathematicsTest indicate that 75% of the students scored at or above FCAT Level 3 on the Mathematics FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G3.B1 Students in the White subgroup did not meet the 2012-2013 AMO of 77%. According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category- Number: Base Ten and Fractions.

G3.B1.S1 Provide instructional support for students to verify the reasonableness of number operation results, including problem situations.

Action Step 1

Teacher will differentiate instruction to assist students with interpreting solutions to division situations and solving real world problems involving positive and negative numbers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Facilitator:

Mathematics Liaison

Participants:

Mathematics Teachers

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders and SuccessMaker Reports

Plan to Monitor Effectiveness of G3.B1.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School wide Assessments and SuccessMaker Reports,

G3.B2 Students in the White subgroup did not meet the 2012-2013 AMO of 77%. According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category- Geometry and Measurement

G3.B2.S1 Provide grade-level activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Teacher will differentiate instruction for students by using different strategies to solve problems involving the volume and surface area of prisms. During differentiated instruction, students will receive instruction in teacher led center to address solving problems involving the volume and surface area of prisms.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work, Classroom Assessment and Teacher Lesson Plans

Facilitator:

Mathematics Liaison

Participants:

Mathematics Teachers

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects and Success Maker Reports

Plan to Monitor Effectiveness of G3.B2.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School -Wide Assessments and SuccessMaker Reports

G3.B3 Students scoring at Achievement Level 3 According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B3.S1 Provide students opportunities to identify, compare and order fractions in real world contexts.

Action Step 1

Differentiated Instruction in comparing and ordering fractions, mixed numbers, and/or decimals in the same or different forms. Teacher led center will focus on one concept at a time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Action Step 2

Differentiate Instruction in identifying a fraction, including fractions greater than one, using area, set and linear models, or vice versa.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, SuccessMaker Reports and Think Central Reports

Plan to Monitor Effectiveness of G3.B3.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments, SuccessMaker Reports and Think Central Reports

G3.B4 Students scoring at Achievement Level 3 According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3: Geometry and Measurement; Students need increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

G3.B4.S1 Provide opportunities for students to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

Action Step 1

Differentiate Instruction in helping students solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Teacher led center will assist students in performing a two-step conversion (linear, weight/ mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Think Central Reports

Plan to Monitor Effectiveness of G3.B4.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments, SuccessMaker Reports and Think Central Reports

G3.B5 Students scoring at or above Achievement Level 4 According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B5.S1 Provide practice opportunities for students to identify, compare and order fractions in real world contexts.

Action Step 1

Provide enrichment instruction in renaming fractions as mixed numbers, or vice versa

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Action Step 2

Provide enrichment instruction in representing and identifying a fraction, including fractions greater than one using area, set and linear models or vice versa

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Think Central Reports

Plan to Monitor Effectiveness of G3.B5.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments, SuccessMaker Reports and Think Central Reports

G3.B6 Students making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B6.S1 Provide students increased opportunities to identify, compare and order fractions in real world contexts.

Action Step 1

Differentiate instruction in relating decimals, fractions, and percents; comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Teacher led center will provide one on one teaching of these specific skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Action Step 2

Differentiate instruction in comparing and order fractions, including fractions greater than one, using area, set and linear models or vice versa. Teacher led center will provide one on one teaching of these specific skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Think Central Reports

Plan to Monitor Effectiveness of G3.B6.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments, SuccessMaker Reports and Think Central Reports

G3.B7 Students making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3: Geometry and Measurement; Students need increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

G3.B7.S1 Provide students increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

Action Step 1

Differentiate instruction in determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations. In addition, teacher will practice mathematics teaching strategies in small group instruction to enforce mathematics skills. Florida Ready Test Prep workbooks will be utilized to provide practice and support in order to improve achievement in the targeted reporting categories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Think Central Reports

Plan to Monitor Effectiveness of G3.B7.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments, SuccessMaker Reports and Think Central Reports

G3.B8 Students in lowest 25% making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B8.S1 Provide students with increased opportunities to identify, compare and order fractions in real world contexts

Action Step 1

Differentiate instruction in comparing and ordering commonly used fractions. Teacher led center will focus on re-teaching this concept and using mathematics strategies to enforce mathematics skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Action Step 2

Teacher will differentiate Instruction in identifying an equivalent fraction for one-half and one-fourth using a model. Teacher led center will focus on re-teaching this concept and using mathematics strategies to reinforce mathematics skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Facilitator:

Mathematics Liaison

Participants:

Mathematics Teachers

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Think Central Reports

Plan to Monitor Effectiveness of G3.B8.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments, SuccessMaker Reports and Think Central Reports

G3.B9 Students in lowest 25% making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3: Geometry and Measurement; Students need increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

G3.B9.S1 Provide students increased opportunities to practice problem solving proficiency in the areas of measurement conversions, area and volume and coordinate plane.

Action Step 1

Differentiate instruction in performing a single-unit conversion within the same measurement system, including elapsed time to the nearest minute in problems involving a span of a few hours. Teacher led center will utilize mathematics strategies in order to reteach this concept.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Action Step 2

Differentiate instruction in determining the volume of prisms and identifying and plotting ordered pairs in the first quadrant of a coordinate plane. Teacher led center will utilize mathematics strategies in order to reteach these concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Monitoring through walkthroughs during classroom instruction

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects, Success Maker Reports and Think Central Reports

Plan to Monitor Effectiveness of G3.B9.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments, SuccessMaker Reports and Think Central Reports

G4. The results of the 2013 administration of the Science FCAT 2.0 revealed that 48% of the students scored at or above FCAT Level 3. The AMO Target for the 2013- 2014 school year is 54%.

G4.B1 Students scoring at Achievement Level 3 As noted on the 2013 FCAT 2.0, students in Grade 5 had more difficulty with Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

G4.B1.S1 Provide opportunities for students to identify basic forms of energy, identify familiar forces, trace the the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

Action Step 1

Teacher will differentiate instruction by developing Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. During small group instruction, teacher will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Facilitator:

Science Liaison

Participants:

Science Teachers

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Analyze data from science assessments and District Interim assessments to be sure that students are making progress and instruction is being modified accordingly

Person or Persons Responsible

Administration Team and LLT

Target Dates or Schedule

Classroom Walkthroughs; Utilizing the FCIM, the LLT Team will schedule reviews of formative assessments; Data Chat Meetings; Grade Level Meetings

Evidence of Completion

Formative: District Interim Assessments, School -Wide Assessments and Core Assessments, Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data in order to provide ongoing progress monitoring

Person or Persons Responsible

Administration Team and LLT

Target Dates or Schedule

Classroom Walkthroughs; Utilizing the FCIM, the LLT Team will schedule reviews of formative assessments; Data Chat Meetings; Grade Level Meetings

Evidence of Completion

Formative: District Interim Assessments, School -Wide Assessments and Core Assessments, Summative: 2014 FCAT 2.0

G4.B2 Students scoring at or above Achievement Level 4 As noted on the 2013 FCAT 2.0, students in Grade 5 had more difficulty with Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

G4.B2.S1 Provide opportunities for students to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

Action Step 1

Provide enrichment instruction in designing, creating, and presenting representation and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. During small groups, teacher will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders,Teacher Lesson Plans and Classroom Assessments

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

Administration Team and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Folders, Student Projects and Think Central Reports

Plan to Monitor Effectiveness of G4.B2.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administration Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School-Wide Assessments and Think Central Reports

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. During the 2013-2014 school year, in order to emphasize/engage students in the problem solving process, our school will increase the number of students participating in the Project Based Learning in STEM.

G5.B1 The school has limited evidence of completed student projects in STEM

G5.B1.S1 Provide opportuntities for students to participate in the Project Based Learning in STEM.

Action Step 1

Provide opportunities for students to participate in the Science Fair and Fairchild Challenge. In addition, teachers will establish a timeline for the development of student projects and increase the participation in STEM competitions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher Lesson Plans

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

Monitoring through walkthroughs during classroom instruction.

Person or Persons Responsible

Administration Team and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Projects and Science Fair Project

Plan to Monitor Effectiveness of G5.B1.S1

The Florida Continuous Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person or Persons Responsible

Administration Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student Projects and School-Wide Assessments

G6. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G6.B1 We are aware that student academic development is correlated to student attendance. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G6.B1.S1 Provide school wide incentives for attendance throughout the school year.

Action Step 1

Monitor the daily Attendance Roster weekly and monitor the number of students who are approaching or have approached the 5 day window.

Person or Persons Responsible

Registrar

Target Dates or Schedule

On-going

Evidence of Completion

Teacher Attendance Rosters and Daily Attendance Bulletin

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

Review and analyze weekly attendance reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM, the MTSS/RtI Team will schedule meetings to review attendance problems

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance Bulletin Summative: COGNOS Reports

G6.B2 In monitoring the early warning system, our school will monitor the number of students retained in third grade and those who are not proficient in reading by third grade.

G6.B2.S1 Provide intervention for third grade retainees and those who are not proficient.

Action Step 1

Analyze data from District Interim assessments to be sure that students are making progress and instruction is being modified accordingly

Person or Persons Responsible

Before school tutorial programs will be established to address students' areas of need. Participation in this program will be monitored by administration. Intervention using a pull out and/ or push in will be provided by classroom teachers and interventionists

Target Dates or Schedule

Before School Tutoring; Designated Intervention Time

Evidence of Completion

Formative: District Interim Assessments and School -Wide Assessments Summative: 2014 FCAT 2.0

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

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data in order to provide ongoing progress monitoring

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Classroom Walkthroughs; Utilizing the FCIM, the MTSS/RtI Team will schedule monthly reviews of formative assessments; Data Chat Meetings; Grade Level Meetings

Evidence of Completion

Formative: District Interim Assessments and School -Wide Assessments, FAIR, SuccessMaker and Reading Plus Reports Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G6.B2.S1

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data in order to provide ongoing progress monitoring

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Classroom Walkthroughs; Utilizing the FCIM, the MTSS/RtI Team will schedule monthly reviews of formative assessments; Data Chat Meetings; Grade Level Meetings

Evidence of Completion

Formative: District Interim Assessments and School -Wide Assessments, FAIR, SuccessMaker and Reading Plus Reports Summative: 2014 FCAT 2.0

G6.B3 In monitoring the early warning system, our school will monitor the number of students receiving two or more behavioral referrals and students who receive one or more behavioral referrals that lead to suspension.

G6.B3.S1 Monitor the number of students receiving two or more behavioral referrals and students who receive one or more behavioral referrals that lead to suspension.

Action Step 1

Review student referrals on an on-going basis

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Utilizing the FCIM, the MTSS/RtI Team will schedule meetings as needed to review behavioral referrals

Evidence of Completion

Formative: Participation log for students who are recognized for complying with the Student Code of Conduct along with monitoring the referrals in ISIS. Summative: COGNOS Reports

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

Review student referrals on an on-going basis

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Utilizing the FCIM, the MTSS/RtI Team will schedule meetings as needed to review behavioral referrals

Evidence of Completion

Formative: Participation log for students who are recognized for complying with the Student Code of Conduct along with monitoring the referrals in ISIS. Summative: COGNOS Reports

Plan to Monitor Effectiveness of G6.B3.S1

Review student referrals on an on-going basis

Person or Persons Responsible

Administrative Team and MTSS/RtI Team

Target Dates or Schedule

Utilizing the FCIM, the MTSS/RtI Team will schedule meetings as needed to review behavioral referrals

Evidence of Completion

Formative: Participation log for students who are recognized for complying with the Student Code of Conduct along with monitoring the referrals in ISIS. Summative: COGNOS Reports

Coordination and Integration

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

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

Title II - The District uses supplemental funds for improving basic education as follows:
-training to certify qualified mentors for the New Teacher (MINT) Program
-training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time
for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
At Coconut Grove Elementary, we assign new teachers to qualified mentors that are Clinical Educator Certified. We also send our PDL to training to assist the school in the development and facilitation of professional development activities.
Title III - Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
-professional development on best practices for ESOL and content area teachers
-coaching and mentoring for ESOL and content area teachers (K-12)
-reading and supplementary instructional materials (K-2)
At Coconut Grove Elementary, teachers are sent to professional development workshops to obtain additional training and best practices for teacher ESOL students. In addition, when funds become available, teachers are provided reading and supplementary instructional materials for ESOL students.
Title X-Homeless - The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
At Coconut Grove Elementary, the school counselor coordinates appropriate services for students that have been identified as homeless.
Supplemental Academic Instruction (SAI)
Coconut Grove Elementary will receive funding from the SAI as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs - It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment.
At Coconut Grove Elementary, administrators and designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. In addition, all staff, students, parents/volunteers must receive training on an annual basis. Likewise, our school implements five curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs - The School adheres to and implements the nutrition stated in the District Wellness Policy.
At Coconut Grove Elementary, the School Food Service Program (school breakfast, school lunch, and after care snacks) follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Other - Health Connect in our Schools - Health Connect in Our School (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on ground.
At Coconut Grove Elementary, we have a trained Registered Nurse and full-time Health Aide that is qualified to perform the assigned duties related to a quality school health care program.
Miami Lighthouse/Heiken Children's Vision Program- Provides free complete optometric exams if the parent/guardian cannot afford the exams.
At Coconut Grove Elementary, referrals are made for students that qualify for this 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 results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the students scored at or above FCAT Level 3 on the Reading FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G1.B1 Students in the White and Hispanic subgroups did not make the 2012- 2013 Annual Measurable Objective (AMO) of 67%. Students experienced difficulty in Reporting Category 3 (Literary Analysis)- Identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects and Reporting Category 4 (Informational Text/Research Process)-read and organize informational text features to perform a task.

G1.B1.S1 Provide practice opportunities for students in the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects

PD Opportunity 1

Teacher will differentiate instruction in descriptive and figurative language and utilize poetry in the classroom to practice identifying descriptive and figurative language. During differentiated instruction, students will receive instruction in teacher led center to address descriptive and figurative language.

Facilitator

Reading Coach

Participants

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

G1.B2 Students in the SWD subgroup did not make the 2012-2013 Annual Measurable Objective (AMO) of 29%. Students experienced difficulty in Reporting Category 3 (Literary Analysis)-elements of story structure-character development, setting, plot and problem/solution.

G1.B2.S1 Provide students with skills in identifying and interpreting elements of story structure.

PD Opportunity 1

Teacher will differentiate instruction in identifying and interpreting elements of story structure. During differentiated instruction, students will receive instruction in teacher led center in order to identify character development, setting, plot and problem solution.

Facilitator

Reading Coach

Participants

Language Arts Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work and Lesson Plans

G1.B3 Students scoring at Achievement Level 3 Students' performance data from the 2013 FCAT in grade 3 indicates that there is a deficiency in Reporting Category 3: Literary Analysis (LA.3-5.2.1.7) (LA.3-5.2.21); Students experienced difficulty identifying and explaining the use of descriptive, idiomatic and figurative language. Students also demonstrated a weakness in explaining and identifying the purpose of text features with non-fiction text.

G1.B3.S1 Provide practice skills in descriptive, idiomatic and figurative language in order to increase achievement in Reporting Category 3: Literary Analysis.

PD Opportunity 1

Teacher will differentiate instruction for students by using graphics, charts and keys in order to interpret information.

Facilitator

Reading Coach

Participants

Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

G1.B8 Students in lowest 25% making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 3 indicates that there is a deficiency in Reporting Category 3: Literary Analysis (LA.3-5.2.1.7) (LA.3-5.2.21); Students experienced difficulty identifying and explaining the use of descriptive, idiomatic and figurative language. Students also demonstrated a weakness in explaining and identifying the purpose of text features with non-fiction text.

G1.B8.S1 Provide practice skills in identifying descriptive and figurative language using poetry.

PD Opportunity 1

Teacher will differentiate instruction in descriptive and figurative language and utilize poetry in the classroom to practice identifying descriptive and figurative language. During differentiated instruction, students will receive instruction in teacher led center to address descriptive and figurative language.

Facilitator

Reading Coach

Participants

Language Arts Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

G1.B12 CELLA-Students scoring proficient in WRITING Students need additional help to practice academic writing.

G1.B12.S1 Provide opportunities for students to practice academic writing.

PD Opportunity 1

Teacher will differentiate instruction in writing using graphic organizers, illustrations and personal journals. Teacher will also provide instruction in using the proper writing steps (planning, drafting, revising, editing, and publishing).

Facilitator

Grade 4 Writing Teacher

Participants

Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing Samples and Teacher Lesson Plans

G2. The results of the 2012-2013 FCAT Writing assessment revealed that 71% of the students scored at or above 3.5 on the FCAT Writing. The AMO Target for the 2013-2014 school year is 74%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with the elaboration of details and the precision of word choice in narrative and expository writing. Students experienced difficulty in writing narrative accounts with engaging plots that demonstrated an elaboration of details and a sense of completeness.

G2.B1.S1 During writing instruction provide students with opportunities to practice writing using multiple writing strategies.

PD Opportunity 1

Teacher will provide practice instruction in developing and maintaining a writer's notebook where students will generate ideas, brainstorm, use graphic organizers to plan and draft a writing piece, create a list of vivid vocabulary, and share personal experiences. During small group instruction, teacher will utilize multiple strategies to assist students with elaboration of details and the precision of word choice.

Facilitator

Grade 4 Teacher

Participants

Language Arts/Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing Folders and Teacher Lesson Plans

G3. The results of the 2013 FCAT 2.0 MathematicsTest indicate that 75% of the students scored at or above FCAT Level 3 on the Mathematics FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G3.B1 Students in the White subgroup did not meet the 2012-2013 AMO of 77%. According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category- Number: Base Ten and Fractions.

G3.B1.S1 Provide instructional support for students to verify the reasonableness of number operation results, including problem situations.

PD Opportunity 1

Teacher will differentiate instruction to assist students with interpreting solutions to division situations and solving real world problems involving positive and negative numbers.

Facilitator

Mathematics Liaison

Participants

Mathematics Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

G3.B2 Students in the White subgroup did not meet the 2012-2013 AMO of 77%. According to the results of the 2013 FCAT 2.0, students in Grade 5 experienced difficulty in Reporting Category- Geometry and Measurement

G3.B2.S1 Provide grade-level activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

PD Opportunity 1

Teacher will differentiate instruction for students by using different strategies to solve problems involving the volume and surface area of prisms. During differentiated instruction, students will receive instruction in teacher led center to address solving problems involving the volume and surface area of prisms.

Facilitator

Mathematics Liaison

Participants

Mathematics Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work, Classroom Assessment and Teacher Lesson Plans

G3.B8 Students in lowest 25% making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B8.S1 Provide students with increased opportunities to identify, compare and order fractions in real world contexts

PD Opportunity 1

Teacher will differentiate Instruction in identifying an equivalent fraction for one-half and one-fourth using a model. Teacher led center will focus on re-teaching this concept and using mathematics strategies to reinforce mathematics skills.

Facilitator

Mathematics Liaison

Participants

Mathematics Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

G4. The results of the 2013 administration of the Science FCAT 2.0 revealed that 48% of the students scored at or above FCAT Level 3. The AMO Target for the 2013- 2014 school year is 54%.

G4.B1 Students scoring at Achievement Level 3 As noted on the 2013 FCAT 2.0, students in Grade 5 had more difficulty with Physical Science. Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

G4.B1.S1 Provide opportunities for students to identify basic forms of energy, identify familiar forces, trace the the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

PD Opportunity 1

Teacher will differentiate instruction by developing Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. During small group instruction, teacher will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Facilitator

Science Liaison

Participants

Science Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders and Teacher Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the students scored at or above FCAT Level 3 on the Reading FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.	$800
G3.	The results of the 2013 FCAT 2.0 MathematicsTest indicate that 75% of the students scored at or above FCAT Level 3 on the Mathematics FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.	$800
G6.	Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.	$250
	Total	$1,850

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
EESAC	$1,600	$250	$1,850
Total	$1,600	$250	$1,850

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the students scored at or above FCAT Level 3 on the Reading FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G1.B8 Students in lowest 25% making learning gains (FCAT 2.0) Students' performance data from the 2013 FCAT in grade 3 indicates that there is a deficiency in Reporting Category 3: Literary Analysis (LA.3-5.2.1.7) (LA.3-5.2.21); Students experienced difficulty identifying and explaining the use of descriptive, idiomatic and figurative language. Students also demonstrated a weakness in explaining and identifying the purpose of text features with non-fiction text.

G1.B8.S1 Provide practice skills in identifying descriptive and figurative language using poetry.

Action Step 1

Teacher will differentiate instruction in descriptive and figurative language and utilize poetry in the classroom to practice identifying descriptive and figurative language. During differentiated instruction, students will receive instruction in teacher led center to address descriptive and figurative language.

Resource Type

Personnel

Resource

Before School Tutoring

Funding Source

EESAC

Amount Needed

$800

G3. The results of the 2013 FCAT 2.0 MathematicsTest indicate that 75% of the students scored at or above FCAT Level 3 on the Mathematics FCAT Assessment. The AMO target for the 2013-2014 school year is 72%.

G3.B8 Students in lowest 25% making learning gains (FCAT 2.0) According to the results of the 2013 FCAT 2.0, students in Grade 3 & 4 experienced difficulty in Reporting Category 2: Numbers:Fractions: Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B8.S1 Provide students with increased opportunities to identify, compare and order fractions in real world contexts

Action Step 2

Teacher will differentiate Instruction in identifying an equivalent fraction for one-half and one-fourth using a model. Teacher led center will focus on re-teaching this concept and using mathematics strategies to reinforce mathematics skills.

Resource Type

Personnel

Resource

Before School Tutoring

Funding Source

EESAC

Amount Needed

$800

G6. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G6.B1 We are aware that student academic development is correlated to student attendance. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G6.B1.S1 Provide school wide incentives for attendance throughout the school year.

Action Step 1

Monitor the daily Attendance Roster weekly and monitor the number of students who are approaching or have approached the 5 day window.

Resource Type

Other

Resource

Attendance Incentives

Funding Source

EESAC

Amount Needed

$250