2013-2014 SCHOOL IMPROVEMENT PLAN

West Hialeah Gardens Elementary School

11990 NW 92ND AVE

Hialeah Gardens, FL 33018

305-818-4000

http://whg.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	87%

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

School Grades History

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

Table of Contents

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

West Hialeah Gardens Elementary School

Principal

Sharon Gonzalez M

School Advisory Council chair

Alicia Hernandez

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

Name	Title
Sharon Gonzalez	Principal
Mary Pineiro	Assistant Principal
Hipolito Rodriguez	Assistant Principal
Michelle Martin	Kindergarten Grade Level Chair
Linda Radkiewicz	Grade 1 Grade Level Chair
Tania Gutierrez	Grade 2 Grade Level Chair
Arianna Flores	Grade 3 Grade Level Chair
MariaCeleste Balsano	Grade 4 Grade Level Chair
Kristina Ferrera	Grade 5 Grade Level Chair
Lourdes Nodarse	Intermediate Reading Chair
Leslie Gomez	Primary Reading Chair
Blanca Sanjudo	Mathematics Chair
Giselle Mendieta	ELL Coordinator
Aaron Leon	Mentor Teacher
Yonarkis Leon	Mentor Teacher
Alicia Hernandez	Mentor Teacher
Mary Pineiro	ESE Representative
Tina Kaplan	Counselor
Susan Fernandez	Counselor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

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

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

Membership of the SAC

Principal-1, UTD Steward-1, Teachers-5. Alternate Teacher/Paraprofessional-1, Educational Support-1, Alternate Educational Support-1, Business Community Representative-3, Parent-5, Alternate Parent-1, Student-1, Alternate Student-1

Involvement of the SAC in the development of the SIP

The EESAC at West Hialeah Gardens Elementary is the sole body responsible for final decision making at the school relating to the implementation of the SIP. The committee assists and evaluates the SIP, assists the principal in the development of the budget, and determines the allocations of the EESAC's budget. The function of the EESAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

Activities of the SAC for the upcoming school year

The SAC will meet four times this school year in order to support the goals of the SIP.

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

SAC funds will be allocated to support the goals of the SIP. Projected use of the funds: $5,750.00 toward technology programs and hardware that support academic achievement.

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

N/A

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
3

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

Administrator Information:

Sharon Gonzalez M		
Principal	Years as Administrator: 20	Years at Current School: 7
Credentials	BS – Elementary Education, Vanderbilt University; Master of Science Elementary Education – Nova Southeastern University; Educational Leadership Certification – State of Florida	
Performance Record	2013 – School Grade A Rdg. Proficiency, 63% Math Proficiency, 72% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 69 points Rdg. AMO -NO Math AMO-NO 2012 – School Grade A Rdg. Proficiency, 61% Math Proficiency, 70% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 48 points Rdg. AMO –NO Math AMO–NO 2011– School Grade A Rdg. Proficiency, 72% Math Proficiency, 93% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 65points Rdg. Imp. of Lowest 25% - _63points Math Imp. of Lowest 25% - 66points Rdg. AMO –NO Math AMO–NO 2010– School Grade A Rdg. Proficiency, 76% Math Proficiency, 80% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –NO Math AMO–NO	

2009– School Grade
Rdg. Proficiency, 70%
Math Proficiency, 70%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 53 points
Rdg. Imp. of Lowest 25% -
55 points
Math Imp. of Lowest 25% -
47 points
Rdg. AMO –NO
Math AMO–NO

Mary Pineiro		
Asst Principal	Years as Administrator: 9	Years at Current School: 5

Credentials	BS-Mentally Handicapped, Florida International University Masters of Science—TESOL, Florida International University Specialist Ranking-Certificate of Educational Leadership
Performance Record	2013 – School Grade A Rdg. Proficiency, 63% Math Proficiency, 72% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 69 points Rdg. AMO -NO Math AMO-NO 2012 – School Grade A Rdg. Proficiency, 61% Math Proficiency, 70% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 48 points Rdg. AMO –NO Math AMO–NO 2011– School Grade A Rdg. Proficiency, 72% Math Proficiency, 93% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 65points Rdg. Imp. of Lowest 25% - _63points Math Imp. of Lowest 25% - 66points Rdg. AMO –NO Math AMO–NO 2010– School Grade A Rdg. Proficiency, 76% Math Proficiency, 80% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –NO Math AMO–NO

2009– School Grade
Rdg. Proficiency, 70%
Math Proficiency, 70%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 53 points
Rdg. Imp. of Lowest 25% -
55 points
Math Imp. of Lowest 25% -
47 points
Rdg. AMO –NO
Math AMO–NO

Giselle Mendieta		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	BS-Special Education, Florida International University Masters of Science—Special Education Florida International University Certificate of Educational Leadership
Performance Record	2013 – School Grade PENDING Rdg. Proficiency, 37% Math Proficiency, 49% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 70 points Rdg. AMO -NO Math AMO-NO 2012 – School Grade B Rdg. Proficiency, 40% Math Proficiency, 54% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 25 points Math Imp. of Lowest 25% - 25 points Rdg. AMO –NO Math AMO–NO 2011– School Grade B Rdg. Proficiency, 15% Math Proficiency, 41% Rdg. Lrg. Gains, 41 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –NO Math AMO–NO 2010– School Grade C Rdg. Proficiency, 12% Math Proficiency, 42% Rdg. Lrg. Gains, 41 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% -

83 points
Rdg. AMO –NO
Math AMO–NO
2009– School Grade A
Rdg. Proficiency, 68%
Math Proficiency, 88%
Rdg. Lrg. Gains, 64 points
Math Lrg. Gains, 83points
Rdg. Imp. of Lowest 25% -
61 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO –NO
Math AMO–NO

Classroom Teachers

# of classroom teachers
80

 # receiving effective rating or higher
80, 100%

 # Highly Qualified Teachers
75%

 # certified in-field
77, 96%

 # ESOL endorsed
60, 75%

 # reading endorsed
9, 11%

 # with advanced degrees
31, 39%

 # National Board Certified
2, 3%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
8, 10%

 # with 6-14 years of experience
45, 56%

 # with 15 or more years of experience
27, 34%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

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

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

The recruitment of high-quality, highly-qualified teachers to work in high-need academic areas of the school begins during the pre-service of intern teachers. The school brings in pre-service teachers from local colleges and universities each semester and places them with high-performing teachers to serve as role models. As openings occur, former interns are interviewed and hired to become faculty members. In order to retain high-quality, highly-qualified teachers, the school provides many intangible rewards such as encouraging professional learning communities, specific and deliberate professional development, acknowledging outstanding teaching practices, and providing an environment where academic freedom is respected and honored. The principal will be responsible for recruiting and retaining highly qualified, certified-in-field, and effective teachers.

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

West Hialeah Gardens provides mentoring program for beginning teachers. Additional mentoring support is also provided to veteran teachers who are in need of improvement based on data, classroom management, and observations, both formal and informal. Mentor teachers meet with their mentees on a weekly basis and assist them with data analysis, lesson planning, classroom management techniques, intervention techniques, the referral process, parent involvement, and other issues that may arise. Mentors also spend time observing the beginning teachers as well as doing demonstration lessons in the mentee's classroom. Mentor teachers are A. Leon, Y. Leon, and A. Hernandez.

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

1. The MTSS Leadership Team will meet regularly to gather and analyze data pertaining to academic and behavioral expectations. Professional development needs will also be determined based on the data. Data used will be EDUSOFT reports for Reading, Math and Science; PMRN for progress monitoring in reading of grades K-5; CELLA for ELL students.
2. The MTSS Leadership Team will also assist with the monitoring of interventions and re-evaluate the success of programs in relationship to the needs of all AMO subgroups.

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

MTSS Leadership is vital, therefore, in building our team, we have considered the following:
Administration: School Principal and Assistant Principals: Sharon Gonzalez, Principal, and Mary Pineiro and Giselle Mendieta, Assistant Principals, will ensure commitment and allocate resources. Student Services Personnel: Susan Fernandez and Tina Kaplan, Counselors, will work to build staff support and sustainability over time and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Tanya Restrepo, will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities,
Speech Language Pathologist: Arlene Bookman, will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.
Academic Coaches: Leslie Gomez and Blanca Sanjudo, Teachers, will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

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

The MTSS Leadership Team will share pertinent data and adjust the school's academic and behavioral goals. They will monitor the fidelity of the delivery of instruction and intervention. The RtI Leadership Team will provide levels of support and interventions to all students based on data.

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

Data will be used to guide instructional decisions and practices, as well as system procedures for all students in order ensure the following:
• Adjust the delivery of curriculum and instruction to meet the specific needs of all students
• Adjust the delivery of behavior management systems
• Adjust the allocation of school-based resources as needed
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions and enrichment activities.
Managed data will include the following:
Reading, Mathematics, Science and Writing
• FAIR assessment
• Interim assessments
• State/Local Math, Science and Writing assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions
• Referrals by student behavior, staff behavior, and administrative context

- Office referrals per month
- School Climate surveys

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

1. The MTSS Leadership Team will meet regularly to gather and analyze data pertaining to academic and behavioral expectations. Professional development needs will also be determined based on the data. Data used will be EDUSOFT reports for Reading, Math and Science; PMRN for progress monitoring in reading of grades K-5; CELLA for ELL students.
2. The MTSS Leadership Team will also assist with the monitoring of interventions and re-evaluate the success of programs in relationship to the needs of all AMO subgroups to build capacity in data-based problem-solving for staff and parents.
3. A network of ongoing support for MTSS will be organized through feeder patterns.

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: 2,160

Title III Academic tutoring will be offered after school to students in the ELL subgroup. Instruction will target the specific benchmarks determined be student performance on FCAT 2.0 2013 administration.

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 using District Interim Assessments. Student performance and learning gains will be analyzed to determine effectiveness of strategies.

Who is responsible for monitoring implementation of this strategy?

Ms. Giselle Mendieta, Assistant Principal, will be responsible.

Literacy Leadership Team (LLT)

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

Name	Title
Sharon Gonzalez	Principal
Mary Pineiro	Assistant Principal and ESE Coordinator
Giselle Mendieta	Assistant Principal and ELL Coordinator
Michelle Martin	Kindergarten Grade Level Chair
Linda Radkiewicz	Grade 1 Grade Level Chair

Name	Title
Tania Gutierrez	Grade 2 Grade Level Chair
Arianna Flores	Grade 3 Grade Level Chair
MariaCeleste Balsano	Grade 4 Grade Level Chair
Kristina Ferrera	Grade 5 Grade Level Chair
Leslie Gomez	Primary Reading Chair
Lourdes Nodarse	Intermediate Reading Chair
Blanca Sanjudo	Mathematics Chair
Susan Fernandez	Counselor
Tina Kaplan	Counselor

How the school-based LLT functions

The school-based Literacy Leadership Team (LLT) will hold an important role in the over-all success of all programs at West Hialeah Gardens Elementary. Members of the team will include administration, mentor teachers, and grade level chairpersons, Exceptional Student Education representatives, as well as representation from special area instructional staff. Additionally, the school's Media Specialist will play a critical role in this team. The principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The school-based LLT will meet on a monthly basis to disaggregate data from assessments and to plan and evaluate programs and processes following the FCIM.

Major initiatives of the LLT

The major initiatives of the school-based LLT this year will be aligned to the District K-12 CRRP 2013-2014 and will include:
• Increasing school-wide literacy across all content areas.
• Implementing on-going professional development targeted and specific to the needs of individual grade levels and instructional staff based on data results.
• Monitoring, collecting, and utilizing assessment data, including FAIR Assessments, District interims, observational data, and in-program assessment data.
• Participating in data analysis teams.
• Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

Preschool Transition

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

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

Title I Administration assists West Hialeah Gardens Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected

school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Additionally, the school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All in-coming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Most students are also screened on their English Language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and all three FAIR Assessments. Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Also, beginning during Spring registration, the school begins offering campus tours for incoming Kindergarten students and their parents. Transition packets are distributed at the conclusion of the tour. Orientation sessions are also held the week before school begins in order to prepare students and their parents and share expectations for the upcoming school year.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	63%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic	65%	64%	No	69%
White	73%	0%	No	75%
English language learners	58%	47%	No	62%
Students with disabilities	35%	24%	Yes	42%
Economically disadvantaged	63%	62%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	173	29%	34%
Students scoring at or above Achievement Level 4	192	33%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		85%	87%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	271	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	198	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	166	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	166	29%	36%
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	74%	72%	No	77%
American Indian				
Asian				
Black/African American				
Hispanic	74%	72%	No	77%
White	79%	0%	No	81%
English language learners	70%	65%	No	73%
Students with disabilities	45%	28%	Yes	51%
Economically disadvantaged	72%	69%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	31%	36%
Students scoring at or above Achievement Level 4	228	39%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	72%

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	55	31%	34%
Students scoring at or above Achievement Level 4	37	21%	22%

Florida Alternate Assessment (FAA)

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

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)	8		12
Participation in STEM-related experiences provided for students	280	70%	80%

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	91	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	34	3%	2%
Students who are not proficient in reading by third grade	92	46%	41%
Students who receive two or more behavior referrals	98	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

Goals Summary

G1. Results of the 2013 Reading FCAT test indicate that 63% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 6 points, to 69%.

G2. Results of the 2013 Mathematics FCAT test indicate that 72% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 5 percentage points, to 77%.

G3. Results of the 2013 FCAT 2.0 Writing Test indicate that 62% (131) of students scored at Achievement Level 3.5 and higher in writing. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3.5 to 66%.

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 52% (92) of students scored at proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency by 4 percentage points.

G5. Fifth grade student participation in the Green Committee energy conservation goal will decrease electrical consumption by 10%.

G6. In monitoring the Early Warning Systems our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G7. The number of students retained in the third grade and students who are non-proficient in reading by third grade will be decreased.

G8. The number of students who received two or more behavior referrals and of students who received two or more behavior referrals that lead to suspension will be decreased.

Goals Detail

G1. Results of the 2013 Reading FCAT test indicate that 63% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 6 points, to 69%.

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

Resources Available to Support the Goal
- Highly-qualified Teachers

- Hourly Interventionists

- Professional Development

- Title I Budget

- Research-Based Reading Series

- Implementation of Common Core State Standards

- Technology Support Programs

- Supportive Staff

- Parent and Community Support

Targeted Barriers to Achieving the Goal
- Results of the 2013 Reading FCAT indicate that the Hispanic, ELL, and ED groups did not meet the AMOs. The area that showed minimum growth as noted administration of the FCAT is Reporting Category 4, Informational Text/Research Process. Implementation of exposure to content-reading material has been an obstacle.

- Results of the 2013 Reading FCAT indicate that ---% achieved proficiency in reading, Level 3. Difficulty with text structures and recognizing text features has been an obstacle for students.

- Results of the 2013 Reading FCAT indicate that 33% (192) of students scored at Achievement Levels 4 & 5. Difficulty with inferred and implied questioning using complex text has been an obstacle for students.

- Results of the 2013 Reading FCAT indicate that 80% of students made learning gains in reading. Students are in need of strategies to effectively make inferences, draw conclusions, return to text as support for answers, analyze vs. implied main ideas, use graphic organizers to analyze text, and interact with text.

- Results of the 2013 Reading FCAT indicate that 85% of students in the lowest 25% made learning gains in reading. Students need support in critical thinking skills to interpret graphical information, locate, interpret, organize information, and examine the validity and reliability of informational text.

- Results of the 2013 CELLA Test indicate that 48% (271) of students achieved proficiency in Listening/Speaking. Students need additional opportunities for speaking and listening across all subject areas.

- Results of the 2013 CELLA Test indicate that 36% (198) of students achieved proficiency in Reading. Students need of general knowledge of word meanings and relationships, synonyms and antonyms, and recognizing examples and non-examples of word relationships. Limited vocabulary has been an obstacle.

- Results of the 2013 CELLA Test indicate that 29% (166) of students achieved proficiency in Writing. Students are in need of the necessary skills to develop their piece by including voice, supporting details and mature command and precision in word choice.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using data from Interims and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessments Summative: 2014 FCAT 2.0

G2. Results of the 2013 Mathematics FCAT test indicate that 72% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 5 percentage points, to 77%.

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

Resources Available to Support the Goal
- Highly-qualified teachers
- Houghton Mifflin Go Math Series
- Technology Support Programs
- Professional Development
- Title-I Budget
- Implementation of Common Core State Standards
- Supportive Staff
- Parent and Community Support

Targeted Barriers to Achieving the Goal
- Results of the 2013 Mathematics FCAT indicate that the Hispanic, ELL, and ED groups didnot meet the AMOs. The are that showed minimum growth as noted on the administration of the FCAT is Reporting Category 3: Geometry & Measurement. Instruction of mathematics vocabulary and targeted intense intervention is necessary to continue to increase learning gains for these students.
- Results of the 2013 Mathematics FCAT indicate that 31% (184) achieved proficiency in mathematics Level 3. The area of deficiency is Category 3: Geometry & Measurement. Students are in need of understanding multiplication and division concepts and they relate to geometric concepts and the strategies needed to apply these concepts.
- Results of the 2013 Mathematics FCAT indicate that 39% (228) achieved Levels 4 and 5. The area of deficiency is Category 3: Geometry & Measurement. Students are in need of developing their higher order thinking skills as they apply to geometric and measurement concepts.
- Results of the 2013 Mathematics FCAT indicate that 71% of students made learning gains and 69% of students in the lowest 25% made learning gains. Students need support when learning math concepts and real life math problems.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: Results of 2014 FCAT 2.0

G3. Results of the 2013 FCAT 2.0 Writing Test indicate that 62% (131) of students scored at Achievement Level 3.5 and higher in writing. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3.5 to 66%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Highly-qualified teachers

- District Writing Packet

- Anchor Papers

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was developing support and conventions in the writing. Students are in need of the necessary skills to develop their piece by including voice, supporting details, mature command of language and precision in word choice. Students also are in need of the knowledge of conventions and usage of the English language.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: Results of 2014 FCAT 2.0

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 52% (92) of students scored at proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency by 4 percentage points.

Targets Supported

Resources Available to Support the Goal

- Highly-Qualified Teachers

- Science Lab

- Science Fair

Targeted Barriers to Achieving the Goal

- Students who scored at Level 3 need to increase scientific thinking and apply scientific concepts that reinforce the scientific method.

- Students who scored at Levels 4 and 5 need to develop higher order thinking skills in order to increase proficiency.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessments Summative: Results of 2014 FCAT 2.0

G5. Fifth grade student participation in the Green Committee energy conservation goal will decrease electrical consumption by 10%.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Green Committe

Targeted Barriers to Achieving the Goal

- Grade 5 students lack of knowledge regarding energy consumption and the possible consequences on the environment and wastefulness of over-usage.

- Lack of interest and participation in Green Committee events has hindered student involvement and awareness.

Plan to Monitor Progress Toward the Goal

Follow the FCIM to review energy consumption and adjust usage as needed

Person or Persons Responsible
Green Committee Members

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Monthly Energy Consumption reports and the Green Committee reports

G6. In monitoring the Early Warning Systems our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Assistant Principals

- Community Involvement Specialist

- Attendance Incentive Programs

- PTA

- Supportive Staff

Targeted Barriers to Achieving the Goal

- Lack of consistency with an attendance incentive program contributed to an increase in absences over the previous year.

Plan to Monitor Progress Toward the Goal

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance records

G7. The number of students retained in the third grade and students who are non-proficient in reading by third grade will be decreased.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Highly-qualified teachers
- Hourly Interventionists
- During-school tutorials

Targeted Barriers to Achieving the Goal
- Lack of intervention tutorials for primary grades contributed to an increase of students who are not proficient in reading by third grade.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from site generated reports

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Site generated assessments and District Interim Assessments Summative: Results of 2014 FCAT 2.0

G8. The number of students who received two or more behavior referrals and of students who received two or more behavior referrals that lead to suspension will be decreased.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Behavior management plans
- MTSS/RtI Team
- Counselors
- PTA

Targeted Barriers to Achieving the Goal
- Lack of consistency in school-wide behavior policies contributed to increase of students who received two or more behavior referrals and of students who received two or more behavior referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from SCAM referrals

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Decrease in number of referrals to adminstration Summative: Decrease in Number of SCAMS and suspensions

Action Plan for Improvement

Problem Solving Key

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

G1. Results of the 2013 Reading FCAT test indicate that 63% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 6 points, to 69%.

G1.B1 Results of the 2013 Reading FCAT indicate that the Hispanic, ELL, and ED groups did not meet the AMOs. The area that showed minimum growth as noted administration of the FCAT is Reporting Category 4, Informational Text/Research Process. Implementation of exposure to content-reading material has been an obstacle.

G1.B1.S1 Provide students with grade-level texts that provide practice in supporting the benchmarks.

Action Step 1

Students will be provided with a variety of instructional strategies and activities that include making inferences drawing conclusions based on text features/text structure. Use of graphs, charts, captions, subheadings, textboxes will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, McGraw Hill reading series assessments, District Interim Assessments, and computer assisted reports from SuccessMaker and FCAT Explorer

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Results of the 2013 Reading FCAT indicate that ---% achieved proficiency in reading, Level 3. Difficulty with text structures and recognizing text features has been an obstacle for students.

G1.B2.S1 Provide students with opportunities to engage in reading different types of texts across the curriculum.

Action Step 1

Students will use grade-level texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be provided practice in making inferences and drawing conclusions within and across texts. The author's perspective should be recognizable in text. Students will focus on what the author thinks and feels. Main idea may be stated or implied. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice identifying topics and themes within and across texts using blended instruction with NGSSS and CCSS. McGraw Hill's reading series, Wonders, will be used.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

Facilitator:

Reading Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, McGraw Hill reading series assessments, District Interim Assessments, and computer assisted reports from SuccessMaker and FCAT Explorer

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Results of the 2013 Reading FCAT indicate that 33% (192) of students scored at Achievement Levels 4 & 5. Difficulty with inferred and implied questioning using complex text has been an obstacle for students.

G1.B3.S1 Provide students the opportunity to encounter different texts with complex text structure while implementing Common Core benchmarks.

Action Step 1

Students will use text-dependent comprehension techniques with questioning to determine precisely what is inferred and implied by locating and citing explicit evidence from complex text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, McGraw Hill reading series assessments, District Interim assessments, and computer assisted reports from SuccessMaker and FCAT Explorer.

G1.B4 Results of the 2013 Reading FCAT indicate that 80% of students made learning gains in reading. Students are in need of strategies to effectively make inferences, draw conclusions, return to text as support for answers, analyze vs. implied main ideas, use graphic organizers to analyze text, and interact with text.

G1.B4.S1 Provide students with opportunities to think critically.

Action Step 1

Students will be provided with a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Blended instruction in NGSSS and CCSS will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

Facilitator:

Reading Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, McGraw Hill reading series assessments, District Interim assessments, and computer assisted reports from SuccessMaker and FCAT Explorer.

G1.B5 Results of the 2013 Reading FCAT indicate that 85% of students in the lowest 25% made learning gains in reading. Students need support in critical thinking skills to interpret graphical information, locate, interpret, organize information, and examine the validity and reliability of informational text.

G1.B5.S1 Provide students with the use of graphic organizers to support and organize their thinking.

Action Step 1

Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Tested NGSSS benchmarks will be the focus of instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

Facilitator:

Reading Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, test, and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, McGraw Hill reading series assessments, District Interim assessments, and computer assisted reports from SuccessMaker and FCAT Explorer.

G1.B6 Results of the 2013 CELLA Test indicate that 48% (271) of students achieved proficiency in Listening/Speaking. Students need additional opportunities for speaking and listening across all subject areas.

G1.B6.S1 Provide students with opportunities for speaking and listening across all subject areas.

Action Step 1

Structure conversations around books and subjects that build vocabulary, ask interactive and meaningful data and encourage word and sentence repetition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Oral Presentations, quizzes, tests, and Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, McGraw Hill reading series assessments, District Interim Assessments,and computer assisted reports from SuccessMaker and FCAT Explorer.

G1.B7 Results of the 2013 CELLA Test indicate that 36% (198) of students achieved proficiency in Reading. Students need of general knowledge of word meanings and relationships, synonyms and antonyms, and recognizing examples and non-examples of word relationships. Limited vocabulary has been an obstacle.

G1.B7.S1 Provide vocabulary instruction using graphic organizers.

Action Step 1

Students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, McGraw Hill reading series assessments, District Interim assessments and computer assisted reports from SuccessMaker and FCAT Explorer

G1.B8 Results of the 2013 CELLA Test indicate that 29% (166) of students achieved proficiency in Writing. Students are in need of the necessary skills to develop their piece by including voice, supporting details and mature command and precision in word choice.

G1.B8.S1 Provide students with authentic writing opportunities that will develop their voice through the use of mature language and concise word choice.

Action Step 1

During writing instruction students will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format such as narrative and expository writing commensurate with their ELL level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing samples, Writing tests

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

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Writing samples, Writing tests

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples, quizzes, tests, and Writing Interim Assessments

G2. Results of the 2013 Mathematics FCAT test indicate that 72% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 5 percentage points, to 77%.

G2.B1 Results of the 2013 Mathematics FCAT indicate that the Hispanic, ELL, and ED groups didnot meet the AMOs. The are that showed minimum growth as noted on the administration of the FCAT is Reporting Category 3: Geometry & Measurement. Instruction of mathematics vocabulary and targeted intense intervention is necessary to continue to increase learning gains for these students.

G2.B1.S1 Provide students with targeted intervention to support the benchmarks

Action Step 1

Implement intervention services during school hours using the SuccessMaker program. Engage students in activities to use technology (such as Gizmos, Riverdeep®® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.Incorporate technology via FCAT Explorer Focus. Students will also be engaged in weekly activities that involve unpacking real world word problems. A written justification for their answers will be a requirement as part of their math journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Houghton Mifflin math assessments, District Interim reports and computer assisted reports from SuccessMaker, Gizmos, and FCAT Explorer

G2.B2 Results of the 2013 Mathematics FCAT indicate that 31% (184) achieved proficiency in mathematics Level 3. The area of deficiency is Category 3: Geometry & Measurement. Students are in need of understanding multiplication and division concepts and they relate to geometric concepts and the strategies needed to apply these concepts.

G2.B2.S1 Provide students with opportunities to understand geometric concepts.

Action Step 1

Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Students will also be engaged in weekly activities that involve unpacking real world word problems. A written justification for their answers will be a requirement as part of their math journals. Students will be actively engaged in learning through technology via Riverdeep®, SuccessM.aker, GIZMOS, and FCAT Explorer Focus

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and District Interim Assessments

Facilitator:

Math Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and District Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports and computer assisted reports from SuccessMaker, Riverdeep, Gizmos, and FCAT Explorer Focus

G2.B3 Results of the 2013 Mathematics FCAT indicate that 39% (228) achieved Levels 4 and 5. The area of deficiency is Category 3: Geometry & Measurement. Students are in need of developing their higher order thinking skills as they apply to geometric and measurement concepts.

G2.B3.S1 Provide students the opportunity to use manipulatives as they relate to geometric and measurement concepts.

Action Step 1

Provide enrichment opportunities for students to participate in higher order strategies and skills that will develop their understanding of geometric and measurement concepts by using manipulatives and engaging opportunities for practice as well as grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Students will also be engaged in weekly activities that involve unpacking real world word problems. A written justification for their answers will be a requirement as part of their math journals. Students will be actively engaged in learning through technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, Interim Assessments, math journals

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, Interim Assessments, and math journals

Plan to Monitor Effectiveness of G2.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim reports, Houghton Mifflin tests, computer assisted reports from SuccessMaker, Riverdeep, Gizmos, and FCAT Explorer Focus.

G2.B4 Results of the 2013 Mathematics FCAT indicate that 71% of students made learning gains and 69% of students in the lowest 25% made learning gains. Students need support when learning math concepts and real life math problems.

G2.B4.S1 Provide students support when learning math concepts by using manipulatives.

Action Step 1

Implement intervention services during school hours using the SuccessMaker program. Engage students in activities to use technology (such as Gizmos, Riverdeep®® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. A written justification for their answers will be a requirement as part of their math journals. Students will be actively engaged in learning through technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, Interim Assessments, and math journals

Facilitator:

Math Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, Interim Assessments, and math journals

Plan to Monitor Effectiveness of G2.B4.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim Assessments,and math journals

G3. Results of the 2013 FCAT 2.0 Writing Test indicate that 62% (131) of students scored at Achievement Level 3.5 and higher in writing. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3.5 to 66%.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was developing support and conventions in the writing. Students are in need of the necessary skills to develop their piece by including voice, supporting details, mature command of language and precision in word choice. Students also are in need of the knowledge of conventions and usage of the English language.

G3.B1.S1 Provide students with opportunities to develop their writing across all disciplines.

Action Step 1

Using the writing process, students will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format such as narrative and expository writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

January 17, 2014

Evidence of Completion

Writing samples, District Writing Assessments

Facilitator:

Fourth Grade Writing Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Writing samples, District Writing Interims

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, assessment data reports will be reviewed monthly and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples and District Writing Interims

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 52% (92) of students scored at proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency by 4 percentage points.

G4.B1 Students who scored at Level 3 need to increase scientific thinking and apply scientific concepts that reinforce the scientific method.

G4.B1.S1 Provide opportunities for students to apply scientific thinking that reinforce the scientific method.

Action Step 1

Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Students will use GIZMOS and FCAT Explorer to facilitate instruction of targeted strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

Facilitator:

Science Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

Science Teachers and Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, Interim Assessments, Science Fair projects

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Science Teachers and Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

teacher generated assessments, hands-on lab logs, science journals, District quarterly assessments, computer assisted reports from GIZMOS, and FCAT Explorer, and Science Fair projects.

G4.B2 Students who scored at Levels 4 and 5 need to develop higher order thinking skills in order to increase proficiency.

G4.B2.S1 Provide students with opportunities to develop higher order thinking skills.

Action Step 1

Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science using hands-on lab activities and science journals. Instruction in grades K-5 adheres to the depth and rigor of the CCSS as delineated in the District's pacing guide. Students will use GIZMOs and FCAT Explorer to facilitate instruction of targeted strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and interim assessments

Facilitator:

Science Teacher

Participants:

Teachers

Action Step 2

Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science using hands-on lab activities and science journals. Instruction in grades K-5 adheres to the depth and rigor of the CCSS as delineated in the District's pacing guide. Students will use GIZMOs and FCAT Explorer to facilitate instruction of targeted strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and interim assessments

Facilitator:

Science Teacher

Participants:

Teachers

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

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

Person or Persons Responsible

Science Teachers and Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Science Teachers and Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly teacher generated assessments, hands-on lab logs, science journals, interim assessments, and computer assisted reports from GIZMOs and FCAT Explorer

G5. Fifth grade student participation in the Green Committee energy conservation goal will decrease electrical consumption by 10%.

G5.B1 Grade 5 students lack of knowledge regarding energy consumption and the possible consequences on the environment and wastefulness of over-usage.

G5.B1.S1 Increase student participation in green committee objectives.

Action Step 1

Assign two monitors per class to ensure lights are turned off every time students exit the room, unplug any electronics that are not being used regularly and provide reminders about turning off Smartboards, etc. Awareness of the Green Committee activities will ensure achievement of goal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

Action Step 2

Assign 4 students per class to become involved in the Green Committee activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

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

Following the FCIM model, Monthly Energy Consumption reports and the Green Committee reports will be reviewed and energy goals will be adjusted as needed.

Person or Persons Responsible

Members of the Green Committee

Target Dates or Schedule

Bi-weekly

Evidence of Completion

energy conservation goal through reports of energy and electrical usage on campus

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, Monthly Energy Consumption reports and the Green Committee reports will be reviewed and energy goals will be adjusted as needed.

Person or Persons Responsible

Green Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Energy Consumption reports and the Green Committee reports

G5.B2 Lack of interest and participation in Green Committee events has hindered student involvement and awareness.

G5.B2.S1 Include fifth grade classes in activities related to Green Committee in order to increase participation.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. In monitoring the Early Warning Systems our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G6.B1 Lack of consistency with an attendance incentive program contributed to an increase in absences over the previous year.

G6.B1.S1 Implement a consistent attendance program.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports

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

Following the FCIM model, attendance reports will be reviewed and students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible

Attendance Review Committee

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, attendance reports will be revied and students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.pattern of non-attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible

Attendance review committee

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance reports

G7. The number of students retained in the third grade and students who are non-proficient in reading by third grade will be decreased.

G7.B1 Lack of intervention tutorials for primary grades contributed to an increase of students who are not proficient in reading by third grade.

G7.B1.S1 Provide pull-out intervention for students in primary grades.

Action Step 1

During school tutorials will be established to address students' areas of need

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, site generated assessments, and District Interims

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, site generated assessments, and District Interims

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, site generated assessments, and District Interims

G8. The number of students who received two or more behavior referrals and of students who received two or more behavior referrals that lead to suspension will be decreased.

G8.B1 Lack of consistency in school-wide behavior policies contributed to increase of students who received two or more behavior referrals and of students who received two or more behavior referrals that lead to suspension.

G8.B1.S1 Implement a school-wide citizenship program to recognize positive behavior.

Action Step 1

A reward system will be established to recognize students for outstanding citizenship.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction of monthly referrals to administration and guidance counselors.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Following the FCIM model, the numbers of students referred for behavior will be reviewed and incentive programs will be adjusted as needed.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Number of SCAMS

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, the numbers of students referred for behavior will be reviewed and incentive programs will be adjusted as needed.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Number of SCAMS

Coordination and Integration

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

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

Title I, Part A
West Hialeah Gardens Elementary School ensures that services are provided to students requiring additional remediation and are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum, assessment, and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I Chess; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
West Hialeah Gardens Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.
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, ELL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement and/or provide the following:
• Before and after-school tutorial programs
• Parent outreach activities
Title VI, Part B - NA
Title X- Homeless
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community

organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

West Hialeah Gardens Elementary School offers a non-violence and anti-drug program to students that incorporate field trips, community service and counseling.

Nutrition Programs

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

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

3) 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.

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

• Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

• Increase parental involvement through developing our Title I School-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting during Open House; and other documents and activities necessary in order to comply with dissemination and reporting requirements.

• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

• Complete the Title I Administration Parental Involvement Monthly School Report and the Title I Parental Involvement Monthly Activities Report and submit to the district's

Title I Administration by the 5th of each month as documentation with NCLB Section 1118.

• Confidential "as needed" services will be provided to any students in the school in "homeless situations" as applicable.

• Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

West Hialeah Gardens Elementary School receives funding under the School Improvement Grant Fund/ School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and

specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS.

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. Results of the 2013 Reading FCAT test indicate that 63% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 6 points, to 69%.

G1.B2 Results of the 2013 Reading FCAT indicate that ---% achieved proficiency in reading, Level 3. Difficulty with text structures and recognizing text features has been an obstacle for students.

G1.B2.S1 Provide students with opportunities to engage in reading different types of texts across the curriculum.

PD Opportunity 1

Students will use grade-level texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be provided practice in making inferences and drawing conclusions within and across texts. The author's perspective should be recognizable in text. Students will focus on what the author thinks and feels. Main idea may be stated or implied. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice identifying topics and themes within and across texts using blended instruction with NGSSS and CCSS. McGraw Hill's reading series, Wonders, will be used.

Facilitator

Reading Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

G1.B4 Results of the 2013 Reading FCAT indicate that 80% of students made learning gains in reading. Students are in need of strategies to effectively make inferences, draw conclusions, return to text as support for answers, analyze vs. implied main ideas, use graphic organizers to analyze text, and interact with text.

G1.B4.S1 Provide students with opportunities to think critically.

PD Opportunity 1

Students will be provided with a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Blended instruction in NGSSS and CCSS will be implemented.

Facilitator

Reading Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

G1.B5 Results of the 2013 Reading FCAT indicate that 85% of students in the lowest 25% made learning gains in reading. Students need support in critical thinking skills to interpret graphical information, locate, interpret, organize information, and examine the validity and reliability of informational text.

G1.B5.S1 Provide students with the use of graphic organizers to support and organize their thinking.

PD Opportunity 1

Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Tested NGSSS benchmarks will be the focus of instruction.

Facilitator

Reading Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

G2. Results of the 2013 Mathematics FCAT test indicate that 72% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 5 percentage points, to 77%.

G2.B2 Results of the 2013 Mathematics FCAT indicate that 31% (184) achieved proficiency in mathematics Level 3. The area of deficiency is Category 3: Geometry & Measurement. Students are in need of understanding multiplication and division concepts and they relate to geometric concepts and the strategies needed to apply these concepts.

G2.B2.S1 Provide students with opportunities to understand geometric concepts.

PD Opportunity 1

Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Students will also be engaged in weekly activities that involve unpacking real world word problems. A written justification for their answers will be a requirement as part of their math journals. Students will be actively engaged in learning through technology via Riverdeep®, SuccessM.aker, GIZMOS, and FCAT Explorer Focus

Facilitator

Math Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and District Interim Assessments

G2.B4 Results of the 2013 Mathematics FCAT indicate that 71% of students made learning gains and 69% of students in the lowest 25% made learning gains. Students need support when learning math concepts and real life math problems.

G2.B4.S1 Provide students support when learning math concepts by using manipulatives.

PD Opportunity 1

Implement intervention services during school hours using the SuccessMaker program. Engage students in activities to use technology (such as Gizmos, Riverdeep®® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. A written justification for their answers will be a requirement as part of their math journals. Students will be actively engaged in learning through technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.

Facilitator

Math Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, Interim Assessments, and math journals

G3. Results of the 2013 FCAT 2.0 Writing Test indicate that 62% (131) of students scored at Achievement Level 3.5 and higher in writing. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3.5 to 66%.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was developing support and conventions in the writing. Students are in need of the necessary skills to develop their piece by including voice, supporting details, mature command of language and precision in word choice. Students also are in need of the knowledge of conventions and usage of the English language.

G3.B1.S1 Provide students with opportunities to develop their writing across all disciplines.

PD Opportunity 1

Using the writing process, students will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format such as narrative and expository writing.

Facilitator

Fourth Grade Writing Teacher

Participants

Teachers

Target Dates or Schedule

January 17, 2014

Evidence of Completion

Writing samples, District Writing Assessments

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 52% (92) of students scored at proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency by 4 percentage points.

G4.B1 Students who scored at Level 3 need to increase scientific thinking and apply scientific concepts that reinforce the scientific method.

G4.B1.S1 Provide opportunities for students to apply scientific thinking that reinforce the scientific method.

PD Opportunity 1

Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Students will use GIZMOS and FCAT Explorer to facilitate instruction of targeted strategies

Facilitator

Science Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

G4.B2 Students who scored at Levels 4 and 5 need to develop higher order thinking skills in order to increase proficiency.

G4.B2.S1 Provide students with opportunities to develop higher order thinking skills.

PD Opportunity 1

Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science using hands-on lab activities and science journals. Instruction in grades K-5 adheres to the depth and rigor of the CCSS as delineated in the District's pacing guide. Students will use GIZMOs and FCAT Explorer to facilitate instruction of targeted strategies.

Facilitator

Science Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and interim assessments

PD Opportunity 2

Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science using hands-on lab activities and science journals. Instruction in grades K-5 adheres to the depth and rigor of the CCSS as delineated in the District's pacing guide. Students will use GIZMOs and FCAT Explorer to facilitate instruction of targeted strategies.

Facilitator

Science Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and interim assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Results of the 2013 Reading FCAT test indicate that 63% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 6 points, to 69%.	$116,640
G2.	Results of the 2013 Mathematics FCAT test indicate that 72% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 5 percentage points, to 77%.	$1,250
	Total	$117,890

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	$116,640	$116,640
Title 1	$1,250	$1,250
Total	$117,890	$117,890

Budget Details

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

G1. Results of the 2013 Reading FCAT test indicate that 63% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 6 points, to 69%.

G1.B5 Results of the 2013 Reading FCAT indicate that 85% of students in the lowest 25% made learning gains in reading. Students need support in critical thinking skills to interpret graphical information, locate, interpret, organize information, and examine the validity and reliability of informational text.

G1.B5.S1 Provide students with the use of graphic organizers to support and organize their thinking.

Action Step 1

Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Tested NGSSS benchmarks will be the focus of instruction.

Resource Type

Personnel

Resource

Hourly Interventionists During-School Intervention

Funding Source

Title I

Amount Needed

$116,640

G2. Results of the 2013 Mathematics FCAT test indicate that 72% of students scored at Level 3 or above. Our goal is to increase the percentage of students scoring at or above Level 3 by 5 percentage points, to 77%.

G2.B3 Results of the 2013 Mathematics FCAT indicate that 39% (228) achieved Levels 4 and 5. The area of deficiency is Category 3: Geometry & Measurement. Students are in need of developing their higher order thinking skills as they apply to geometric and measurement concepts.

G2.B3.S1 Provide students the opportunity to use manipulatives as they relate to geometric and measurement concepts.

Action Step 1

Provide enrichment opportunities for students to participate in higher order strategies and skills that will develop their understanding of geometric and measurement concepts by using manipulatives and engaging opportunities for practice as well as grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Students will also be engaged in weekly activities that involve unpacking real world word problems. A written justification for their answers will be a requirement as part of their math journals. Students will be actively engaged in learning through technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.

Resource Type

Personnel

Resource

Chess Club

Funding Source

Title 1

Amount Needed

$1,250