2013-2014 SCHOOL IMPROVEMENT PLAN

Zora Neale Hurston Elementary School

13137 SW 26TH ST

Miami, FL 33175

305-222-8152

http://znhurston.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	79%

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

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Zora Neale Hurston Elementary School

Principal
Isabel Valenzano G

School Advisory Council chair
Sonia Fernandez

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

Name	Title
Isabel Valenzano	Principal
Wanda Cunningham	Assistant Principal
Isabel Pardo	Lead Teacher
Alexis Rolle	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, Alternate Principal-1, UTD steward – 1, teachers – 6, Alternate Teacher-1parents – 7, Alternate Parent-1, educational support-1, Alternate Educational Support-1, student – 1, Alternate Student-1, BCR-2

Involvement of the SAC in the development of the SIP

The School Advisory Council will assist with implementing of the state system of school improvement, preparation and evaluation of the School Improvement Plan, and preparation ot the school's annual budget.

Activities of the SAC for the upcoming school year

The School Advisor Council will be responsible for the final decisionmaking at the school relating to implementation of the State system of school improvement and accountability.

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

Allocated funds in the amount of $3,508 will be used for classroom resources used to implement the Common Core standards.

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

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Isabel Valenzano G		
Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	Elementary Education Bachelors of Science Media Specialist-Masters of Science Certified in Educational Leadership, Elementary Education and Educational Media
Performance Record	2013 A School Grade Rdg. Proficiency, 63% Math Proficiency, 70% Rdg. Lrg. Gains, 68 points Math Lrg. Gains,71points Rdg. Imp. of Lowest25%-74 points Math Imp. of Lowest 25% -71 points Rdg. AMO –N Math AMO–N 2012 – School Grade Rdg. Proficiency, 68 points Math Proficiency, 66 points Rdg. Lrg. Gains, 83 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% -91 points Math Imp. of Lowest 25% -80 points 2011-School Grade Rdg. Proficiency, 86 points Math Proficiency, 87 points Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% -70 points Math Imp. of Lowest 25% -63 points 2010-School Grade Rdg. Proficiency,80 points Math Proficiency, 75 points Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% -65 points Math Imp. of Lowest 25% -65 points 2009-School Grade Rdg. Proficiency,86 points Math Proficiency, 88 points Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 68 points

Rdg. Imp. of Lowest 25% -
67 points
Math Imp. of Lowest 25% -
70 points

Wanda Cunningham		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials

Bachelor of Science Degree-Elementary Education (1-6)
Certified in Elementary Education and Educational Leadership
Masters of Science Degree-Nova Southeastern University-Educational Leadership

Performance Record

2013 A School Grade
Rdg. Proficiency, 63%
Math Proficiency, 70%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 71points
Rdg. Imp. of Lowest 25%-74points
Math Imp. of Lowest 25%-71 points
Rdg. AMO –N
Math AMO–N
2012 – School Grade
Rdg. Proficiency, 68 points
Math Proficiency, 66 points
Rdg. Lrg. Gains, 83 points
Math Lrg. Gains, 68 points
Rdg. Imp. of Lowest 25% - 91 points
Math Imp. of Lowest 25% - 80 points
2011-School Grade
Rdg. Proficiency, 86 points
Math Proficiency, 87 points
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 70 points
Math Imp. of Lowest 25% - 63 points
2010-School Grade
Rdg. Proficiency, 86 points
Math Proficiency, 87 points
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 70points
Rdg. Imp. of Lowest 25% - 70 points
Math Imp. of Lowest 25% - 63 points
2009-School Grade
Rdg. Proficiency, 86 points
Math Proficiency, 88 points
Rdg. Lrg. Gains, 61 points
Math Lrg. Gains, 68points
Rdg. Imp. of Lowest 25% - 67 points
Math Imp. of Lowest 25% - 70 points

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

55

 # receiving effective rating or higher

55, 100%

 # Highly Qualified Teachers

78%

 # certified in-field

54, 98%

 # ESOL endorsed

46, 84%

 # reading endorsed

6, 11%

 # with advanced degrees

21, 38%

 # National Board Certified

4, 7%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

1, 2%

 # with 6-14 years of experience

30, 55%

 # with 15 or more years of experience

23, 42%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

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

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

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

Zora Neale provides in house professional development for our 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

Zora Neale provides new teachers with mentor teachers, peer teachers, and additional support if needed.

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

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Monitoring progress and setting expected levels of progress toward proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response and demonstrating a positive response when students have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to

and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring 3 times per year and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Administrator(s) Isabel Valenzano or Wanda Cunningham will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• School guidance counselor-Alexis Rolle-responsible for organizing leadership team and SST meetings
• School psychologist-Norka Concepcion-responsible for analyzing reports and data
• School social worker-Caroline Ellis-responsible for writing social history reports as needed
• School curriculum support-Isabel Pardo-responsible for pulling up data reports
• In addition to Tier 1 problem solving, the Leadership Team members will meet a minimum of monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The following members of the MTSS Leadership Team- (administrator, counselor, psychologist, school curriculum support)will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The following members of the Leadership Team, Tier 2 Team (counselor, psychologist, teacher) and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

Zora Neale Hurston's MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches who will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
There will be an ongoing evaluation method established for services at each tier to monitor the

effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• Reading Plus Insight placement
• Oral Reading Fluency Measures
• Wonderworks McGraw Hill Intervention
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• Classroom assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

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: 1,800

Title III Grant provides funding for selected ELL students to receive instruction in Reading/Language Arts.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected during the tutoring program. Teachers monitor student progress throughout the tutoring sessions and adjust assignments to meet student needs. Small group instruction is used.

Who is responsible for monitoring implementation of this strategy?

The administrator and the ELL Coordinator will monitor the implementation of identified strategies.

Literacy Leadership Team (LLT)

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

Name	Title
Isabel Valenzano	Principal
Wanda Cunningham	Assistant Principal
Isel Porras	SPED Teacher
Maria Serrano	ELL Teacher
Liliana Prieto	Teacher
Christiana Mccrink	Teacher
Isabel Pardo	Teacher
Ludmila Sotolongo	Media Clerk

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across Zora Neale Hurston. The principal will select team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal, assistant principal, mentor reading teachers, and other principal appointees will serve on this team.
Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
The Literacy Leadership Team will:
1. Monitor Reading data and evaluate progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)

• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold monthly team meetings.
4. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions as it relates to reading improvement and achievement.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Major initiatives of the LLT

Reading Leadership Teams will 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 major initiatives will include:
• creating a collaborative environment that fosters sharing and learning
• developing a school-wide organizational model that supports literacy instruction in all classes
• encouraging the use of data to improve teaching and student achievement
Activities may include:
• Providing materials, resources, assistance to address the concerns of staff and review and share materials among grade levels.
• Attending workshops/conferences on designated topic; these may be held on site and delivered by a staff member.
• Analyzing and reviewing data
• Sharing and reporting

Every Teacher Contributes to Reading Instruction

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

Teachers will implement the Common Core Reading standards by using the McGraw Hill reading series. During differentiated instruction each teacher will assist students with specific skills related to reading. Additionally, Zora Neale Hurston Elementary implements a Family Reading Night in which parents are invited to participate and teachers contribute activities and strategies to improve reading.

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

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students develop the concept of sharing with peers, participating in group games, and taking turns during activities and games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping,

galloping, and marching. To develop fine motor skills, students work on lacing cards, stacking items and holding writing tools appropriately to improve motor perception. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and print. When necessary, modifications are made to the VPK objectives.

At Zora Neale Hurston Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Zora Neale Hurston Elementary School has one Voluntary Prekindergarten (VPK) class, four prekindergarten classes for Student with Disabilities (SWD) and one Head Start program. The High-Scope Curriculum is utilized and pre-academic skills are addressed. Kindergarten students are evaluated using the FLKRS and the Florida Assessment for Instruction in Reading (FAIR). Assessments provide a measure of program effectiveness. The classroom teachers are responsible for all assessments and evaluations. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents. Parent conferences are scheduled throughout the year. Interim progress reports are sent home.

Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer and Parent Portal via district website. Evaluation for VPK and SWD Pre-K classes is conducted through the use of district guidelines. Staff effectiveness is assessed through Instructional Performance Evaluation and Growth System (IPEGS).

Title I Administration provides for the Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a fulltime highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults.

The Title 1 VPK class is comprised of 19 regular students and 1 SPED student who is now in a consult status. These students attend school in a full day program. The VPK teachers are required to conduct the VPK assessment three times a year. The VPK Pre-K class, classified as Reverse Mainstream is comprised of students with varying exceptionalities. There are 10 SPED students and 4 role models in that class. One Pre-K class, classified as Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) is comprised of 6-9 autistic students. This is a self-contained full day program model. One SPED class, classified as a LEAP (Learning Experiences and Alternate Program) half-day program (AM and PM), with 5 SPED students and 10 Role Models in the morning session and the PM class has 4 ESE and 8 role models in the afternoon session. This class is made up of students who are identified by the district as needing instruction in a special class because of Autism Spectrum Disorder (ASD). Zora has one Pre K Inclusion class and is comprised of 8-10 students with special needs and 10 students who serve as role models. The students are assigned to the class by the Pre-K ESE office.

In addition Zora Neale Hurston Elementary has a Head Start program which started at the end of the 2012-2013 school year. The Head Start program has 20 students and one student identified with special needs.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

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	75%	63%	No	78%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	74%	63%	No	77%
White	80%	71%	No	82%
English language learners	60%	45%	No	64%
Students with disabilities	45%	32%	No	51%
Economically disadvantaged	72%	60%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	27%	30%
Students scoring at or above Achievement Level 4	134	35%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	145	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	69	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	74	28%	35%

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	60	52%	57%
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%	70%	Yes	77%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	73%	69%	Yes	76%
White	85%	93%	Yes	87%
English language learners	68%	54%	No	71%
Students with disabilities	42%	32%	No	48%
Economically disadvantaged	73%	68%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	126	33%	35%
Students scoring at or above Achievement Level 4	135	35%	36%

Learning Gains

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

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	53	39%	41%
Students scoring at or above Achievement Level 4	49	36%	37%

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)	769		
Participation in STEM-related experiences provided for students	7		

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	55	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	49	6%	5%
Students who are not proficient in reading by third grade	55	42%	38%
Students who receive two or more behavior referrals	21	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

N/A

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency by 15 percentage points to 78% student proficiency.

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 52% of our fourth grade students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase to 57%.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 70% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 77% student proficiency.

G4. The results of the 2012-2013 FCAT Science indicates that 75% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 78%.

G5. Our goal for the 2013-2014 school year is to engage students in the problem solving process by increasing the number of students participating in STEM-related experiences such as field trips and science fairs.

G6. Our goal for 2013 year is to identify students with enough time to provide interventions, strategies, and support.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency by 15 percentage points to 78% student proficiency.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Reading Series

- Reading Plus

- Successmaker

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of Hispanic, 71% of White, and 60% of ED students achieved a level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 77% for Hispanic, 82% for White and 75% for ED students. 2013 FCAT performance data for students in the Hispanic, White, and Economically Disadvantaged (ED) subgroups indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 32% of SWD students achieved a level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 51%. 2013 FCAT performance data for students in the Student With Disabilities (SWD) subgroup indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 45% of ELL students achieved 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 64%. 2013 FCAT performance data for students in the English Language Learner (ELL) subgroup indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 30%. 2013 FCAT performance data for students who achieved Level 3 indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 35% of students achieved Level 4 or 5 proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 36%. 2013 FCAT performance data for students who achieved Level 4 or 5 proficiency indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 68% of students made learning gains. Our goal for the 2013-2014 School Year is to increase student proficiency to 71%. 2013 FCAT performance data for students in the learning gains category indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 74% of students made learning gains in the lowest 25%. Our goal for the 2013-2014 School Year is to increase student proficiency to 77%. 2013 FCAT performance data for students in the lowest 25% indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- The results of the 2012-2013 CELLA Test indicates that 56% of students were proficient in Listening/Speaking. Our goal for the 2013-2014 School Year is to increase student proficiency to 60%. 2013 CELLA performance data for students indicates that there is a deficiency in speaking. Students require additional opportunities in and outside of the classroom to speak in English.

- The results of the 2012-2013 CELLA Test indicates that 27% of students were proficient in Reading. Our goal for the 2013-2014 School Year is to increase student proficiency to 34%. 2013 CELLA performance data for students indicates that there is a deficiency in reading. Students require additional opportunities to read in English.

- The results of the 2012-2013 CELLA Test indicates that 28% of students were proficient in Writing. Our goal for the 2013-2014 School Year is to increase student proficiency to 35%. 2013 CELLA performance data for students indicates that there is a deficiency in writing . Students require additional opportunities to practice academic writing.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration MTSS/RtI Team

Target Dates or Schedule:
on going

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

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 52% of our fourth grade students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase to 57%.

Targets Supported
- Writing

Resources Available to Support the Goal
- The Common Core Writing Book by Gretchen Owocki

- McGraw Hill Reading Series

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support in fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration MTSS/RtI Team

Target Dates or Schedule:
on going

Evidence of Completion:
Results of the 2014 FCAT 2.0 Monthly writing prompts

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 70% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 77% student proficiency.

Targets Supported

Resources Available to Support the Goal
- Go Math series
- Manipulatives
- Successmaker

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 54% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 71%. Students in the English Language Learner (ELL) subgroup 2013 FCAT 2.0 performance data indicates that there is a deficiency in Reporting category ofFractions. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 32% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 48%. Students' in the Students With Disabilites (SWD) subgroup 2013 FCAT 2.0 performance data indicates that there is a deficiency in the Reporting category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 33% of the students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 35%. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades 3 and 4 experienced difficulty in Reporting Category 2, Fractions. Students need increase opportunities to identify, compare and order fractions in real world contexts. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 35% of the students achieved a level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 36%. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades 3 and 4 experienced difficulty in Reporting Category 2, Fractions. Students need increase opportunities to identify, compare and order fractions in real world contexts. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 71% of the students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 74%. Students' performance data for students not making learning gains indicates that there is a deficiency in Reporting Category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 71% of the lowest 25% were proficient. Our goal for the 2013-2014 school year is to increase student proficiency to 74%. Students' performance data for lowest 25% indicates indicate that there is a deficiency in

Reporting Category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions.

Plan to Monitor Progress Toward the Goal

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs and make changes to instruction as needed.

Person or Persons Responsible
Administration MTSS/RtI Team

Target Dates or Schedule:
on going

Evidence of Completion:
Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G4. The results of the 2012-2013 FCAT Science indicates that 75% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 78%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- P-SELL

- Scott Foresman

- Gizmos

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 FCAT Science indicates that 39% of the students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 41%.Students' performance data on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Reporting category of Physical Science. Students had difficulties identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

- The results of the 2012-2013 FCAT Science indicates that 36% of the students achieved a level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 37%.Students' performance data on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Reporting category of Physical Science. Students had difficulties identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs and make changes to instruction as needed.

Person or Persons Responsible
Administration MTSS/RtI Team

Target Dates or Schedule:
on going

Evidence of Completion:
Results for the 2014 FCAT 2.0

G5. Our goal for the 2013-2014 school year is to engage students in the problem solving process by increasing the number of students participating in STEM-related experiences such as field trips and science fairs.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal
- P-SELL Gizmos District materials such as powerpoints

Targeted Barriers to Achieving the Goal
- In order to engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

- In order to engage students in the problem solving process, we need to increase the number of student experiences for STEM.

Plan to Monitor Progress Toward the Goal

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs and make changes to instruction as needed.

Person or Persons Responsible
Administration MTSS/RtI Team

Target Dates or Schedule:
on going

Evidence of Completion:
Field trip rosters

G6. Our goal for 2013 year is to identify students with enough time to provide interventions, strategies, and support.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Student Code of Conduct
- Bully Prevention Program

Targeted Barriers to Achieving the Goal
- We understand that student academic development is correlated to student attendance. 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, the number of students retained in third grade and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI team will monitor and adjust incentives as needed.

Person or Persons Responsible
Administration School Counselor MTSS/RtI team

Target Dates or Schedule:
on going

Evidence of Completion:
Attendance rosters

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency by 15 percentage points to 78% student proficiency.

G1.B1 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of Hispanic, 71% of White, and 60% of ED students achieved a level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 77% for Hispanic, 82% for White and 75% for ED students. 2013 FCAT performance data for students in the Hispanic, White, and Economically Disadvantaged (ED) subgroups indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B1.S1 During differentiated instruction, students will receive instruction in a teacher led center to address the identified deficiency.

Action Step 1

Teachers will utilize graphic organizers such as story maps and main idea tables during differentiated instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on going

Evidence of Completion

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

Facilitator:

Administration

Participants:

Teachers

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

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

Implement District Interim assessments and conduct data chats with teachers to monitor and adjust instruction.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

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

G1.B2 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 32% of SWD students achieved a level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 51%. 2013 FCAT performance data for students in the Student With Disabilities (SWD) subgroup indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

Teachers will utilize graphic organizers such as story maps and main idea tables during differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

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

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

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S1

Implement District Interim assessments and conduct data chats with teachers to monitor and adjust instruction.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

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

G1.B3 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 45% of ELL students achieved 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 64%. 2013 FCAT performance data for students in the English Language Learner (ELL) subgroup indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B3.S1 ELL students will participate in the After School Tutoring program. Waterford Early Learning Program an Successmaker will be utilized in grades K-2 for ESOL level 1 and 2 students.

Action Step 1

Students will have opportunities to use the Waterford and Successmaker program in class to identify main idea.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

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

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

MTSS/RtI team will review reports monthly to ensure fidelity.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B3.S1

Data chats with the teachers will be conducted to review data reports from interim assessments to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

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

G1.B4 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 27% of students achieved Level 3 proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 30%. 2013 FCAT performance data for students who achieved Level 3 indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B4.S1 Provide students the opportunity the use of concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and to recognize examples and non-examples of word relationships.

Action Step 1

Teachers will utilize the McGraw Hill Reading series with a focus on exemplar text to determine main idea.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

The administration will monitor the use of pacing guides and exemplar text through teacher lesson plans.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Data chats with the teachers will be conducted to review data reports from interim assessments to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G1.B5 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 35% of students achieved Level 4 or 5 proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 36%. 2013 FCAT performance data for students who achieved Level 4 or 5 proficiency indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B5.S1 Provide students the opportunity to practice returning to the text to support and verify their answers through their reading text and assignments.

Action Step 1

Teachers will utilize the McGraw Hill Reading series and implement the Reading Plus Program as an enrichment for proficient readers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

The administration will monitor the use of Reading Plus reports for progress and fidelity.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Data chats with the teachers will be conducted to review data reports to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G1.B6 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 68% of students made learning gains. Our goal for the 2013-2014 School Year is to increase student proficiency to 71%. 2013 FCAT performance data for students in the learning gains category indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B6.S1 Differentiated instructional groups will be implemented. Provide students the opportunity to use the Successmaker program to improve main idea.

Action Step 1

Teachers will utilize the McGraw Hill Reading series. Teachers will assign selected students to the Successmaker program and monitor progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

MTSS/RtI team will review reports monthly to ensure fidelity.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Data chats with the teachers will be conducted to review data reports from interim assessments to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G1.B7 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 74% of students made learning gains in the lowest 25%. Our goal for the 2013-2014 School Year is to increase student proficiency to 77%. 2013 FCAT performance data for students in the lowest 25% indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B7.S1 Provide students the opportunity to receive 30 minutes of additional daily interventions using the succesmaker program. Differentiated instructional groups will be implemented.

Action Step 1

Teachers will utilize the McGraw Hill Reading series. Teachers will assign selected students to the Successmaker program and monitor progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0 reading test

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

MTSS/RtI team will review reports monthly to ensure fidelity.

Person or Persons Responsible

Administration LLT

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0 reading test

Plan to Monitor Effectiveness of G1.B7.S1

Data chats with the teachers will be conducted to review data reports from interim assessments to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration LLT

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0 reading test

G1.B8 The results of the 2012-2013 CELLA Test indicates that 56% of students were proficient in Listening/Speaking. Our goal for the 2013-2014 School Year is to increase student proficiency to 60%. 2013 CELLA performance data for students indicates that there is a deficiency in speaking. Students require additional opportunities in and outside of the classroom to speak in English.

G1.B8.S1 During instruction, students will be provided with opportunities to listen and to read-a-louds, and think-a-louds. Students will participate in corporate learning groups to provide opportunities for role play.

Action Step 1

Teachers will utilize the McGraw Hill Reading series to incorporate collaborative conversations in daily lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: Teacher observaton Summative: Results of the 2014 CELLA

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

The administration will monitor the use of collaborative conversations through teacher lesson plans.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: Teacher Observation Summative: Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B8.S1

During grade level meetings, teachers will discuss with the administration the effectiveness of collaborative conversations and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: Teacher observation Summative: Results of the 2014 CELLA

G1.B9 The results of the 2012-2013 CELLA Test indicates that 27% of students were proficient in Reading. Our goal for the 2013-2014 School Year is to increase student proficiency to 34%. 2013 CELLA performance data for students indicates that there is a deficiency in reading. Students require additional opportunities to read in English.

G1.B9.S1 Selected students will participate in the Title III afterschool tutorials for reading.

Action Step 1

Teachers will guide students in the ELL tutoring through Title III on expository text with specific vocabulary to help learners recognize clues within the text and the explicit definition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: Classroom assessments Summative: Results of the 2014 CELLA

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

The administration will monitor tutorials though student progress in assessments.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: Classroom assessments Summative: Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B9.S1

Data chats with the teachers will be conducted to review data reports from interim assessments to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: Classroom assessments Summative: Results of the 2014 CELLA

G1.B10 The results of the 2012-2013 CELLA Test indicates that 28% of students were proficient in Writing. Our goal for the 2013-2014 School Year is to increase student proficiency to 35%. 2013 CELLA performance data for students indicates that there is a deficiency in writing . Students require additional opportunities to practice academic writing.

G1.B10.S1 Students will be guided in developing and using graphic organizers to improve their writing skills. Students will participate in small group guided instruction along with peer editing and revision.

Action Step 1

Teachers will utilize anchor papers to model narrative writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: Monthly writing samples Summative: Results of the 2014 CELLA

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

Administration will conduct walk throughs to ensure implementation of anchor papers.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: Monthly writing samples Summative: Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B10.S1

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

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: Monthly writing samples Summative: Results of the 2014 CELLA

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 52% of our fourth grade students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase to 57%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support in fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes; main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision.

Action Step 1

Teachers will utilize anchor papers to model narrative writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Results of the 2014 FCAT 2.0 Monthly writing prompts

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

Administration will conduct walk throughs to ensure implementation of anchor papers .

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Results of the 2014 FCAT 2.0 Monthly writing prompts

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Results of the 2014 FCAT 2.0 Monthly writing prompts

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 70% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 77% student proficiency.

G3.B1 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 54% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 71%. Students in the English Language Learner (ELL) subgroup 2013 FCAT 2.0 performance data indicates that there is a deficiency in Reporting category ofFractions. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B1.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will compare and order fractions, mixed numbers, and decimals in the same or different forms. Student will have opportunities to discuss and write about mathematics in their daily journals and will have daily practice in reading, writing, and solving word problems related to real world situations.

Action Step 1

Teachers will utilize the GoMath series and utilize the Successmaker program to differentiate instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Facilitator:

teacher administration Successmaker representative

Participants:

Teachers Successmaker Representative

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

The administration will monitor Successmaker logs for fidelity.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Data chats with the teachers will be conducted to review data reports from Successmaker to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G3.B2 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 32% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 48%. Students' in the Students With Disabilites (SWD) subgroup 2013 FCAT 2.0 performance data indicates that there is a deficiency in the Reporting category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions.

G3.B2.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will compare and order fractions, mixed numbers, and decimals in the same or different forms. Student will have opportunities to discuss and write about mathematics in their daily journals and will have daily practice in reading, writing, and solving word problems related to real world situations.

Action Step 1

Teachers will utilize the GoMath series and students will identify a fraction from an area or set model using manipulatives and pictures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Data chats with the teachers will be conducted to review data reports from District Interim assessments to monitor effectiveness and make changes to instruction as needed.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G3.B3 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 33% of the students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 35%. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades 3 and 4 experienced difficulty in Reporting Category 2, Fractions. Students need increase opportunities to identify, compare and order fractions in real world contexts. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

G3.B3.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions. Students will have the opportunity to generate equivalent fractions or simplify fractions to lowest terms and provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area. These activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Action Step 1

Teachers will utilize the GoMath series. Students in grades 3rd and 4th will compare and order fractions, mixed numbers, and decimals in the same or different forms using manuipultives or picture representation. Students in fifth grade will determine the volume of prisms and determine the surface area of prisms given a graphic or net.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G3.B3.S2 Teachers will utilize the district 40 day countdown for Math as well as the end of the year test from the GoMath series.

Action Step 1

Teachers will utilize the district 40 day countdown and end of the year test.

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B3.S2

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S2

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G3.B4 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 35% of the students achieved a level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 36%. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades 3 and 4 experienced difficulty in Reporting Category 2, Fractions. Students need increase opportunities to identify, compare and order fractions in real world contexts. According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grade 5 experienced difficulty in Reporting Category 3 Geometry and Measurement. Students need many opportunities to make real-world measurements, such as length, time and temperature and to explore geometric relationships.

G3.B4.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Students will have the opportunity to develop problem solving skills through the use of Florida Achieves.

Action Step 1

Teachers will utilize the GoMath series. Students in 3rd and 4th grade will relate equivalent fractions and decimals with and without models as well as use the Florida Achieves to develop problem solving skills. Students in 5th grade will use different strategies to solve problems involving the volume and surface area of prisms as well as use the Florida Achieves to develop problem solving skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

The administration will monitor the use of Florida Achieves through monthly reports.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G3.B5 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 71% of the students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 74%. Students' performance data for students not making learning gains indicates that there is a deficiency in Reporting Category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions.

G3.B5.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Students will have the opportunity to identify models or representations of multi-digit division, add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations. Students will have the opportunity to add and subtract decimals and use models, place value, or properties in real-world situations using the Succesmaker program.

Action Step 1

Teachers will assign selected students to the Successmaker program and monitor progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

Data chats with the teachers will be conducted to review data reports from interim assessments to monitor effectiveness.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G3.B6 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 71% of the lowest 25% were proficient. Our goal for the 2013-2014 school year is to increase student proficiency to 74%. Students' performance data for lowest 25% indicates indicate that there is a deficiency in Reporting Category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions.

G3.B6.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals. Students will have the opportunity to identify models or representations of multi-digit division, add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations. Students will have the opportunity to add and subtract decimals and use models, place value, or properties in real-world situations using the Successmaker program.

Action Step 1

Teachers will assigned selected students to use the Successmaker program and monitor progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

The administration will monitor the use of the Successmaker program through monthly reports.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B6.S1

Data chats with the teachers will be conducted to review data reports from District Interim assessments to monitor effectiveness.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G4. The results of the 2012-2013 FCAT Science indicates that 75% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 78%.

G4.B1 The results of the 2012-2013 FCAT Science indicates that 39% of the students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 41%.Students' performance data on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Reporting category of Physical Science. Students had difficulties identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

G4.B1.S1 Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Provide opportunities for students to implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic and implement all essential laboratories developed by MDCPS.

Action Step 1

Students develop science projects to increase scientific thinking.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Results for the 2014 FCAT 2.0 Lab reports

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

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Results for the 2014 FCAT 2.0 Lab reports

Plan to Monitor Effectiveness of G4.B1.S1

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Results for the 2014 FCAT 2.0 Lab reports

G4.B1.S2 Selected students will have the opportunity to participate in an afterschool science clinic two days per week for one hour per day.

Action Step 1

Selected students will participate in an afterschool science clinic two days a week for one hour.

Person or Persons Responsible

teacher

Target Dates or Schedule

March 10-April 18th, 2014

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

Administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S2

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G4.B2 The results of the 2012-2013 FCAT Science indicates that 36% of the students achieved a level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 37%.Students' performance data on the 2013 FCAT 2.0 Science indicates that there is a deficiency in Reporting category of Physical Science. Students had difficulties identifying basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing relationships among mass, force, and motion.

G4.B2.S1 Students performing at the mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Provide opportunities for students to implement all essential laboratories developed by MDCPS. Provide opportunities for students to use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Students will conduct laboratory investigations using Gizmos.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Results for the 2014 FCAT 2.0

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

The administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Results for the 2014 FCAT 2.0

G4.B2.S2 Selected students will participate in an afterschool science clinic two days a week for one hour.

Action Step 1

Selected students will participate in an afterschool science clinic two days a week for one hour.

Person or Persons Responsible

Teachers

Target Dates or Schedule

March 10-April 18th, 2014

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

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

Administration will conduct walk throughs and review work folders to ensure implementation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S2

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

G5. Our goal for the 2013-2014 school year is to engage students in the problem solving process by increasing the number of students participating in STEM-related experiences such as field trips and science fairs.

G5.B2 In order to engage students in the problem solving process, we need to increase the number of student experiences for STEM.

G5.B2.S1 Provide students the opportunity to participate in more STEM related field trips.

Action Step 1

Teachers will utilize Discovery Education and the powerpoints created by the MDCPS science department. Students will write a brief reflection on the field trip they attended.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Field trip rosters

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

The administration will monitor logs for STEM related activities and encourage teacher participation.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Field trip rosters

Plan to Monitor Effectiveness of G5.B2.S1

During grade level meetings, teachers and the MTSS/RtI team will share best practices and reflect on additional needs.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule

on going

Evidence of Completion

Field trip rosters

G6. Our goal for 2013 year is to identify students with enough time to provide interventions, strategies, and support.

G6.B1 We understand that student academic development is correlated to student attendance. 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, the number of students retained in third grade and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension.

G6.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize classes for perfect attendance. Peer mediation teams will be developed as a means of assisting with conflict resolution.

Action Step 1

Teachers will participate in a school-wide attendance incentive and refer students who may be developing a pattern of non attendance/tardies to administration

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Attendance rosters

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

The administration will monitor daily attendance rate using attendance rosters.

Person or Persons Responsible

Administration School Counselor MTSS/RtI team

Target Dates or Schedule

on going

Evidence of Completion

Attendance rosters

Plan to Monitor Effectiveness of G6.B1.S1

The MTSS/RtI team will monitor and adjust incentives as needed.

Person or Persons Responsible

Administration School Counselor MTSS/RtI team

Target Dates or Schedule

on going

Evidence of Completion

Attendance rosters

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
Title VI, Part B - NA
Title X-
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
• The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/ or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The 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.

Housing Programs - N/A

Head Start

Fill in as appropriate for your school

Adult Education

Career and Technical Education

Students in second grade will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications using the KAPOW (Kids and the Power of Work). The school will implement a schoolwide career day in May 2014.

Job Training

Other

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency by 15 percentage points to 78% student proficiency.

G1.B1 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of Hispanic, 71% of White, and 60% of ED students achieved a level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 77% for Hispanic, 82% for White and 75% for ED students. 2013 FCAT performance data for students in the Hispanic, White, and Economically Disadvantaged (ED) subgroups indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B1.S1 During differentiated instruction, students will receive instruction in a teacher led center to address the identified deficiency.

PD Opportunity 1

Teachers will utilize graphic organizers such as story maps and main idea tables during differentiated instruction.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

on going

Evidence of Completion

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

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 70% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 77% student proficiency.

G3.B1 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 54% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 71%. Students in the English Language Learner (ELL) subgroup 2013 FCAT 2.0 performance data indicates that there is a deficiency in Reporting category ofFractions. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B1.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will compare and order fractions, mixed numbers, and decimals in the same or different forms. Student will have opportunities to discuss and write about mathematics in their daily journals and will have daily practice in reading, writing, and solving word problems related to real world situations.

PD Opportunity 1

Teachers will utilize the GoMath series and utilize the Successmaker program to differentiate instruction.

Facilitator

teacher administration Successmaker representative

Participants

Teachers Successmaker Representative

Target Dates or Schedule

on going

Evidence of Completion

Formative: District Interim Assessments and classroom assessments Summative: Results of the 2014 FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 52% of our fourth grade students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase to 57%.	$300
	Total	$300

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
	$0	$0	$0
EESAC	$0	$300	$300
Total	$0	$300	$300

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency by 15 percentage points to 78% student proficiency.

G1.B1 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 63% of Hispanic, 71% of White, and 60% of ED students achieved a level 3 or above proficiency. Our goal for the 2013-2014 School Year is to increase student proficiency to 77% for Hispanic, 82% for White and 75% for ED students. 2013 FCAT performance data for students in the Hispanic, White, and Economically Disadvantaged (ED) subgroups indicates that there is a deficiency in Reporting Category 2 Reading application; Students experience difficulties in determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B1.S1 During differentiated instruction, students will receive instruction in a teacher led center to address the identified deficiency.

Action Step 1

Teachers will utilize graphic organizers such as story maps and main idea tables during differentiated instruction.

Resource Type

Evidence-Based Program

Resource

Reading Common Core

Funding Source

Amount Needed

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 52% of our fourth grade students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase to 57%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support in fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and range of appropriate and specific narrative actions.

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes; main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision.

Action Step 1

Teachers will utilize anchor papers to model narrative writing.

Resource Type

Evidence-Based Materials

Resource

Funding Source

EESAC

Amount Needed

$300

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 70% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 77% student proficiency.

G3.B1 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 54% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 71%. Students in the English Language Learner (ELL) subgroup 2013 FCAT 2.0 performance data indicates that there is a deficiency in Reporting category ofFractions. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B1.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will compare and order fractions, mixed numbers, and decimals in the same or different forms. Student will have opportunities to discuss and write about mathematics in their daily journals and will have daily practice in reading, writing, and solving word problems related to real world situations.

Action Step 1

Teachers will utilize the GoMath series and utilize the Successmaker program to differentiate instruction.

Resource Type

Evidence-Based Materials

Resource

Common Core Math

Funding Source

Amount Needed