2013-2014 SCHOOL IMPROVEMENT PLAN

Oliver Hoover Elementary School

9050 HAMMOCKS BLVD
Miami, FL 33196
305-385-4382
http://hoover.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	68%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

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
Oliver Hoover Elementary Schl

Principal
Mercy Aguilar

School Advisory Council chair
Suzanne Reyes

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

Name	Title
Mercy Aguilar	Principal
Maria G. Fernandez	Assistant Principal
Michelle Heistand	Technology Coordinator
Maria Serralta	SPED Department Head
Elsie Monagas	Bilingual Department Head
Sandra Osorio	Mathematics Department Head
Xonia Perez	Science Department Head
Ana Bonnin	Reading Department Head
Cecilia Velazquez	Gifted Deparment Head
Margarita S. Garcia-Iniguez	K Grade Level Chair
Nayari Blanco	1st Grade Level Chair
Rachelle Tassy	2nd Grade Level Chair
Lisa Clements	3rd Grade Level Chair
Monica Patino	4th Grade Level Chair
Pamela Rodriguez	5th Grade Level Chair

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

The School Advisory Council (SAC) consists of 1 Principal, 1 Alternate Principal, 1 Union Steward, 5 Teachers, 1 Alternate Teacher, 1 Educational Support Employee, 6 Parents, 1 Alternate Parent, 1 Student, 1 Alternate Student 2 Business Community Representatives.

Involvement of the SAC in the development of the SIP

The School Advisory Council has played an integral part in the development of the school improvement plan. The SIP is continuously reviewed by the SAC at the monthly meetings and planning, evaluating and revisions are made based on data and discussion.

Activities of the SAC for the upcoming school year

The School Advisory Council's activities for the upcoming year will include recruitment of SAC members, SAC elections, and appointment of the SAC chairperson. It will review the School Improvement Plan and make recommendations. The SAC will assist with continuous monitoring of the School Improvement Plan throughout the school year to make budgetary recommendations based on need for improvement. The SAC will assist with the purchasing of technology, test preparation and Accelerated Reader materials.

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

The projected use of the school improvement funds will include:
1. BrainPop Jr. - $1,650.00
2. Incentive for various computer based program completions - $500.00
3. Accelerated Reader - $1,400.00

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

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

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

Administrators

of administrators
2

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

Administrator Information:

Mercy Aguilar		
Principal	Years as Administrator: 15	Years at Current School: 3

Credentials	ESOL, Spec. Learn Disab, School Principal, Ed. Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 70% Math Proficiency, 72% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 77 points Rdg. AMO – 79 Math AMO – 77

Maria G. Fernandez		
Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Elementary Ed, Media Specialist, Reading, ESOL, ED. Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 70% Math Proficiency, 72% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 77 points Rdg. AMO – 79 Math AMO – 77

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
56

 # receiving effective rating or higher
100, 179%

 # Highly Qualified Teachers
82%

 # certified in-field
100, 179%

 # ESOL endorsed
49, 88%

 # reading endorsed
8, 14%

 # with advanced degrees
21, 38%

 # National Board Certified
2, 4%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
25, 45%

 # with 15 or more years of experience
31, 55%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

 # 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

1. Regular meetings of new teachers with administrators. (Administration)
2. Access to mentor teachers and collaboration with colleagues through learning communities. (Administration)
3. Outreach to local colleges and universities. (Administration)
4. Support through professional development in all subject areas (Administration)

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

Teacher's will be placed with the appropriate mentor when required.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

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

The MTSS Leadership Team will focus meetings on how to develop and maintain positive student academic and behavior outcomes that will benefit not only students, but teachers as well.
The MTSS Leadership Team will meet regularly to engage in the following activities:
1. Gather and analyze data and use this to drive instructional decisions in the classroom.
2. Review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
3. Identify professional development and resources based on the data that has been analyzed.
4. Support a process and structure to design, implement and evaluate both daily instruction and specific instructions and assist in examining the validity and effectiveness of both.
5. Assist with monitoring and respond to the needs of subgroups within the expectations for adequate yearly progress.

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

Principal: The Principal will ensure that the school-based team implements MTSS, conducts assessments of MTSS skills of school staff and provides a common vision for the use of data-based decision-making. She will also communicate school-based MTSS strategies and activities to parents, as well as provide professional development for the staff to support MTSS implementation.
Assistant Principal: The Assistant Principal will monitor school-based MTSS implementation. She will meet with the MTSS team to analyze data and target specific areas for improvement. She will also ensure that "at risk" students are identified and appropriate intervention strategies are utilized with fidelity.
SPED Department Head: The SPED Department Head will participate in data collection and identification of specific strategies targeting areas in need of improvement for students within the SPED program. She will collaborate with general education teachers to meet the academic needs of these students.
Student Services Personnel: Counselors are involved in the identification and referral of "at risk" students and provide expertise on issues ranging from program design to assessment and intervention with

individual students.

Social Worker: The social worker provides intervention as well as links child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: The School Psychologist will provide support for intervention fidelity and documentation. She will participate in the interpretation, collection and analysis of data.

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

The MTSS Leadership Team met with the School Advisory Council and administration to help develop the School Improvement Plan. The team provided data on Tier 1, 2, and 3 targets and academic areas that need to be addressed. The MTSS LeadershipTeam helped set clear expectations for instruction for Tier 1, 2, and 3 targets.

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 from Edusoft reports, PMRN reports, and program-specific reports, will be used to guide instructional decisions and system procedures for all students in the following ways; adjust the delivery of curriculum and instructions to meet specific needs of students, adjust the delivery of behavior management systems, adjust the allocation of school-based resources, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions.

The managed data will be broken down into two categories, Academic and Behavior. The Academic data will include the FAIR Assessments (PMRN reports), the Interim Assessments (Edusoft reports), district based Math and Science assessments (Edusoft reports), FCAT (FLDOE and District reports), classroom grades, and any school site specific assessments. The Behavior data will include the Student Case Management System, and the effective implementation of the Code of Student Conduct.

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

Professional Development for staff will be provided during teachers' common planning time and small data disaggregation sessions will occur throughout the year. The MTSS Leadership Team will also evaluate additional staff Professional Development needs during meetings

To provide understanding of the MTSS process for parents the school will provide workshops on the subject, as well as, discuss the process at meetings with administration.

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: 10,800

Students are provided before and after school small group tutoring in the areas of Reading (grades 3 -5), Mathematics (grades 3 - 5), Science (5th grade).

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected from either computer programs, or tests on a monthly basis and is analyzed by the Leadership Team to determine the effectiveness of the strategy.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 6,000

Students in 2nd through 5th grade are able to participate in the After School Chess Club Program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The Chess Club Leader monitors students' progress on a weekly basis.

Who is responsible for monitoring implementation of this strategy?

Chess Club Leader and Administration

Literacy Leadership Team (LLT)

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

Name	Title
Mercy Aguilar	Principal
Maria G. Fernandez	Assistant Principal
Michele Heistand	Technology Coordinator
Maria Serralta	SPED Department Head
Elsie Monagas	Bilingual Deparment Head
Sandra Osorio	Mathematics Department Head
Xonia Perez	Science Department Head

Name	Title
Ana Bonnin	Reading Department Head
Cecilia Velazquez	Gifted Department Head
Margarita Garcia-Iniguez	K Grade Level Chair
Nayari Blanco	1st Grade Level Chair
Rachelle Tassy	2nd Grade Level Chair
Lisa Clements	3rd Grade Level Chair
Monica Patino	4th Grade Level Chair
Pamela Rodriguez	5th Grade Level Chair

How the school-based LLT functions

The LLT team will meet monthly and focus meetings on areas of concern in literacy and reading achievement based on the needs of students.
The LLT will:
1. Work together to ensure the fidelity of implementation of the K-12 CRRP.
2. Gather and analyze data to drive instructional decisions in the school/classroom.
3. Provide or locate professional development and resources based on data.

Major initiatives of the LLT

The major LLT initiatives will be on developing a school-wide literacy initiative based on data that will improve teaching and student achievement in writing. The LLT will work with teachers to create a school-wide writing plan, which will be implemented in grades K-5.

Every Teacher Contributes to Reading Instruction

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

Teachers have a deep knowledge of the academic disciplines related to their subject of instruction and understand the pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners. Teachers actively model and teach their students the fundamentals of reading, writing and oral communications across all the content areas. Additionally, teachers integrate technology into their instruction to assist students with 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

Parents and students will be invited from nearby early education programs to a Kindergarten Orientation prior to the first day of school. Incoming Kindergarten students will be given FLKRS (kindergarten screenings) and the FAIR. The assessment results will drive all instruction within the classroom.

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	79%	70%	No	81%
American Indian				
Asian	85%		No	87%
Black/African American	88%	44%	No	89%
Hispanic	78%	69%	No	81%
White	78%	74%	No	80%
English language learners	77%	61%	No	79%
Students with disabilities	52%	36%	No	57%
Economically disadvantaged	76%	67%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	25%	33%
Students scoring at or above Achievement Level 4	182	44%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	66%

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)	133	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	92	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	102	37%	43%

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	84	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	77%	72%	No	79%
American Indian				
Asian	93%		No	93%
Black/African American	83%	56%	No	85%
Hispanic	75%	72%	No	78%
White	82%	78%	Yes	84%
English language learners	73%	66%	No	75%
Students with disabilities	58%	38%	No	63%
Economically disadvantaged	73%	69%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	28%	34%
Students scoring at or above Achievement Level 4	177	43%	45%

Learning Gains

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	29%	32%
Students scoring at or above Achievement Level 4	33	46%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	3		
Participation in STEM-related experiences provided for students	1440	60%	

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	52	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	21	3%	2%
Students who are not proficient in reading by third grade	48	34%	31%
Students who receive two or more behavior referrals	351	43%	42%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	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

Our goal for the 2013-2014 school year is to increase parent participation in school events by 5%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Use various sources to inform parents of school events.	490	35%	40%

Goals Summary

G1. During the 2012-2013 school year, 70% of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 33% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G2. During the 2012-2013 school year, 62% of students scored at FCAT 2.0 Level 3.5 or higher in Writing. For the 2013-2014 school year 66% of the students are expected to score a Level 3.5 or higher in Writing.

G3. During the 2012-2013 school year, 72% of students scored at FCAT 2.0 Level 3 or higher in Mathematics. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Mathematics on the FCAT 2.0 2014.

G4. During the 2012-2013 school year, 63% of students scored at FCAT 2.0 Level 3 or higher in Science. For the 2013-2014 school year 32% of the students are expected to score a Level 3 in Science on the FCAT 2.0 2014.

G5. During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, Gizmos Science, and Gizmos Math, as well as Mathematics and Science program clubs.

G6. Identify students who are retained or who are not proficient in reading by third grade and provide intervention strategies and support; reduce the percent of students not proficient in reading by third grade from 34% to 31%.

G7. During the 2012-2013 school year, parent participation in school wide activities was 35%. Our goal for the 2013-2014 school year is to increase parent participation by 5% from 35% to 40%.

Goals Detail

G1. During the 2012-2013 school year, 70% of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 33% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

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

Resources Available to Support the Goal
- Common Core Supplemental Materials Time for Kids is purchased to enrich the curriculum and support reading application through their informational articles and links to other texts, Reading Plus SuccessMaker Accelerated Reader Academy of Reading FCAT Explorer Teacher-led classroom activities Graphic Organizers, Reciprocal Teaching, Story Maps, Writing Prompts Common Core In-house Professional Development

Targeted Barriers to Achieving the Goal
- Performance data for students scoring at Level 3 indicates they are experiencing difficulty in determining the Main Idea in grade-level text.

- Performance data for students scoring at Level 4 and above indicates that they are having difficulty understanding Author's Purpose/Perspective in grade-level text.

- Reading gains for students in the lowest 25% are affected by a weakness in Vocabulary therefore; they are experiencing difficulty understanding what they are reading.

- Student proficiency levels on the Reading subtest as noted on the 2013 administration of the CELLA were hindered by limited comprehension and understanding of story elements/structure.

- Learning gains in reading were affected by the inconsistency of differentiated instruction with fidelity.

- Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Black Subgroup were hindered by limited comprehension and understanding of story elements/structure

- Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Hispanic Subgroup are affected by a weakness in Vocabulary therefore; they are experiencing difficulty understanding the Main Idea in grade level text.

- Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the White Subgroup are affected by a weakness in determining the Main Idea in grade-level text.

- Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the ELL Subgroup are affected by a weakness Vocabulary therefore; they are experiencing difficulty understanding the Main Idea in grade level text.

- Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Economically Disadvantaged (ED) Subgroup are affected by a weakness in Vocabulary therefore; they are experiencing difficulty understanding the Main Idea in grade level text.

- Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Students with Disabilities (SWD) Subgroup are affected by the need for greater emphasis on reading comprehension lessons.

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data and adjust instruction as needed. The Leadership Team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible
Teachers, Administration and Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G2. During the 2012-2013 school year, 62% of students scored at FCAT 2.0 Level 3.5 or higher in Writing. For the 2013-2014 school year 66% of the students are expected to score a Level 3.5 or higher in Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Personnel Common Core Supplemental Materials Monthly Writing Prompts Teacher-led classroom activities Graphic Organizers, Reciprocal Teaching, Story Maps, Writing Prompts Common Core In-house Professional Development

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the FCAT Writing was conventions.

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data and adjust instruction as needed. The Leadership Team will review data monthly and make recommendations based on needs assessment. Teachers, Administration and Leadership Team

Person or Persons Responsible
Teachers, Administration and Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Monthly writing prompts and classroom assessments. Summative: FCAT 2.0 Writing Assessment

G3. During the 2012-2013 school year, 72% of students scored at FCAT 2.0 Level 3 or higher in Mathematics. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Mathematics on the FCAT 2.0 2014.

Targets Supported

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

Resources Available to Support the Goal

- Personnel Common Core Supplemental Materials SuccessMaker FCAT Explorer Teacher-led classroom activities Graphic Organizers, Reciprocal Teaching, Common Core In-house Professional Development

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Level 3 indicates that they are experiencing difficulty developing an understanding of fractions and fraction equivalence; fractions to decimals and percent's; generating equivalent fractions and simplifying fractions.

- Performance data for students scoring at Level 4 indicates that they are experiencing difficulty understanding fractions and their concepts.

- Math gains for students in the lowest 25% making learning gains are affected by a weakness in Number and Operations.

- Learning gains in math were affected by the inconsistency of differentiated instruction with fidelity.

- Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the Black Subgroup are affected by a weakness in Number and Operantions

- Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the Hispanic and ELL Subgroups are affected by a weakness in multiplication and division due to the limited exposure to technology.

- Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the SWD Subgroup are affected by a weakness in providing effective intervention.

- Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the ED Subgroup are affected by a weakness in Number and Operations

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data and adjust instruction as needed. The Leadership Team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G4. During the 2012-2013 school year, 63% of students scored at FCAT 2.0 Level 3 or higher in Science. For the 2013-2014 school year 32% of the students are expected to score a Level 3 in Science on the FCAT 2.0 2014.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Personnel Science lab materials FCAT Explorer Discovery Education Gizmos

Targeted Barriers to Achieving the Goal
- Performance data for students scoring at Level 3 indicates that students are experiencing difficulty with tasks related to energy, force and motion.
- Performance data for students scoring at Level 4 and above indicates that they are experiencing difficulty with tasks distinguishing relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data and adjust instruction as needed. The Leadership Team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible
Administration and Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: teacher generated assessments, District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G5. During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, Gizmos Science, and Gizmos Math, as well as Mathematics and Science program clubs.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Personnel Gizmos Lab Kits

Targeted Barriers to Achieving the Goal
- Most of the enrichment programs are offered after school; transportation issues are of concern in keeping students after school for clubs/programs. Only 55% of the students population participated in STEM related activities during the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data and adjust instruction as needed. The Leadership Team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible
Teachers, Administration and Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: teacher generated assessments, Lab sheets and District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessments

G6. Identify students who are retained or who are not proficient in reading by third grade and provide intervention strategies and support; reduce the percent of students not proficient in reading by third grade from 34% to 31%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Personnel

Targeted Barriers to Achieving the Goal
- Due to attendance and and participation factors, 21 students have been retained and 48 students are not reading at grade level by third grade.

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data and adjust instruction as needed. The Leadership Team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible
Teachers, Administration and Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: teacher generated assessments, computer based reports and District Interim Assessments Summative: 2014 FCAT 2.0 Assessment

G7. During the 2012-2013 school year, parent participation in school wide activities was 35%. Our goal for the 2013-2014 school year is to increase parent participation by 5% from 35% to 40%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Personnel

Targeted Barriers to Achieving the Goal

- Lack of parental participation for in-school functions such as monthly Parent Academy workshops and evening events.

Plan to Monitor Progress Toward the Goal

Review attendance logs for meetings as well as sign in sheets for school based workshops and monitor daily parent volunteer logs.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Review of parent workshop attendance sign in sheets as well as daily parent volunteer logs

Action Plan for Improvement

Problem Solving Key

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

G1. During the 2012-2013 school year, 70% of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 33% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G1.B1 Performance data for students scoring at Level 3 indicates they are experiencing difficulty in determining the Main Idea in grade-level text.

G1.B1.S1 Students will use grade-level appropriate text that has Main Idea stated or implied, as well as be able to identify a correct summary statement.

Action Step 1

Students will be introduced to and use Main Idea tables/charts in order to understand what the Main Idea of a story is. Teachers will provide instruction and guidance in understanding what the Main Idea is, as well as, practice time for the students to work on deciphering the Main Idea of a story.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Facilitator:

Maria G. Fernandez

Participants:

K-5 Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B2 Performance data for students scoring at Level 4 and above indicates that they are having difficulty understanding Author's Purpose/Perspective in grade-level text.

G1.B2.S1 Students will use grade-level appropriate text which will include identifiable author's purpose for writing the passage (entertain, persuade, inform), as well as the author's perspective.

Action Step 1

Students will be introduced to and use Author's Purpose charts in order to understand what the Author's Purpose for writing the passage is. Teachers will provide instruction and guidance in finding the Author's Purpose in a story.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Facilitator:

Maria Fernandez

Participants:

K-5 Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B3 Reading gains for students in the lowest 25% are affected by a weakness in Vocabulary therefore; they are experiencing difficulty understanding what they are reading.

G1.B3.S1 Students will be provided practice in recognizing word relationships and identifying the multiple meanings of words.

Action Step 1

Teachers will focus their instruction using context clues which will allow students to build their general knowledge of words, and word relationships, and multiple meanings of words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a monthly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a monthly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B4 Student proficiency levels on the Reading subtest as noted on the 2013 administration of the CELLA were hindered by limited comprehension and understanding of story elements/structure.

G1.B4.S1 Utilize story retelling as an instructional strategy to help students focus on the importance of summarizing, attending to details and understanding story elements.

Action Step 1

Teacher will introduce the students to various graphic organizers (summary pyramid, time lines, sequence chains) using grade-level text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B5 Learning gains in reading were affected by the inconsistency of differentiated instruction with fidelity.

G1.B5.S1 Utilize Lesson Studies on the effective use and implementation of Differentiated Instruction. Also, teachers will continue the use of SuccessMaker computer program as an additional Differentiated Instruction tool.

Action Step 1

Lesson Studies on the effective use and implementation of Differentiated Instruction will be held every 2 months to discuss Differentiated Instruction activities and strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Facilitator:

Maria G. Fernandez - Assistant Principal

Participants:

K-5 Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments and Differentiated Instruction Plans, Group Rosters

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs, Differentiated Instruction Plans, Group Rosters

G1.B6 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Black Subgroup were hindered by limited comprehension and understanding of story elements/ structure

G1.B6.S1 Utilize story retelling as an instructional strategy to help students focus on the importance of summarizing, attending to details and understanding story elements.

Action Step 1

Teacher will introduce the students to various graphic organizers (summary pyramid, time lines, sequence chains) using grade-level text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B7 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Hispanic Subgroup are affected by a weakness in Vocabulary therefore; they are experiencing difficulty understanding the Main Idea in grade level text.

G1.B7.S1 Students will be provided practice in recognizing word relationships and identifying the multiple meanings of words.

Action Step 1

Teachers will focus their instruction using context clues which will allow students to build their general knowledge of words, and word relationships, and multiple meanings of words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments.

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

Teachers will focus their instruction using context clues which will allow students to build their general knowledge of words, and word relationships, and multiple meanings of words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a monthly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B8 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the White Subgroup are affected by a weakness in determining the Main Idea in grade-level text.

G1.B8.S1 Students will use grade-level appropriate text that has Main Idea stated or implied, as well as be able to identify a correct summary statement.

Action Step 1

Students will be introduced to and use Main Idea tables/charts in order to understand what the Main Idea of a story is. Teachers will provide instruction and guidance in understanding what the Main Idea is, as well as, practice time for the students to work on deciphering the Main Idea of a story.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B9 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the ELL Subgroup are affected by a weakness Vocabulary therefore; they are experiencing difficulty understanding the Main Idea in grade level text.

G1.B9.S1 Students will be provided practice in recognizing word relationships and identifying the multiple meanings of words.

Action Step 1

Students will receive targeted reading comprehension and vocabulary lessons through the core Reading program and SuccessMaker.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Facilitator:

Maria Fernandez

Participants:

K-5 Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a monthly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B10 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Economically Disadvantaged (ED) Subgroup are affected by a weakness in Vocabulary therefore; they are experiencing difficulty understanding the Main Idea in grade level text.

G1.B10.S1 Students will be provided practice in recognizing word relationships and identifying the multiple meanings of words.

Action Step 1

Teachers will focus their instruction using context clues which should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a monthly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, Reading Plus, FCAT Explorer) and District Interim Assessments and Administrative walk-throughs.

G1.B11 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Students with Disabilities (SWD) Subgroup are affected by the need for greater emphasis on reading comprehension lessons.

G1.B11.S1 Students will receive targeted reading comprehension lessons through the core Reading program and SuccessMaker.

Action Step 1

The classroom teacher will provide time for the students to use SuccessMaker in the classroom at least 4 days a week.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports

Facilitator:

Maria Fernandez

Participants:

K-5 SPED Teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from FAIR, SuccessMaker computer based reports and District Interim Assessments

Plan to Monitor Effectiveness of G1.B11.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of SuccessMaker computer based reports, District Interim Assessments and Administrative walk-throughs.

G2. During the 2012-2013 school year, 62% of students scored at FCAT 2.0 Level 3.5 or higher in Writing. For the 2013-2014 school year 66% of the students are expected to score a Level 3.5 or higher in Writing.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing was conventions.

G2.B1.S1 Teachers will utilize revising/editing chart, conferencing with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences

Action Step 1

Students will review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Monthly writing prompts

Facilitator:

Maria G. Fernandez

Participants:

4th grade teachers

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a monthly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from Monthly Writing Prompts

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a monthly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompts and Administrative walk-throughs

G3. During the 2012-2013 school year, 72% of students scored at FCAT 2.0 Level 3 or higher in Mathematics. For the 2013-2014 school year 34% of the students are expected to score a Level 3 in Mathematics on the FCAT 2.0 2014.

G3.B1 Performance data for students scoring at Level 3 indicates that they are experiencing difficulty developing an understanding of fractions and fraction equivalence; fractions to decimals and percent's; generating equivalent fractions and simplifying fractions.

G3.B1.S1 Students will be provided with multiple opportunities to enhance their understanding of fractions through the use of manipulatives. They will engage in practice to create strategies for solving problems with fractions, and apply learned concepts in real – life situations.

Action Step 1

Students will be provided hands on opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms generate equivalent fractions or simplify fractions to lowest terms.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) District Interim Assessments and Administrative walk-throughs.

G3.B2 Performance data for students scoring at Level 4 indicates that they are experiencing difficulty understanding fractions and their concepts.

G3.B2.S1 Students will be provided with multiple opportunities to enhance their understanding of fractions through the use of manipulatives. They will engage in practice to create strategies for solving problems with fractions, and apply learned concepts in real – life situations.

Action Step 1

Students will be provided opportunities for students to relate equivalent fractions and decimals with and without models,estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations rename fractions as mixed numbers, or vice versa.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) District Interim Assessments and Administrative walk-throughs.

G3.B3 Math gains for students in the lowest 25% making learning gains are affected by a weakness in Number and Operations.

G3.B3.S1 Teachers will develop differentiated skill based lessons that help promote the use of Number Operations and Problems in a variety of modalities.

Action Step 1

Students will be provided opportunities for mathematical exploration and practice to develop an understanding of number and operations through the use of manipulatives and engaging opportunities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) District Interim Assessments and Administrative walk-throughs.

G3.B4 Learning gains in math were affected by the inconsistency of differentiated instruction with fidelity.

G3.B4.S1 Implement intervention computer based programs (SuccessMaker and River Deep) for tutoring.

Action Step 1

Teachers will monitor students and provide intervention as it is required.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, Riverdeep) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker) District Interim Assessments and Administrative walk-throughs.

G3.B5 Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the Black Subgroup are affected by a weakness in Number and Operantions

G3.B5.S1 Teachers will develop differentiated skill based lessons that help promote the use of Number Operations and Problems in a variety of modalities

Action Step 1

Students will be provided opportunities for mathematical exploration and practice to develop an understanding of number and operations through the use of manipulatives and engaging opportunities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) District Interim Assessments and Administrative walk-throughs.

G3.B6 Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the Hispanic and ELL Subgroups are affected by a weakness in multiplication and division due to the limited exposure to technology.

G3.B6.S1 Teachers will Incorporate Virtual Manipulatives (ex: simulations, interactive worksheets) into the learning routine using a daily rotation schedule

Action Step 1

Students will be provided opportunities to practice to multiply multi-digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results while using manipulatives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) District Interim Assessments and Administrative walk-throughs.

G3.B7 Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the SWD Subgroup are affected by a weakness in providing effective intervention.

G3.B7.S1 Implement intervention programs such as tutoring and computer based programs using SuccessMaker and River Deep.

Action Step 1

Utilize a weekly rotation schedule for use of technology programs in the computer lab.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) District Interim Assessments and Administrative walk-throughs.

G3.B8 Student proficiency levels on the Mathematics subtest as noted on the 2013 administration for students in the ED Subgroup are affected by a weakness in Number and Operations

G3.B8.S1 Teachers will develop differentiated skill based lessons that help promote the use of Number Operations and Problems in a variety of modalities

Action Step 1

Students will be provided opportunities for mathematical exploration and practice to develop an understanding of number and operations through the use of manipulatives and engaging opportunities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer) and District Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Computer based reports (SuccessMaker, FCAT Explorer) District Interim Assessments and Administrative walk-throughs.

G4. During the 2012-2013 school year, 63% of students scored at FCAT 2.0 Level 3 or higher in Science. For the 2013-2014 school year 32% of the students are expected to score a Level 3 in Science on the FCAT 2.0 2014.

G4.B1 Performance data for students scoring at Level 3 indicates that students are experiencing difficulty with tasks related to energy, force and motion.

G4.B1.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during essential labs and journal writing on a weekly basis to expand use of the scientific method as it applies to physical science.

Action Step 1

Teachers will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, Labs and Journals and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, Lab sheets and District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of lab sheets, District Interim Assessments and Administrative walk-throughs

G4.B2 Performance data for students scoring at Level 4 and above indicates that they are experiencing difficulty with tasks distinguishing relationships among mass, force, and motion.

G4.B2.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during essential labs and journal writing on a weekly basis to expand use of the scientific method as it applies to physical science.

Action Step 1

Teachers will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, Labs and Journals and District Interim Assessments, BrainPop and BrainPop Jr. videos and lessons

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, Lab sheets and District Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Lab sheets, District Interim Assessments and Administrative walk-throughs.

G5. During the 2013-2014 school year students in all grade levels will increase their knowledge of STEM by participating in local science fairs, Gizmos Science, and Gizmos Math, as well as Mathematics and Science program clubs.

G5.B1 Most of the enrichment programs are offered after school; transportation issues are of concern in keeping students after school for clubs/programs. Only 55% of the students population participated in STEM related activities during the 2012-2013 school year.

G5.B1.S1 Encourage school wide participation in the school Science Fair to emphasize critical thinking and problem solving skills. Provide STEM related activities before school and during school hours in order to reach more students.

Action Step 1

Teachers will provide hands-on science lab experiences and have students use Scientific Journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher generated assessments, Labs and Journals and District Interim Assessments

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

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from teacher generated assessments, Science Journals, Lab sheets and District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of teacher generated assessments, Lab sheets, District Interim Assessments and Administrative walk-throughs.

G6. Identify students who are retained or who are not proficient in reading by third grade and provide intervention strategies and support; reduce the percent of students not proficient in reading by third grade from 34% to 31%.

G6.B1 Due to attendance and and participation factors, 21 students have been retained and 48 students are not reading at grade level by third grade.

G6.B1.S1 Hourly tutoring instructing students to identify Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order.

Action Step 1

Assist students to read and comprehend literature and informational text at the high end of text complexity independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Person or Persons Responsible

Teacher and tutors

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly assessment tests, tutoring data

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

Review assessment data monthly and adjust instruction as needed. The Leadership team will review data and make recommendations based on needs assessment.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, reports generated from computer based programs, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)

Plan to Monitor Effectiveness of G6.B1.S1

Review assessment data monthly and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, reports generated from computer based programs, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)

G7. During the 2012-2013 school year, parent participation in school wide activities was 35%. Our goal for the 2013-2014 school year is to increase parent participation by 5% from 35% to 40%.

G7.B1 Lack of parental participation for in-school functions such as monthly Parent Academy workshops and evening events.

G7.B1.S1 Conduct parent workshops through Bilingual Parent Out Reach Program (BPOP) during the day, as well as, resource workshops and training for parents on FCAT Strategies after school.

Action Step 1

School Administration and School Staff will create resource workshops and training for parents based on what student/parent needs are.

Person or Persons Responsible

School Administration and School Staff.

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets

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

Review sign in sheets/logs to determine the number of parent participation in school events.

Person or Persons Responsible

School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G7.B1.S1

Review sign in sheets/logs to determine the number of parent participation in school events.

Person or Persons Responsible

School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets

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 III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs, professional development on best practices for ESOL and content area teachers, reading and supplementary

instructional materials, and hardware and software for the development of language and literacy skills.
Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community. Project Upstart, Homeless Children & Youth Program assists Oliver Hoover Elementary School with identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for the Oliver Hoover registrar on

the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth are not to be stigmatized or separated,segregated, or isolated on their status as homeless and are provided with all entitlements. The Liaison will continue to participate in community organization meetings and task forces as it relates to homeless

children and youth. Project Upstart provides homeless sensitivity and awareness campaign to all the schools, including Oliver Hoover Elementary School. The project will provide each school with a video and curriculum manual.
Nutrition Programs

1. Oliver Hoover Elementary School adheres to and implements the nutrition requirements stated in the District

Wellness Policy.

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

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

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. During the 2012-2013 school year, 70% of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 33% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G1.B1 Performance data for students scoring at Level 3 indicates they are experiencing difficulty in determining the Main Idea in grade-level text.

G1.B1.S1 Students will use grade-level appropriate text that has Main Idea stated or implied, as well as be able to identify a correct summary statement.

PD Opportunity 1

Students will be introduced to and use Main Idea tables/charts in order to understand what the Main Idea of a story is. Teachers will provide instruction and guidance in understanding what the Main Idea is, as well as, practice time for the students to work on deciphering the Main Idea of a story.

Facilitator

Maria G. Fernandez

Participants

K-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

G1.B2 Performance data for students scoring at Level 4 and above indicates that they are having difficulty understanding Author's Purpose/Perspective in grade-level text.

G1.B2.S1 Students will use grade-level appropriate text which will include identifiable author's purpose for writing the passage (entertain, persuade, inform), as well as the author's perspective.

PD Opportunity 1

Students will be introduced to and use Author's Purpose charts in order to understand what the Author's Purpose for writing the passage is. Teachers will provide instruction and guidance in finding the Author's Purpose in a story.

Facilitator

Maria Fernandez

Participants

K-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

G1.B5 Learning gains in reading were affected by the inconsistency of differentiated instruction with fidelity.

G1.B5.S1 Utilize Lesson Studies on the effective use and implementation of Differentiated Instruction. Also, teachers will continue the use of SuccessMaker computer program as an additional Differentiated Instruction tool.

PD Opportunity 1

Lesson Studies on the effective use and implementation of Differentiated Instruction will be held every 2 months to discuss Differentiated Instruction activities and strategies.

Facilitator

Maria G. Fernandez - Assistant Principal

Participants

K-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

G1.B9 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the ELL Subgroup are affected by a weakness Vocabulary therefore; they are experiencing difficulty understanding the Main Idea in grade level text.

G1.B9.S1 Students will be provided practice in recognizing word relationships and identifying the multiple meanings of words.

PD Opportunity 1

Students will receive targeted reading comprehension and vocabulary lessons through the core Reading program and SuccessMaker.

Facilitator

Maria Fernandez

Participants

K-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: FAIR, teacher generated assessments, computer based reports (SuccessMaker, FCAT Explorer and District Interim Assessments

G1.B11 Student proficiency levels on the Reading subtest as noted on the 2013 administration for students in the Students with Disabilities (SWD) Subgroup are affected by the need for greater emphasis on reading comprehension lessons.

G1.B11.S1 Students will receive targeted reading comprehension lessons through the core Reading program and SuccessMaker.

PD Opportunity 1

The classroom teacher will provide time for the students to use SuccessMaker in the classroom at least 4 days a week.

Facilitator

Maria Fernandez

Participants

K-5 SPED Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports

G2. During the 2012-2013 school year, 62% of students scored at FCAT 2.0 Level 3.5 or higher in Writing. For the 2013-2014 school year 66% of the students are expected to score a Level 3.5 or higher in Writing.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing was conventions.

G2.B1.S1 Teachers will utilize revising/editing chart, conferencing with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences

PD Opportunity 1

Students will review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Facilitator

Maria G. Fernandez

Participants

4th grade teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Monthly writing prompts

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	During the 2012-2013 school year, 63% of students scored at FCAT 2.0 Level 3 or higher in Science. For the 2013-2014 school year 32% of the students are expected to score a Level 3 in Science on the FCAT 2.0 2014.	$1,900
	Total	$1,900

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Technology	Total
	$0	$0	$0	$0
Discretionary Funds	$0	$250	$0	$250
EESAC funding	$0	$0	$1,650	$1,650
Total	$0	$250	$1,650	$1,900

Budget Details

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

G1. During the 2012-2013 school year, 70% of students scored at FCAT 2.0 Level 3 or higher in Reading. For the 2013-2014 school year 33% of the students are expected to score a Level 3 in Reading on the FCAT 2.0 2014.

G1.B1 Performance data for students scoring at Level 3 indicates they are experiencing difficulty in determining the Main Idea in grade-level text.

G1.B1.S1 Students will use grade-level appropriate text that has Main Idea stated or implied, as well as be able to identify a correct summary statement.

Action Step 1

Students will be introduced to and use Main Idea tables/charts in order to understand what the Main Idea of a story is. Teachers will provide instruction and guidance in understanding what the Main Idea is, as well as, practice time for the students to work on deciphering the Main Idea of a story.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. During the 2012-2013 school year, 63% of students scored at FCAT 2.0 Level 3 or higher in Science. For the 2013-2014 school year 32% of the students are expected to score a Level 3 in Science on the FCAT 2.0 2014.

G4.B1 Performance data for students scoring at Level 3 indicates that students are experiencing difficulty with tasks related to energy, force and motion.

G4.B1.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during essential labs and journal writing on a weekly basis to expand use of the scientific method as it applies to physical science.

Action Step 1

Teachers will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Resource Type

Evidence-Based Materials

Resource

Materials to replenish Science Kits

Funding Source

Discretionary Funds

Amount Needed

$250

G4.B2 Performance data for students scoring at Level 4 and above indicates that they are experiencing difficulty with tasks distinguishing relationships among mass, force, and motion.

G4.B2.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during essential labs and journal writing on a weekly basis to expand use of the scientific method as it applies to physical science.

Action Step 1

Teachers will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Resource Type

Technology

Resource

Brain Pop and BrainPop Jr. Program

Funding Source

EESAC funding

Amount Needed

$1,650