



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Henry M. Flagler Elementary School

5222 NW 1ST ST

Miami, FL 33126

305-443-2529

<http://hmf.dadeschools.net/default.aspx>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 88%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

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

Henry M. Flagler Elem. School

Principal

Zulema C. Lamazares

School Advisory Council chair

Corinthia Johnson

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

Name	Title
Zulema C Lamazares	Principal
Chandra D. Davis	Assistant Principal
Jannet Sanchez	Counselor
Marilyn Fernandez	Reading Coach
Adriana Otero	Math/Science Coach
Jannet Sanchez	Counselor
Ana Colon	Media Specialist
Rosa Cachinero-Lavin	Kindergarten Teacher
Ana Arocha	First Grade Teacher
Yolanda Carballosa	Second Grade Teacher
Kimberly Hatcher	Third Grade Teacher
Margarita Rodriguez	Fourth Grade Teacher
Maria Ramos	Fifth Grade Teacher
Corinthia Johnson	SAC Chairperson

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The number of people in that position are: (1) principal, (1) UTD Steward, (5) teachers, (7) parents, (1) educational support, (1) student, and (1) BCR

Involvement of the SAC in the development of the SIP

The SAC involvement in the school improvement plan was during the last meeting of the 2012-2013 school year the plan for 2013-2014 changes and involvement was discussed. Members of the SAC are involved with the planning stages of the plan by giving input during SAC meetings and volunteering to meet with the SIP team to assist with the development of the plan.

Activities of the SAC for the upcoming school year

The activities of the SAC for the upcoming school year include the following: Support teachers and classroom activities throughout the year, monitor the implementation of the school improvement plan with the SIP team through monthly meetings and improve the overall attendance rate at Henry M. Flagler Elementary by providing incentives.

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

The EESAC will support the School Improvement Plan by funding all or any of the following initiatives: tutoring, instructional materials, student incentives, and FCAT pep rally. It is projected that EESAC will allocate \$2,999.00 for this school year for said projects.

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:

Zulema C. Lamazares

Principal

Years as Administrator: 12

Years at Current School: 2

Credentials

Bachelor of Arts Elementary Education
 Master's of Science
 Reading Education
 Educational Specialist
 Educational Leadership

Performance Record

2013 - School Grade B
 Rdg. Proficiency - 56
 Math Proficiency -63
 Rdg. Lrg. Gains - 72
 Math Lrg. Gains -69
 Rdg. Imp. of Lowest 25% -77 points
 Math. Imp. of Lowest 25% -72 points
 Rdg. AMO - 56%
 Math AMO - 63%
 2012 - School Grade A
 Rdg. Proficiency - 60
 Math Proficiency -60
 Rdg. Lrg. Gains - 78
 Math Lrg. Gains -63
 Rdg. Imp. of Lowest 25% -77 points
 Math. Imp. of Lowest 25% -56 points
 Rdg. AMO - NA
 Math AMO - NA
 11 10 09
 School Grade A A A
 AYP N N N
 High Standards Rdg. 84 77 77
 High Standards Math 83 78 78
 Science 57 50 50
 Lrng Gains-Rdg. 76 73 73
 Gains-Rdg-25% 66 53 53
 Gains-Math-25% 66 53 53
 Lrng. Gains-Math 61 56 56

Chandra D. Davis

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Bachelor of Arts
 English /Minor in Political Science
 Masters in Science
 Educational Leadership
 Educational Leadership

Performance Record

2013 - School Grade B
 Rdg. Proficiency - 56
 Math Proficiency -63
 Rdg. Lrg. Gains - 72
 Math Lrg. Gains -69
 Rdg. Imp. of Lowest 25% -77 points
 Math. Imp. of Lowest 25% -72 points
 Rdg. AMO - 56%
 Math AMO - 63%
 2012 - School Grade A
 Rdg. Proficiency - 60
 Math Proficiency -60
 Rdg. Lrg. Gains - 78
 Math Lrg. Gains -63
 Rdg. Imp. of Lowest 25% -77 points
 Math. Imp. of Lowest 25% -56 points
 Rdg. AMO - NA
 Math AMO - NA
 11 10 08
 School Grade A A C
 AYP N N N
 High Standards Rdg. 70 70 57
 High Standards Math 83 83 69
 Science 34 34 34
 Lrng Gains-Rdg. 70 70 55
 Gains-Rdg-25% 70 70 55
 Gains-Math-25% 70 70 55
 Lrng. Gains-Math 78 78 62

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marilyn Fernandez		
Full-time / School-based	Years as Coach: 14	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Bachelor of Science . Elementary Education Master's of .Science. Elementary Education Reading Endorsement (K-12) Certification ESOL K-12	
Performance Record	2013 - School Grade B Rdg. Proficiency - 56 Math Proficiency -63 Rdg. Lrg. Gains - 72 Math Lrg. Gains -69 Rdg. Imp. of Lowest 25% -77 points Math. Imp. of Lowest 25% -72 points Rdg. AMO - 56% Math AMO - 72% 2012 - School Grade B Rdg. Proficiency - 60 Math Proficiency -60 Rdg. Lrg. Gains - 78 Math Lrg. Gains -63 Rdg. Imp. of Lowest 25% - 77points Math. Imp. of Lowest 25% - 56points Rdg. AMO - NA Math AMO - NA 11 10 09 School Grade A A A A AYP N N N High Standards Rdg. 84 84 80 High Standards Math 83 83 82 Science 57 57 55 Lrng Gains-Rdg. 76 76 55 Gains-Rdg-25% 66 66 69 Gains-Math-25% 66 66 82 Lrng. Gains-Math 61 61 72	

Adriana Otero		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics, Science	
Credentials	Bachelor of Science Elementary Education Master of Science TESOL K-12 Educational Specialist Educational Leadership	
Performance Record	2013 - School Grade B Rdg. Proficiency - 56 Math Proficiency -63 Rdg. Lrg. Gains - 72 Math Lrg. Gains -69 Rdg. Imp. of Lowest 25% -77 points Math. Imp. of Lowest 25% -72 points Rdg. AMO - 56% Math AMO - 72% 2012 - School Grade A Rdg. Proficiency - 60 Math Proficiency -60 Rdg. Lrg. Gains - 78 Math Lrg. Gains -63 Rdg. Imp. of Lowest 25% - 77points Math. Imp. of Lowest 25% - 56points Rdg. AMO - NA Math AMO - NA 11 10 09 School Grade A A A AYP N N N High Standards Rdg. 84 77 77 High Standards Math 83 78 78 Science 57 50 50 Lrng Gains-Rdg. 76 73 73 Gains-Rdg-25% 66 53 53 Gains-Math-25% 66 53 53 Lrng. Gains-Math 61 56 56	

Classroom Teachers

of classroom teachers
55

receiving effective rating or higher
55, 100%

Highly Qualified Teachers

75%

certified in-field

55, 100%

ESOL endorsed

44, 80%

reading endorsed

3, 5%

with advanced degrees

20, 36%

National Board Certified

3, 5%

first-year teachers

3, 5%

with 1-5 years of experience

4, 7%

with 6-14 years of experience

23, 42%

with 15 or more years of experience

25, 45%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

1, 50%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Job embedded professional development opportunities will be provided through teacher planning days and faculty meetings. Based on data reviewed, there will be specific and focused professional developments on strategies to increase the areas of deficiencies. Leadership opportunities for instructional staff are encouraged to assist the Administrative Team with duties and responsibilities of the operations of the school.

Teachers have the opportunity to meet with department chairs once a week to plan, review the upcoming week's lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New Teachers will meet with the Principal/Assistant Principal for extra support in any specific subject area. The mentor and mentee are meeting weekly. Once a month the mentee will participate in professional learning community to discuss evidence-based strategies and participate in professional growth development opportunities. The mentor will have the opportunity to observe the mentee's teaching strategies, provide feedback, coach, model and assist in planning. The mentee will receive data coaching throughout the year. Teachers in their second or third year of teaching will receive a buddy teacher who is the grade level chairperson or a reading or math coach.

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

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

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals monthly.

1. Holds regular team meetings where problem solving is the focus.
2. Monitors and adjust the school's academic and behavioral goals through data gathering and analysis.
3. Respond when grades, subject areas, classes, or individual students have not shown proficiency.
4. Drives professional development decisions.
5. Discusses strategies to implement through the year to increase student achievement.
6. Collaborates with teams to make informed decisions on MTSS/RtI implementation.
7. Gathers input from data analysis at all Tiers to determine the professional development of the team and the faculty.

Tier 2

The second level of support consists of supplementary instruction and intervention to targeted student groups who need additional instructional and/or behavioral support.

1. Review OPM data for intervention groups to evaluate group and individual student responses.
2. Select students for SST Tier 3 intervention

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

The following includes the school-based MTSS Leadership Team functions and responsibilities from across the curriculum:

1. Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Provides a common vision for the use of data driven instruction and decision- making. Conveys information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.

2. Assistant Principal: Assist with ensuring that the implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Assist with providing a common vision for the use of data driven instruction and decision-making. Assist with conveying information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.
3. Selected General Education Teachers (Language Arts, Reading, Mathematics, Science, Social Studies, and Foreign Language): Provides information about core instruction, assist in data collection, participate in data chats, and collaborate with others to implement intervention strategies within the delivery of instruction.
4. Reading Instructor: Identifies and analyzes scientifically based assessments and intervention approaches. Identifies systematic patterns of student need to appropriately implement evidence-based intervention strategies. Assist in the implementation of progress monitoring, data collection, data analysis, and support teachers by providing professional development opportunities.
5. Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
6. ESE Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for ESE students.
7. ESOL Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for ESOL students.

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

Monitoring System / Tier 1 and Tier 2 to support academic or behavioral goals:

- The team meets once a month to document academic and behavioral goals
- Analyze data and drive instruction based on deficient standards
- Review Progress Monitoring data to identify students meeting/exceeding benchmarks
- Monitor and document with fidelity the plan of the MTSS implementation
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible student achievement in both academic and behavioral pursues.
- Develop intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students

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 Source/Management System. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

- FAIR assessment
- Interim assessments
- State/Local Reading/Writing and Math/Science assessments
- FCAT 2.0 Testing
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Parent Letters
- Suspensions/expulsions
- Referrals
- Attendance / Tardies
- Referral request to special education programs

Assessments:

Baseline Data:

Progress Monitoring and Reporting Network (PMRN), 2009 Spring FAIR Data, Florida Comprehensive Assessment Test (FCAT2.0), and SAT-10

Midyear Data

Florida Assessments for Instruction in Reading (FAIR), District Interim Assessment, Progress Monitoring: PMRN, and FCAT 2.0 Simulation

End-of-Year Assessments:

FAIR, FCAT, SAT

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

Plan to support problem solving:

1. Administration will attend district trainings in MTSS problem solving at Tier 1 and Tier 2, and School Support Team Training
2. MTSS team members will attend district trainings in MTSS problem solving at Tier 1 and Tier 2, and School Support Team Training
3. Professional development on MTSS/RTL and support will be provided by the counselor and the psychologist during teacher common planning time, faculty meetings, Professional Learning Communities and/or small group sessions.

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: 60

Teachers will emphasize deriving word meanings and word relationships from context. Development of student understanding of number and operation systems.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The Reading and Math Coaches will gather and analyze data to determine the needs for professional development for the faculty as indicated by student intervention and achievement needs.

Who is responsible for monitoring implementation of this strategy?

The Reading and Math Coaches will share expertise in reading/math instruction, assessment, and observational data to assist in making instructional and programmatic decisions. Additionally, they will ensure fidelity of implementation of the District's Comprehensive Reading Research Plan while providing motivation and a spirit of collaboration to ensure that the students are progressing. The coaches will also work to ensure that there are model classrooms, and that they observe classes, model lessons, confer with teachers and administration, and provide professional developments.

Literacy Leadership Team (LLT)

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

Name	Title
Zulema C. Lamazares	Principal
Chandra D. Davis	Assistant Principal
Jannet Sanchez	Counselor
Marilyn Fernandez	Reading Coach
Adriana Otero	Math/Science Coach
Ana Colon	Media Specialist
Rosa Cachinero-Lavin	Kindergarten Teacher
Ana Arocha	First Grade Teacher
Yolanda Carballosa	Second Grade Teacher
Kimberly Hatcher	Third Grade Teacher
Margarita Rodriguez	Fourth Grade Teacher
Maria Ramos	Fifth Grade Teacher
Corinthia Johnson	SAC Chairperson

How the school-based LLT functions

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. These professionals will monitor with fidelity following these guidelines:

- Monitor academic and behavior data evaluating progress by addressing the following important questions: 1. What will the students learn? (curriculum based on standards) 2. How will we determine if the students have learned? (common assessments) 3. How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions) 4. How will we respond when students have learned or already know? (enrichment opportunities)
- Gather and analyze data and determine professional development needs for the faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific instruction
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

Major initiatives of the LLT

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout:

- Building learning community that involves all stakeholders
- Develop a school-based literacy action plan
- Increase Rigor in Classroom Instruction
- Provide opportunities for data analysis to drive instruction and increase student achievement
- Provide ongoing professional development and support during full implementation of MTSS/RTI

Every Teacher Contributes to Reading Instruction

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

The school will ensure that the role of the Reading Coach will be to assist teachers in identifying and analyzing research-based assessments and intervention approaches for reading improvement and identifying systematic patterns of student needs to appropriately implement evidence-based intervention strategies. Teachers will assist in the implementation of progress monitoring, data collection, data analysis, and support teachers by providing professional development opportunities. Teachers will monitor students through District Developed Assessments, FAIR, STAR, and Accelerated Reader to ensure students are making progress as well as monitoring student progress through the PMRN system.

Preschool Transition

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

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

The Voluntary Pre-Kindergarten (VPK) program at Henry M. Flagler Elementary School provides students with the opportunity to acquire proficiency in language and emergent reading skills as well as improving speaking and listening skills necessary upon entering Kindergarten. The VPK classroom teacher utilizes the Reading Wonders Literacy Program, the High/Scope Curriculum, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Classroom experiences and school wide activities will expose students to a school environment improving their social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that prepares them for academic achievement and school readiness. We will also expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the enrollment of students at the school. The principal will also meet with the center directors of neighborhood centers.

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	68%	56%	No	72%
American Indian				
Asian				
Black/African American	54%	0%	No	58%
Hispanic	68%	56%	No	72%
White				
English language learners	58%	41%	No	63%
Students with disabilities	32%	35%	Yes	39%
Economically disadvantaged	68%	54%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	27%	40%
Students scoring at or above Achievement Level 4	106	27%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		75%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		79%

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)	189	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	86	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	107	26%	33%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	69	57%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	63%	No	71%
American Indian				
Asian				
Black/African American	36%	0%	No	42%
Hispanic	68%	63%	No	71%
White				
English language learners	59%	55%	No	63%
Students with disabilities	34%	29%	No	41%
Economically disadvantaged	65%	61%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	32%	39%
Students scoring at or above Achievement Level 4	112	29%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	<i>[data excluded for privacy reasons]</i>		72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		75%

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	32	25%	29%
Students scoring at or above Achievement Level 4	33	25%	27%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	90	95%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	69	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	53	6%	5%
Students who are not proficient in reading by third grade	81	59%	53%
Students who receive two or more behavior referrals	79	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading (56%) of the students at Henry M. Flagler Elementary School were proficient. Our goal on the 2014 FCAT 2.0 Reading is to increase student's proficiency by (16) percentage points to (72%).
- G2.** On the 2013 FCAT 2.0 Math Test (63%) of the students at Henry M. Flagler Elementary School scored proficient. Our goal on the 2014 FCAT 2.0 Math is to increase student's proficiency by (8) percentage points to (71%).
- G3.** On the 2013 FCAT Writing the students scored (57%) at levels 3, 4, and 5. Our goal on the 2014 FCAT Writing is to increase the level 3, 4, & 5 writing scores by (5) percentage points to 61%.
- G4.** On the 2013 FCAT 2.0 Science Test students at Level 3, 4, & 5 scored at (50%). Our goal on the 2014 FCAT 2.0 Science Test is to increase levels 3-5 student proficiency the by (6) percentage points to (55%).
- G5.** During 2012-2013 school year participation in Stem related experiences provided for students was at (95%). Our goal for the 2013-14 school year is to increase to (100%).
- G6.** Based on the COGNOS Report there is a need to improve student Early Warning Signs identified through student attendance, suspension, and 3rd grade proficiency.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading (56%) of the students at Henry M. Flagler Elementary School were proficient. Our goal on the 2014 FCAT 2.0 Reading is to increase student's proficiency by (16) percentage points to (72%).

Targets Supported

Resources Available to Support the Goal

- SuccessMaker is a technology-based program that provides individual and trackable intervention to struggling readers in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Time for Kids Non-Fiction Kits: Reading in the Content Area uses high interest, non-fiction selections written by the authors of Time Magazine to develop 12 distinct skills for reading non-fiction text. Accelerated Reader is a motivational program that encourages independent reading and includes on-line quizzes to measure comprehension and vocabulary. Imagine Learning is a technology based program that provides intervention for struggling readers in comprehension for English Language Learners (ELL).

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading (27%) of the students at Henry M. Flagler Elementary School scored at Level 3. Our goal on the 2014 FCAT 2.0 Reading is to increase level 3 student's proficiency by (13%) percentage points to (40%).
- On the 2013 FCAT 2.0 Reading (27%) of the students at Henry M. Flagler Elementary School scored at level 4-5. Our goal on the 2014 FCAT 2.0 Reading is to increase level 4-5 student's proficiency by (5%) percentage points to (32%).
- On the 2013 FCAT 2.0 Reading the Hispanic subgroup scored at (56%). Our goal on the 2014 FCAT 2.0 Reading is to increase the Hispanic subgroup by (16) percentage points to 72%.
- On the 2013 FCAT 2.0 Reading the English Language Learners (ELL) subgroup scored at (41%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (ELL) subgroup by (21) percentage points to 63%.
- On the 2013 FCAT 2.0 Reading the Students with Disabilities (SWD) subgroup scored at (35%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (SWD) subgroup by (4) percentage points to 39%.
- On the 2013 FCAT 2.0 Reading the Economically Disadvantaged (ED) subgroup scored at (54%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (ED) subgroup by (17) percentage points to 71%.
- On the 2013 FCAT 2.0 Reading the students scored Learning Gains at (72%). Our goal on the 2014 FCAT 2.0 Reading is to increase Learning Gains by (3) percentage points to 75%.
- On the 2013 FCAT 2.0 Reading the students scored Lowest 25% at (77%). Our goal on the 2014 FCAT 2.0 Reading is to increase Lowest 25% by (2) percentage points to 79%.
- On the CELLA Test in Listening /Reading our students scored at (47%). Our goal on the 2014 CELLA Administration is to increase the score by (5) percentage points to 52%.
- On the CELLA Test in Reading our students scored at (21%). Our goal on the 2014 CELLA Administration is to increase the score by (9) percentage points to 29%.
- On the CELLA Test in Writing our students scored at (26%). Our goal on the 2014 CELLA Administration is to increase the score by (7) percentage points to 33%.

Plan to Monitor Progress Toward the Goal

- Response to content area questions, journal entries, and open-ended question

Person or Persons Responsible

Literacy Leadership Team Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

2014 FCAT 2.0

G2. On the 2013 FCAT 2.0 Math Test (63%) of the students at Henry M. Flagler Elementary School scored proficient. Our goal on the 2014 FCAT 2.0 Math is to increase student's proficiency by (8) percentage points to (71%).

Targets Supported

- Math ()

Resources Available to Support the Goal

- SuccessMaker is a technology-based program that provides individual and trackable intervention to struggling in math skills. non-fiction text. GIZMO is technology based motivational program that encourages math skills and includes on-line quizzes to measure comprehension and vocabulary. Imagine Learning technology program for English Language Learner (ELL) students to improve in comprehension. Reflex Math a technology based program will be used to help struggling students in mathematical skills to improve.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Math Test level 3 students scored at (32%). Our goal on the 2014 FCAT 2.0 Math is to increase the Level 3 by (6) percentage points to (39%).
- On the 2013 FCAT 2.0 Math Test level 4-5 students scored at (29%). Our goal on the 2014 FCAT 2.0 Math is to increase the Level 4-5 by (4) percentage points to (32%).
- On the 2013 FCAT 2.0 Math Test the Hispanic subgroup scored at (63%). Our goal on the 2014 FCAT 2.0 Math is to increase the Hispanic subgroup by (7) percentage points to (71%).
- On the 2013 FCAT 2.0 Math Test the English Language learners (ELL) subgroup scored at (55%). Our goal on the 2014 FCAT 2.0 Math is to increase the Hispanic subgroup by (8) percentage points to (63%).
- On the 2013 FCAT 2.0 Math Test the Students with Disabilities (SWD) subgroup scored at (29%). Our goal on the 2014 FCAT 2.0 Math is to increase the (SWD) subgroup by (12) percentage points to (41%).
- On the 2013 FCAT 2.0 Math Test for the Economically Disadvantage (ED) subgroup scored at (61%). Our goal on the 2014 FCAT 2.0 Math is to increase the (ED) subgroup by (8) percentage points to (69%).
- On the 2013 FCAT 2.0 Math Test scored Learning Gains at (69%%). Our goal on the 2014 FCAT 2.0 Math is to increase the Learning Gains by (3) percentage points to (72%).
- On the 2013 FCAT 2.0 Math Test students in the Lowest 25% scored at (72%%). Our goal on the 2014 FCAT 2.0 Math is to increase the Lowest 25% by (3) percentage points to (75%).

Plan to Monitor Progress Toward the Goal

• Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Interim Assessments, 2014 FCAT 2.0

G3. On the 2013 FCAT Writing the students scored (57%) at levels 3, 4, and 5. Our goal on the 2014 FCAT Writing is to increase the level 3, 4, & 5 writing scores by (5) percentage points to 61%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Accelerated Reader is a motivational program that encourages independent writing and includes on-line quizzes to measure comprehension and vocabulary. Students will write monthly prompts on narrative and expository writings. Conduct monthly peer reviews. A Mini Writing Assessment will be given during Fall/Winter Interim Assessments to assess writing proficiency.

Targeted Barriers to Achieving the Goal

- Students recognizing the proper guidelines for the writing process and practice narrative and expository writing.

Plan to Monitor Progress Toward the Goal

• Teacher's intervention use anchor papers and the 6-point rubric as instruments of instruction in the classroom. • The ongoing professional development of teachers through programs has contributed to the rise in students' writing scores. • Based on data from Baseline a need for direct explicit instruction in structure, organizational pattern, and development of supporting ideas was implemented within the classroom.

Person or Persons Responsible

Literacy Leadership Team Teachers Grades 4

Target Dates or Schedule:

Monthly

Evidence of Completion:

Fall / Winter Mini Writing Assessments 2014 FCAT Writing

G4. On the 2013 FCAT 2.0 Science Test students at Level 3, 4, & 5 scored at (50%). Our goal on the 2014 FCAT 2.0 Science Test is to increase levels 3-5 student proficiency the by (6) percentage points to (55%).

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- GIZMO is a motivational program that encourages math skills and includes on-line quizzes to measure comprehension and vocabulary. Science Coach will assist teachers with science experiments in the Science Lab.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science Test students at level 3 scored at (25%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (4) percentage points to (29%).
- On the 2013 FCAT 2.0 Science Test students at Level 4-5 scored at (33%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (2) percentage points to (27%).

Plan to Monitor Progress Toward the Goal

• Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities Teachers will continue with science lab activities in classroom

Person or Persons Responsible

Literacy Leadership Team Science Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Interim Assessments 2014 FCAT 2.0

G5. During 2012-2013 school year participation in Stem related experiences provided for students was at (95%). Our goal for the 2013-14 school year is to increase to (100%).

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- GIZMO is a motivational program that encourages math skills and includes on-line quizzes to measure comprehension and vocabulary to advance in developmental projects. The Science Coach will assist teachers with science experiments in the Science Lab.

Targeted Barriers to Achieving the Goal

- Students need additional support to develop independent projects.

Plan to Monitor Progress Toward the Goal

- Math Moms/Volunteers • Create Clubs that will further motivate students • Involve students with engineering contests • SECME • Computer Class K-5: PPT; Word Documents

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Science Fair Science Expo

G6. Based on the COGNOS Report there is a need to improve student Early Warning Signs identified through student attendance, suspension, and 3rd grade proficiency.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Using the COGNOS Reports Attendance Reviews and Suspensions, and will use data to monitor Retention progress.

Targeted Barriers to Achieving the Goal

- Based on the 2013 performance data ((8%) on student missing instructional time. Our 2014 goal is to decrease students missing instructional time by (1%) to (7%).
- Based on the 2013 performance data ((10%) on student behavior/ suspension. Our 2014 goal is to decrease student behavior/suspensions by (2%) to (8%).
- Based on the 2013 performance data ((6%) on student retention. Our 2014 goal is to decrease student retention by (1%) to (5%).
- Based on the 2013 performance data ((59%) on student not proficient in reading.. Our 2014 goal is to decrease students not proficient in reading by (6%) to (53%).

Plan to Monitor Progress Toward the Goal

- Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Interim Assessment 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading (56%) of the students at Henry M. Flagler Elementary School were proficient. Our goal on the 2014 FCAT 2.0 Reading is to increase student's proficiency by (16) percentage points to (72%).

G1.B1 On the 2013 FCAT 2.0 Reading (27%) of the students at Henry M. Flagler Elementary School scored at Level 3. Our goal on the 2014 FCAT 2.0 Reading is to increase level 3 student's proficiency by (13%) percentage points to (40%).

G1.B1.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily. Increase in reading skills through comprehension and word text and features. Training will be provided for teachers in grades (3-5) on the new McGraw Hill Reading Series.

Action Step 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessment, 2014 FCAT 2.0

Facilitator:

District Personnel Reading Coach

Participants:

Teachers Grades 3-5

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

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team Teaches

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

G1.B2 On the 2013 FCAT 2.0 Reading (27%) of the students at Henry M. Flagler Elementary School scored at level 4-5. Our goal on the 2014 FCAT 2.0 Reading is to increase level 4-5 student's proficiency by (5%) percentage points to (32%).

G1.B2.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Training will be provided for teachers in grades (3-5) on the new McGraw Hill Reading Series.

Action Step 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT Test

Facilitator:

District Personnel Reading Coach

Participants:

Teachers n(3, 4, and 5)

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

• Effective implementation of "AR" school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

- Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading seri

Person or Persons Responsible

Literacy Leadership Team Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

G1.B3 On the 2013 FCAT 2.0 Reading the Hispanic subgroup scored at (56%). Our goal on the 2014 FCAT 2.0 Reading is to increase the Hispanic subgroup by (16) percentage points to 72%.

G1.B3.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Action Step 1

Increase in reading skills through comprehension and word text and features.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment, 2014 FCAT 2.0

Facilitator:

Reading Coach

Participants:

Teachers / Grades 3-5

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

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

G1.B4 On the 2013 FCAT 2.0 Reading the English Language Learners (ELL) subgroup scored at (41%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (ELL) subgroup by (21) percentage points to 63%.

G1.B4.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily. The technology based program Imagine Learning will be used for struggling students in ESOL levels 1-2.

Action Step 1

Increase in reading skills through comprehension and word text and features.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

Facilitator:

District Personnel ESOL Chairperson

Participants:

ELL Teachers Grades 3-5

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

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments/ 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments/ 2014 FCAT 2.0

G1.B5 On the 2013 FCAT 2.0 Reading the Students with Disabilities (SWD) subgroup scored at (35%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (SWD) subgroup by (4) percentage points to 39%.

G1.B5.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Action Step 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

Facilitator:

Reading Coach SPED Teacher

Participants:

SPED Teachers

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

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G1.B6 On the 2013 FCAT 2.0 Reading the Economically Disadvantaged (ED) subgroup scored at (54%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (ED) subgroup by (17) percentage points to 71%.

G1.B6.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Action Step 1

Increase in reading skills through comprehension and word text and features.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

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

Increase in reading skills through comprehension and word text and features.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G1.B7 On the 2013 FCAT 2.0 Reading the students scored Learning Gains at (72%). Our goal on the 2014 FCAT 2.0 Reading is to increase Learning Gains by (3) percentage points to 75%.

G1.B7.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Action Step 1

Increase in reading skills through comprehension and word text / features.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

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

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B7.S1

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G1.B8 On the 2013 FCAT 2.0 Reading the students scored Lowest 25% at (77%). Our goal on the 2014 FCAT 2.0 Reading is to increase Lowest 25% by (2) percentage points to 79%.

G1.B8.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context.

Action Step 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Facilitator:

Reading Coach

Participants:

Teachers (3, 4, &5)

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

• Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

• Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

G1.B9 On the CELLA Test in Listening /Reading our students scored at (47%). Our goal on the 2014 CELLA Administration is to increase the score by (5) percentage points to 52%.

G1.B9.S1 Students will interact with each other to discuss the experience and what it meant to them. Students will draw pictures about something interesting about a creating a personal viewpoint.

Action Step 1

Increase in reading skills through comprehension and word text and features. • Extend the use of Imagine Learning, SuccessMaker, and River Deep technology programs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

Facilitator:

District Personnel ESOL Chairperson

Participants:

Teachers / Grades 3, 4, & 5

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

Increase in reading skills through comprehension and word text and features.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

Plan to Monitor Effectiveness of G1.B9.S1

The fidelity of: • Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise text in Grade 5. • Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

G1.B10 On the CELLA Test in Reading our students scored at (21%). Our goal on the 2014 CELLA Administration is to increase the score by (9) percentage points to 29%.

G1.B10.S1 Students will make predictions as part of a reading process. Students will anticipate what will happen next

Action Step 1

- One weekly Oral Presentations (T.A.G.) • Usage of Phonic books

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Administration

Facilitator:

District Personnel ESOL Chairperson

Participants:

Teachers 3, 4, & 5

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

- One weekly Oral Presentations (T.A.G.) • Usage of Phonic books

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

Plan to Monitor Effectiveness of G1.B10.S1

- Provide more opportunities for students to respond orally to comprehension questions throughout all subject
- Critical Thinking
- Reading Response Journals

Person or Persons Responsible

Literacy Leadership Team Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

G1.B11 On the CELLA Test in Writing our students scored at (26%). Our goal on the 2014 CELLA Administration is to increase the score by (7) percentage points to 33%.

G1.B11.S1 Students will use graphic organizers to fill in with ideas and information. The students will fill in the graphic organizer form to see the information. Students will be able to write in their journals to record information and write down their personal thoughts, feelings, and ideas of expression.

Action Step 1

- Expose students to various written works & have them follow that style as a guide to write their own
- Extend the use of collaborative writing.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

Facilitator:

District Personnel ESOL Chairperson

Participants:

Teachers 3, 4, & 5

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

- Expose students to various written works & have them follow that style as a guide to write their own • Extend the use of collaborative writing.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

Plan to Monitor Effectiveness of G1.B11.S1

- Teachers model the various forms of writing. • Response to content area questions, journal entries, and open-ended question

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

G2. On the 2013 FCAT 2.0 Math Test (63%) of the students at Henry M. Flagler Elementary School scored proficient. Our goal on the 2014 FCAT 2.0 Math is to increase student's proficiency by (8) percentage points to (71%).

G2.B1 On the 2013 FCAT 2.0 Math Test level 3 students scored at (32%). Our goal on the 2014 FCAT 2.0 Math is to increase the Level 3 by (6) percentage points to (39%).

G2.B1.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts. Reflex Math a technology based program will be used to help struggling students in mathematical skills to improve.

Action Step 1

• Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2,0

Facilitator:

District Personnel Math Teacher

Participants:

Teachers Grades 3-5

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

- Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

- Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

G2.B2 On the 2013 FCAT 2.0 Math Test level 4-5 students scored at (29%). Our goal on the 2014 FCAT 2.0 Math is to increase the Level 4-5 by (4) percentage points to (32%).

G2.B2.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts. Reflex Math a technology based program will be used to help struggling students in mathematical skills to improve.

Action Step 1

- Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

Facilitator:

District Personnel Math Coach

Participants:

Teachers (Grades 3, 4, & 5)

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

- Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B2.S1

• Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

G2.B3 On the 2013 FCAT 2.0 Math Test the Hispanic subgroup scored at (63%). Our goal on the 2014 FCAT 2.0 Math is to increase the Hispanic subgroup by (7) percentage points to (71%).

G2.B3.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

Action Step 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Facilitator:

Math Coach

Participants:

Teachers 3-5

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

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B3.S1

Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G2.B4 On the 2013 FCAT 2.0 Math Test the English Language learners (ELL) subgroup scored at (55%). Our goal on the 2014 FCAT 2.0 Math is to increase the Hispanic subgroup by (8) percentage points to (63%).

G2.B4.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts. Imagine Learning is a technology based program will be used to help struggling students in mathematical skills to improve.

Action Step 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team ESOL Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Facilitator:

Math Coach ESOL Chairperson

Participants:

Teachers /Math 3, 4, 5

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

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B4.S1

Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G2.B5 On the 2013 FCAT 2.0 Math Test the Students with Disabilities (SWD) subgroup scored at (29%). Our goal on the 2014 FCAT 2.0 Math is to increase the (SWD) subgroup by (12) percentage points to (41%).

G2.B5.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

Action Step 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Facilitator:

Math Coach SPED Teacher

Participants:

Teachers 3, 4, & 5

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B5.S1

• Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G2.B6 On the 2013 FCAT 2.0 Math Test for the Economically Disadvantage (ED) subgroup scored at (61%). Our goal on the 2014 FCAT 2.0 Math is to increase the (ED) subgroup by (8) percentage points to (69%).

G2.B6.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

Action Step 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B6.S1

Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B7 On the 2013 FCAT 2.0 Math Test scored Learning Gains at (69%%). Our goal on the 2014 FCAT 2.0 Math is to increase the Learning Gains by (3) percentage points to (72%).

G2.B7.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

Action Step 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Target Dates or Schedule

Literacy Leadership Team

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B7.S1

Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G2.B8 On the 2013 FCAT 2.0 Math Test students in the Lowest 25% scored at (72%%). Our goal on the 2014 FCAT 2.0 Math is to increase the Lowest 25% by (3) percentage points to (75%).

G2.B8.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

Action Step 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B8.S1

Emphasis of Math vocabulary • Use of Math Journal • Engage through listening skills • Volunteers may help drill

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G3. On the 2013 FCAT Writing the students scored (57%) at levels 3, 4, and 5. Our goal on the 2014 FCAT Writing is to increase the level 3, 4, & 5 writing scores by (5) percentage points to 61%.

G3.B1 Students recognizing the proper guidelines for the writing process and practice narrative and expository writing.

G3.B1.S1 • Students will respond to bi-weekly prompts on narrative and expository topic • Conduct biweekly peer review • In class weekly editing/revising and Mini Writing Assessments • Proofreading to reinforce conventions and mechanics

Action Step 1

• Students will respond to bi-weekly prompts on narrative and expository topics • Conduct biweekly peer review • In class weekly editing/revising and Mini Writing Assessments • Proofreading to reinforce conventions and mechanics.

Person or Persons Responsible

Literacy Leadership Team Teachers Grades 4

Target Dates or Schedule

Monthly

Evidence of Completion

Fall / Winter Mini Writing Assessments 2014 FCAT Writing

Facilitator:

Teachers Grade 4 Reading Coach

Participants:

Teachers Grades 3-4

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

- Students will respond to bi-weekly prompts on narrative and expository topics
- Conduct biweekly peer review
- In class weekly editing/revising
- Proofreading to reinforce conventions and mechanics.

Person or Persons Responsible

Literacy Leadership Team Teachers Grades 4

Target Dates or Schedule

Monthly

Evidence of Completion

Fall / Winter Mini Writing Assessments 2014 FCAT Writing

Plan to Monitor Effectiveness of G3.B1.S1

- Teacher's intervention use anchor papers and the 6-point rubric as instruments of instruction in the classroom.
- The ongoing professional development of teachers through programs has contributed to the rise in students' writing scores.
- Based on data from Baseline a need for direct explicit instruction in structure, organizational pattern, and development of supporting ideas was implemented within the classroom.

Person or Persons Responsible

Literacy Leadership Team Teachers Grades 4

Target Dates or Schedule

Monthly

Evidence of Completion

Fall / Winter Mini Writing Assessments 2014 FCAT Writing

G4. On the 2013 FCAT 2.0 Science Test students at Level 3, 4, & 5 scored at (50%). Our goal on the 2014 FCAT 2.0 Science Test is to increase levels 3-5 student proficiency the by (6) percentage points to (55%).

G4.B1 On the 2013 FCAT 2.0 Science Test students at level 3 scored at (25%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (4) percentage points to (29%).

G4.B1.S1 • Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN)

Action Step 1

• Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities . Daily Science Lab activities have been implemented with an interventionist to assist students. .

Person or Persons Responsible

Literacy Leadership Team Teachers Grades 3-5 Interventionist

Target Dates or Schedule

Weekly Daily

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Facilitator:

Science Coach

Participants:

Teachers / Grade 5

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

• Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities Teachers will continue with science lab activities in classroom

Person or Persons Responsible

Literacy Leadership Team Science Coach Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

• Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities Teachers will continue with science lab activities in classroom

Person or Persons Responsible

Literacy Leadership Team Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

interim Assessments, 2014 FCAT 2.0

G4.B2 On the 2013 FCAT 2.0 Science Test students at Level 4-5 scored at (33%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (2) percentage points to (27%).

G4.B2.S1 Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN)

Action Step 1

Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities

Person or Persons Responsible

Literacy Leadership Team Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Facilitator:

District Personnel Science Coach

Participants:

4th & 5th Grade Science Teachers

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

- Computer Class K-5: PPT; Word Documents

Person or Persons Responsible

Literacy Leadership Team Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

Science Interactive Notebooks (IAN) and weekly labs.

Person or Persons Responsible

Literacy Leadership Team Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

G5. During 2012-2013 school year participation in Stem related experiences provided for students was at (95%). Our goal for the 2013-14 school year is to increase to (100%).

G5.B1 Students need additional support to develop independent projects.

G5.B1.S1 Identify students scoring Level 4 or 5 on the Mathematics& Science portion of the FCAT and mentor these students in the development of independent experimental or engineering projects.

Action Step 1

Provide classroom opportunities for students to design and develop science projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for experimental designs as it relates to Science.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Science Projects Interim Assessments, 2014 FCAT 2.0

Facilitator:

District personnel Science Coach

Participants:

Teachers Grades (1-5)

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

Provide classroom opportunities for students to design and develop science projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for experimental designs as it relates to Science.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Science Projects Interim Assessments, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

- Create Clubs that will further motivate students
- Involve students with engineering contests
- SECME
- Computer Class K-5: PPT; Word Documents

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Science Fair Science Expo

G6. Based on the COGNOS Report there is a need to improve student Early Warning Signs identified through student attendance, suspension, and 3rd grade proficiency.

G6.B1 Based on the 2013 performance data ((8%) on student missing instructional time. Our 2014 goal is to decrease students missing instructional time by (1% to (7%).

G6.B1.S1 Identify and refer students who may be developing a truancy pattern to the Attendance Review Committee (ARC). Conduct parent workshops delineating district student attendance policies. Develop incentive plan to reward students who demonstrate an increase in attendance.

Action Step 1

- Daily Attendance drawing for pencil /reward
- Monthly attendance Drawing for w/o absences or tardies
- End of semester 100% attendance w/o tardies or excused early Movie Reward in the Library

Person or Persons Responsible

Attendance Review Committee

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS Report

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

- Continue 2013-2014 strategies, but make parents more accountable with mandatory meeting, they must explain the reason for the excessive absences & tardies, design it where the student will not be allowed to return to the class until such conference takes place

Person or Persons Responsible

Attendance Review

Target Dates or Schedule

Monthly

Evidence of Completion

COGBOS Report

Plan to Monitor Effectiveness of G6.B1.S1

- Tangible award, i.e. pencil given at progress report times for perfect attendance (2x – 9wks) • Make parents more accountable – should not be allowed to take 2-5 students early with the Pre-K – 1 siblings • Weekly raffle for perfect attendance /pizza, movie • Lunch pass to eat lunch with your child for monthly perfect attendance (Lunch Date with Your Child).

Person or Persons Responsible

Attendance Review Committee

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS Report

G6.B2 Based on the 2013 performance data ((10%) on student behavior/ suspension. Our 2014 goal is to decrease student behavior/suspensions by (2%) to (8%).

G6.B2.S1 Utilize the Student Code of Conduct and the School wide Discipline Plan, and provide incentives for compliance through the use of Elementary SPOT Success Recognition program and Improved Attendance awards.

Action Step 1

- Indoor detention (CSI) • Consequences must be immediate.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS Reports

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

- A school-wide discipline plan approved by all staff members • CSI initiated school-wide

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS Report

Plan to Monitor Effectiveness of G6.B2.S1

- Indoor detention (CSI) • Consequences must be immediate. • A school-wide discipline plan approved by all staff members

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS Report

G6.B3 Based on the 2013 performance data ((6%) on student retention. Our 2014 goal is to decrease student retention by (1%) to (5%).

G6.B3.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

Action Step 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Facilitator:

Reading Coach

Participants:

Teachers (Grade 3)

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

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Plan to Monitor Effectiveness of G6.B3.S1

- Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2,0

G6.B4 Based on the 2013 performance data ((59%) on student not proficient in reading.. Our 2014 goal is to decrease students not proficient in reading by (6%) to (53%).

G6.B4.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

Action Step 1

- Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise

Person or Persons Responsible

Literary Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Facilitator:

Reading Coach

Participants:

Teachers (Grades 3)

Plan to Monitor Fidelity of Implementation of G6.B4.S1

- Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Plan to Monitor Effectiveness of G6.B4.S1

- Use Robust vocabulary with Reading series • Phonics

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Coordination and Integration

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

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

Title I Part A:

Henry M. Flagler ensures that students requiring additional remediation are assisted through extended learning opportunities before-school and/or after-school programs. Henry M. Flagler's Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, and school site and community parenting activities. Our CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Reading and Math Coaches develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An immense effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

Violence Prevention Programs:

Henry M. Flagler Elementary School offers a non-violence and anti-drug (DARE) program to students that incorporates field trips, guest speakers, community service, and counseling services. There is also a partnership with The Institute for Child and Family Health Inc. which incorporates violence prevention in the counseling sessions as well as the (SAVE)Students Against Violence Program.

Nutrition Programs

- 1). Henry M. Flagler 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 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. On the 2013 FCAT 2.0 Reading (56%) of the students at Henry M. Flagler Elementary School were proficient. Our goal on the 2014 FCAT 2.0 Reading is to increase student's proficiency by (16) percentage points to (72%).

G1.B1 On the 2013 FCAT 2.0 Reading (27%) of the students at Henry M. Flagler Elementary School scored at Level 3. Our goal on the 2014 FCAT 2.0 Reading is to increase level 3 student's proficiency by (13%) percentage points to (40%).

G1.B1.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily. Increase in reading skills through comprehension and word text and features. Training will be provided for teachers in grades (3-5) on the new McGraw Hill Reading Series.

PD Opportunity 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Facilitator

District Personnel Reading Coach

Participants

Teachers Grades 3-5

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessment, 2014 FCAT 2.0

G1.B2 On the 2013 FCAT 2.0 Reading (27%) of the students at Henry M. Flagler Elementary School scored at level 4-5. Our goal on the 2014 FCAT 2.0 Reading is to increase level 4-5 student's proficiency by (5%) percentage points to (32%).

G1.B2.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Training will be provided for teachers in grades (3-5) on the new McGraw Hill Reading Series.

PD Opportunity 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Facilitator

District Personnel Reading Coach

Participants

Teachers n(3, 4, and 5)

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT Test

G1.B3 On the 2013 FCAT 2.0 Reading the Hispanic subgroup scored at (56%). Our goal on the 2014 FCAT 2.0 Reading is to increase the Hispanic subgroup by (16) percentage points to 72%.

G1.B3.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

PD Opportunity 1

Increase in reading skills through comprehension and word text and features.

Facilitator

Reading Coach

Participants

Teachers / Grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment, 2014 FCAT 2.0

G1.B4 On the 2013 FCAT 2.0 Reading the English Language Learners (ELL) subgroup scored at (41%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (ELL) subgroup by (21) percentage points to 63%.

G1.B4.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily. The technology based program Imagine Learning will be used for struggling students in ESOL levels 1-2.

PD Opportunity 1

Increase in reading skills through comprehension and word text and features.

Facilitator

District Personnel ESOL Chairperson

Participants

ELL Teachers Grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

G1.B5 On the 2013 FCAT 2.0 Reading the Students with Disabilities (SWD) subgroup scored at (35%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (SWD) subgroup by (4) percentage points to 39%.

G1.B5.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

PD Opportunity 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Facilitator

Reading Coach SPED Teacher

Participants

SPED Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2.0

G1.B8 On the 2013 FCAT 2.0 Reading the students scored Lowest 25% at (77%). Our goal on the 2014 FCAT 2.0 Reading is to increase Lowest 25% by (2) percentage points to 79%.

G1.B8.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context.

PD Opportunity 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Facilitator

Reading Coach

Participants

Teachers (3, 4, &5)

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

G1.B9 On the CELLA Test in Listening /Reading our students scored at (47%). Our goal on the 2014 CELLA Administration is to increase the score by (5) percentage points to 52%.

G1.B9.S1 Students will interact with each other to discuss the experience and what it meant to them. Students will draw pictures about something interesting about a creating a personal viewpoint.

PD Opportunity 1

Increase in reading skills through comprehension and word text and features. • Extend the use of Imagine Learning, SuccessMaker, and River Deep technology programs.

Facilitator

District Personnel ESOL Chairperson

Participants

Teachers / Grades 3, 4, & 5

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

G1.B10 On the CELLA Test in Reading our students scored at (21%). Our goal on the 2014 CELLA Administration is to increase the score by (9) percentage points to 29%.

G1.B10.S1 Students will make predictions as part of a reading process. Students will anticipate what will happen next

PD Opportunity 1

- One weekly Oral Presentations (T.A.G.) • Usage of Phonic books

Facilitator

District Personnel ESOL Chairperson

Participants

Teachers 3, 4, & 5

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Administration

G1.B11 On the CELLA Test in Writing our students scored at (26%). Our goal on the 2014 CELLA Administration is to increase the score by (7) percentage points to 33%.

G1.B11.S1 Students will use graphic organizers to fill in with ideas and information. The students will fill in the graphic organizer form to see the information. Students will be able to write in their journals to record information and write down their personal thoughts, feelings, and ideas of expression.

PD Opportunity 1

- Expose students to various written works & have them follow that style as a guide to write their own
- Extend the use of collaborative writing.

Facilitator

District Personnel ESOL Chairperson

Participants

Teachers 3, 4, & 5

Target Dates or Schedule

Weekly

Evidence of Completion

2014 CELLA Test

G2. On the 2013 FCAT 2.0 Math Test (63%) of the students at Henry M. Flagler Elementary School scored proficient. Our goal on the 2014 FCAT 2.0 Math is to increase student's proficiency by (8) percentage points to (71%).

G2.B1 On the 2013 FCAT 2.0 Math Test level 3 students scored at (32%). Our goal on the 2014 FCAT 2.0 Math is to increase the Level 3 by (6) percentage points to (39%).

G2.B1.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts. Reflex Math a technology based program will be used to help struggling students in mathematical skills to improve.

PD Opportunity 1

• Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Facilitator

District Personnel Math Teacher

Participants

Teachers Grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments, 2014 FCAT 2,0

G2.B2 On the 2013 FCAT 2.0 Math Test level 4-5 students scored at (29%). Our goal on the 2014 FCAT 2.0 Math is to increase the Level 4-5 by (4) percentage points to (32%).

G2.B2.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts. Reflex Math a technology based program will be used to help struggling students in mathematical skills to improve.

PD Opportunity 1

- Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Facilitator

District Personnel Math Coach

Participants

Teachers (Grades 3, 4, & 5)

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments 2014 FCAT 2.0

G2.B3 On the 2013 FCAT 2.0 Math Test the Hispanic subgroup scored at (63%). Our goal on the 2014 FCAT 2.0 Math is to increase the Hispanic subgroup by (7) percentage points to (71%).

G2.B3.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

PD Opportunity 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Facilitator

Math Coach

Participants

Teachers 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G2.B4 On the 2013 FCAT 2.0 Math Test the English Language learners (ELL) subgroup scored at (55%). Our goal on the 2014 FCAT 2.0 Math is to increase the Hispanic subgroup by (8) percentage points to (63%).

G2.B4.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts. Imagine Learning is a technology based program will be used to help struggling students in mathematical skills to improve.

PD Opportunity 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Facilitator

Math Coach ESOL Chairperson

Participants

Teachers /Math 3, 4, 5

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G2.B5 On the 2013 FCAT 2.0 Math Test the Students with Disabilities (SWD) subgroup scored at (29%). Our goal on the 2014 FCAT 2.0 Math is to increase the (SWD) subgroup by (12) percentage points to (41%).

G2.B5.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

PD Opportunity 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Facilitator

Math Coach SPED Teacher

Participants

Teachers 3, 4, & 5

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessments / 2014 FCAT 2.0

G3. On the 2013 FCAT Writing the students scored (57%) at levels 3, 4, and 5. Our goal on the 2014 FCAT Writing is to increase the level 3, 4, & 5 writing scores by (5) percentage points to 61%.

G3.B1 Students recognizing the proper guidelines for the writing process and practice narrative and expository writing.

G3.B1.S1 • Students will respond to bi-weekly prompts on narrative and expository topic • Conduct biweekly peer review • In class weekly editing/revising and Mini Writing Assessments • Proofreading to reinforce conventions and mechanics

PD Opportunity 1

• Students will respond to bi-weekly prompts on narrative and expository topics • Conduct biweekly peer review • In class weekly editing/revising and Mini Writing Assessments • Proofreading to reinforce conventions and mechanics.

Facilitator

Teachers Grade 4 Reading Coach

Participants

Teachers Grades 3-4

Target Dates or Schedule

Monthly

Evidence of Completion

Fall / Winter Mini Writing Assessments 2014 FCAT Writing

G4. On the 2013 FCAT 2.0 Science Test students at Level 3, 4, & 5 scored at (50%). Our goal on the 2014 FCAT 2.0 Science Test is to increase levels 3-5 student proficiency the by (6) percentage points to (55%).

G4.B1 On the 2013 FCAT 2.0 Science Test students at level 3 scored at (25%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (4) percentage points to (29%).

G4.B1.S1 • Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN)

PD Opportunity 1

• Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities . Daily Science Lab activities have been implemented with an interventionist to assist students. .

Facilitator

Science Coach

Participants

Teachers / Grade 5

Target Dates or Schedule

Weekly Daily

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

G4.B2 On the 2013 FCAT 2.0 Science Test students at Level 4-5 scored at (33%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (2) percentage points to (27%).

G4.B2.S1 Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN)

PD Opportunity 1

Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities

Facilitator

District Personnel Science Coach

Participants

4th & 5th Grade Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

G5. During 2012-2013 school year participation in Stem related experiences provided for students was at (95%). Our goal for the 2013-14 school year is to increase to (100%).

G5.B1 Students need additional support to develop independent projects.

G5.B1.S1 Identify students scoring Level 4 or 5 on the Mathematics& Science portion of the FCAT and mentor these students in the development of independent experimental or engineering projects.

PD Opportunity 1

Provide classroom opportunities for students to design and develop science projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for experimental designs as it relates to Science.

Facilitator

District personnel Science Coach

Participants

Teachers Grades (1-5)

Target Dates or Schedule

Weekly

Evidence of Completion

Science Projects Interim Assessments, 2014 FCAT 2.0

G6. Based on the COGNOS Report there is a need to improve student Early Warning Signs identified through student attendance, suspension, and 3rd grade proficiency.

G6.B3 Based on the 2013 performance data ((6%) on student retention. Our 2014 goal is to decrease student retention by (1%) to (5%).

G6.B3.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

PD Opportunity 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

Facilitator

Reading Coach

Participants

Teachers (Grade 3)

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

G6.B4 Based on the 2013 performance data ((59%) on student not proficient in reading.. Our 2014 goal is to decrease students not proficient in reading by (6%) to (53%).

G6.B4.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

PD Opportunity 1

- Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise

Facilitator

Reading Coach

Participants

Teachers (Grades 3)

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment 2014 FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading (56%) of the students at Henry M. Flagler Elementary School were proficient. Our goal on the 2014 FCAT 2.0 Reading is to increase student's proficiency by (16) percentage points to (72%).	\$9,599
G2.	On the 2013 FCAT 2.0 Math Test (63%) of the students at Henry M. Flagler Elementary School scored proficient. Our goal on the 2014 FCAT 2.0 Math is to increase student's proficiency by (8) percentage points to (71%).	\$3,995
G3.	On the 2013 FCAT Writing the students scored (57%) at levels 3, 4, and 5. Our goal on the 2014 FCAT Writing is to increase the level 3, 4, & 5 writing scores by (5) percentage points to 61%.	\$500
G4.	On the 2013 FCAT 2.0 Science Test students at Level 3, 4, & 5 scored at (50%). Our goal on the 2014 FCAT 2.0 Science Test is to increase levels 3-5 student proficiency the by (6) percentage points to (55%).	\$22,000
G6.	Based on the COGNOS Report there is a need to improve student Early Warning Signs identified through student attendance, suspension, and 3rd grade proficiency.	\$3,900
Total		\$39,994

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Technology	Evidence-Based Materials	Total
School-based Temporary Instructor Account	\$600	\$0	\$0	\$0	\$600
EESAC	\$0	\$2,999	\$0	\$0	\$2,999
Title III	\$0	\$0	\$7,000	\$0	\$7,000
PTSA	\$0	\$0	\$2,995	\$0	\$2,995
School-based	\$0	\$22,000	\$0	\$500	\$22,500
Parent, Teacher, Student Association	\$0	\$0	\$3,900	\$0	\$3,900
Total	\$600	\$24,999	\$13,895	\$500	\$39,994

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading (56%) of the students at Henry M. Flagler Elementary School were proficient. Our goal on the 2014 FCAT 2.0 Reading is to increase student's proficiency by (16) percentage points to (72%).

G1.B1 On the 2013 FCAT 2.0 Reading (27%) of the students at Henry M. Flagler Elementary School scored at Level 3. Our goal on the 2014 FCAT 2.0 Reading is to increase level 3 student's proficiency by (13%) percentage points to (40%).

G1.B1.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily. Increase in reading skills through comprehension and word text and features. Training will be provided for teachers in grades (3-5) on the new McGraw Hill Reading Series.

Action Step 1

Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Resource Type

Professional Development

Resource

Reading Plus and differentiated instruction utilizing Common Core McGraw Hill's leveled readers.

Funding Source

School-based Temporary Instructor Account

Amount Needed

\$600

G1.B3 On the 2013 FCAT 2.0 Reading the Hispanic subgroup scored at (56%). Our goal on the 2014 FCAT 2.0 Reading is to increase the Hispanic subgroup by (16) percentage points to 72%.

G1.B3.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.

Action Step 1

Increase in reading skills through comprehension and word text and features.

Resource Type

Personnel

Resource

Common Core McGraw Hill's Reading Wonders; Work Station Activity Cards, Interactive Text and Leveled Readers & Title III ELL Tutoring Program

Funding Source

EESAC

Amount Needed

\$1,999

G1.B4 On the 2013 FCAT 2.0 Reading the English Language Learners (ELL) subgroup scored at (41%). Our goal on the 2014 FCAT 2.0 Reading is to increase the (ELL) subgroup by (21) percentage points to 63%.

G1.B4.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily. The technology based program Imagine Learning will be used for struggling students in ESOL levels 1-2.

Action Step 1

Increase in reading skills through comprehension and word text and features.

Resource Type

Technology

Resource

Imagine Learning Web Based Program & Title III Tutoring Program

Funding Source

Title III

Amount Needed

\$7,000

G2. On the 2013 FCAT 2.0 Math Test (63%) of the students at Henry M. Flagler Elementary School scored proficient. Our goal on the 2014 FCAT 2.0 Math is to increase student's proficiency by (8) percentage points to (71%).

G2.B1 On the 2013 FCAT 2.0 Math Test level 3 students scored at (32%). Our goal on the 2014 FCAT 2.0 Math is to increase the Level 3 by (6) percentage points to (39%).

G2.B1.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts. Reflex Math a technology based program will be used to help struggling students in mathematical skills to improve.

Action Step 1

• Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Resource Type

Technology

Resource

Title I Funded Interventionist REFLEX Math Web-Based Program

Funding Source

PTSA

Amount Needed

\$2,995

G2.B3 On the 2013 FCAT 2.0 Math Test the Hispanic subgroup scored at (63%). Our goal on the 2014 FCAT 2.0 Math is to increase the Hispanic subgroup by (7) percentage points to (71%).

G2.B3.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice. Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.

Action Step 1

Math Maintenance Weekly worksheets • Math Super Stars • Daily 5 minutes (copies should be made by Math Coach) • Math Lab for students to attend on a weekly basis, where basic math is stressed

Resource Type

Personnel

Resource

Tutoring

Funding Source

EESAC

Amount Needed

\$1,000

G3. On the 2013 FCAT Writing the students scored (57%) at levels 3, 4, and 5. Our goal on the 2014 FCAT Writing is to increase the level 3, 4, & 5 writing scores by (5) percentage points to 61%.

G3.B1 Students recognizing the proper guidelines for the writing process and practice narrative and expository writing.

G3.B1.S1 • Students will respond to bi-weekly prompts on narrative and expository topic • Conduct biweekly peer review • In class weekly editing/revising and Mini Writing Assessments • Proofreading to reinforce conventions and mechanics

Action Step 1

• Students will respond to bi-weekly prompts on narrative and expository topics • Conduct biweekly peer review • In class weekly editing/revising and Mini Writing Assessments • Proofreading to reinforce conventions and mechanics.

Resource Type

Evidence-Based Materials

Resource

Prompt Writing Exercises -Xerox

Funding Source

School-based

Amount Needed

\$500

G4. On the 2013 FCAT 2.0 Science Test students at Level 3, 4, & 5 scored at (50%). Our goal on the 2014 FCAT 2.0 Science Test is to increase levels 3-5 student proficiency the by (6) percentage points to (55%).

G4.B1 On the 2013 FCAT 2.0 Science Test students at level 3 scored at (25%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (4) percentage points to (29%).

G4.B1.S1 • Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN)

Action Step 1

• Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities . Daily Science Lab activities have been implemented with an interventionist to assist students. .

Resource Type

Personnel

Resource

Science Lab Hourly Teacher

Funding Source

School-based

Amount Needed

\$11,000

G4.B2 On the 2013 FCAT 2.0 Science Test students at Level 4-5 scored at (33%). Our goal on the 2014 FCAT 2.0 Science Test is to increase the by (2) percentage points to (27%).

G4.B2.S1 Weekly labs for 3rd through 5th grade beginning with the Scientific Method. • Implement Science Interactive Notebooks (IAN)

Action Step 1

Implement Science Interactive Notebooks (IAN) school-wide • Share ideas in the Professional Learning Communities

Resource Type

Personnel

Resource

Science Lab Hourly Teacher

Funding Source

School-based

Amount Needed

\$11,000

G6. Based on the COGNOS Report there is a need to improve student Early Warning Signs identified through student attendance, suspension, and 3rd grade proficiency.

G6.B4 Based on the 2013 performance data ((59%) on student not proficient in reading.. Our 2014 goal is to decrease students not proficient in reading by (6%) to (53%).

G6.B4.S1 Students will utilize strategies such as: context clues, concept maps, word attack, and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.

Action Step 1

- Effective implementation of “AR” school-wide. • Adopt/Usage of Wordly Wise

Resource Type

Technology

Resource

Accelerated Reader and STAR

Funding Source

Parent, Teacher, Student Association

Amount Needed

\$3,900