2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. William A. Chapman Elementary School

27190 SW 140TH AVE

Homestead, FL 33032

305-245-1055

http://wachapman.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	97%

Alternative/ESE Center	Charter School	Minority Rate
No	No	97%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	A	A	C	C

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
Dr. William A. Chapman Elementary School

Principal
Mr. Carzell J. Morris

School Advisory Council chair
Dr. Sharon Thompson

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

Name	Title
Carzell J. Morris	Principal
Elianeys Basulto	Assistant Principal
Eva Hunter	Reading Leader
Angela Miller	Mathematics Coach
Emily Holden	1st Grade Teacher
Tammy Kitchens	4th Grade Teacher
Sharon Thompson	BMT
Suzanne Burstein	SPED Chairperson
Veronica Rivera	Counselor

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The Dr. William A. Chapman Elementary School EESAC Council shall be made up of at least 5 teachers (1 alternate teacher), 6 parents (1 alternate parent), 1 student (1 alternate student), 1 educational support employee (1 alternate), 1 business/community representative (1 alternate), the UTD steward and the principal.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) plays a vital role in the development of the School Improvement Plan. Input from the council members determines the path the School Improvement Plan will take and whether current strategies that are in place are working to increase student achievement based on data results from the district and state. Additionally, the SAC provides guidance and support to school team members and stakeholders via faculty meetings, workshops, and incentive programs.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) will monitor the implementation of the School Improvement Plan. The SAC will conduct meetings to ensure that all stakeholders are involved in important decisions made regarding the students, school, and community.

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

The School Advisory Council (SAC) will continue the technology improvements throughout the school. The SAC funds will be used to support the objectives and strategies outlined in the School Improvement Plan. This year, funds will be used to support student achievement and technology resources. The amount allocated for each project will be as follows:
Total project SAC budget is $ 2,110
Technology: Stride Academy $1,055
Student Incentives: 70's Club $1,055

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:

Mr. Carzell J. Morris		
Principal	Years as Administrator: 17	Years at Current School: 7

Credentials	B.S Health Education B.S Physical Education Master Educational Leadership
Performance Record	'13 '12 '11 '10 '09 School Grade- A A C C A High Standards Rdg.- 45 41 50 57 68 High Standards Math- 69 59 69 71 80 Lrng Gains-Rdg.- 62 74 64 57 65 Lrng Gains-Math- 72 76 61 62 77 Gains-Rdg-25%- 86 78 63 50 61 Gains-Math-25%- 66 84 60 70 90 Reading AMO - 45% Y Mathematics AMO - 69% Y

Elianeys Basulto		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	B.S Elementary Education K-6 ESOL Endorsement Master Educational Leadership
Performance Record	'13 '12 '11 '10 '09 School Grade- A A C C A High Standards Rdg.- 45 41 50 57 68 High Standards Math- 69 59 69 71 80 Lrng Gains-Rdg.- 62 74 64 57 65 Lrng Gains-Math- 72 76 61 62 77 Gains-Rdg-25%- 86 78 63 50 61 Gains-Math-25%- 66 84 60 70 90 Reading AMO - 45% Y Mathematics AMO - 69% Y

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Angela Miller		
Full-time / District-based	Years as Coach: 7	Years at Current School: 6

Areas	Mathematics, RtI/MTSS
Credentials	B.S Business Administration Business Education 6-12 Mathematics 5-9 Elementary Education K-6
Performance Record	'13 '12 '11 '10 '09 School Grade- A A C C A High Standards Rdg.- 45 41 50 57 68 High Standards Math- 69 59 69 71 80 Lrng Gains-Rdg.- 62 74 64 57 65 Lrng Gains-Math- 72 76 61 62 77 Gains-Rdg-25%- 86 78 63 50 61 Gains-Math-25%- 66 84 60 70 90 Reading AMO - 45% Y Mathematics AMO - 69% Y

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
37, 100%

 # Highly Qualified Teachers
59%

 # certified in-field
37, 100%

 # ESOL endorsed
20, 54%

 # reading endorsed
0, 0%

 # with advanced degrees
9, 24%

 # National Board Certified
1, 3%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
9, 24%

 # with 6-14 years of experience
17, 46%

 # with 15 or more years of experience
9, 24%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

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

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

Dr. William A. Chapman Elementary School implements several strategies aimed at recruiting and retaining highly qualified, certified-in-field, effective teachers. Professional development will be used to support and promote best practices for staff and faculty members. The designated person for the implementation of this strategy will be the Principal, Assistant Principal, Reading Leader and Mathematics Coach.

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

The school has two mentor teachers

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 at Dr. William A. Chapman Elementary School is an extension of the school's Leadership Team and student academic teacher teams. The MTSS has been strategically integrated in order to support the process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a process of building the foundation and incorporating MTSS into the culture of each school.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures

implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Provides a foundation for curriculum related decisions based on ongoing data, develops, implements and facilitates a successful plan that will result in continual data analysis to meet individual student needs. Conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Formulates small group intensive instruction for students not making learning gains.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in small group intensive instruction for students not making learning gains.

Reading Leader/ Mathematics Coach: Assist in the development of the curriculum focus calendar which leads, and evaluates school core content standards/programs; identifies and analyzes existing literature scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies: assists with whole school screening programs that identify students "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in design and delivery of professional development; and provides support for assessment and implementation monitoring. Formulates small group intensive instruction for students not making learning gains.

Behavior Management Teacher: Provides specific ideas, strategies, and tools to teachers for better behavior management in the classroom setting. Positive discipline plans and resources are available to establish effective classroom discipline. Participates in implementation of FABs/BIPs and other behavior intervention plans, facilitates development of intervention plans, provides support for intervention fidelity and documentation. Further, such behavior strategies will enable teachers to maintain an environment conducive to learning.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection; data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

ST1 Support Specialist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

The MTSS Leadership Team will meet bi-weekly to engage in the following activities:

* Review in-house data and data trends within the school and individual classrooms.
* Progress monitoring data is evaluated to assist in making instructional decisions for individual students and classes.
* The team will identify professional development needs based on current data.
* The team will also collaborate regularly to problem solve, share effective practices, evaluate implementation of current interventions, and make instructional decisions.
* Data chats are conducted with individual classroom teachers, both in reading and mathematics, to ensure that all teachers align instruction with individual student needs.
* Maintain communication with staff for input and feedback, as well as updating them on procedures and student progress.
* 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.

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

The leadership team will meet with the School Advisory Council (SAC) and the administration to assist in developing the School Improvement Plan (SIP). The school-based MTSS Leadership Team analyzed successful strategies and techniques that demonstrated student learning gains. The team will provide data for targeted students and specific areas of need. The team will assist in developing a systemic approach to teaching utilizing data driven instruction and intensive intervention strategies, processes and procedures.

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

Managed data will include:
• FAIR assessment
• Interim assessments
• State/Baseline, Interim and Bi-Weekly Assessments in Reading, Mathematics, Science and Writing-Edusoft
• FCAT
• CELLA
• FLKRS
• Student grades
Behavior:
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

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

Professional development will be provided during grade level meetings for grade specific MTSS, during faculty meetings, independently with Reading Leader and or Mathematics Coach for specific strategies and techniques.
The MTSS Team will also evaluate additional staff Professional Development needs that arise during the school year.
Curriculum and data nights will be provided for parents, students and community members. MTSS will facilitate on-going data from FCAT and iterim assessment results. In addition, MTSS will fomulate testing strategies to assist parents at home with different assessments such as FCAT, district assessments and CELLA.

Literacy Leadership Team (LLT)

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

Name	Title
Carzell J. Morris	Principal
Elianeys Basulto	Assistant Principal
Eva Hunter	Reading Leader

Name	Title
Susie Hickman	2nd Grade Teacher
Tammy Kitchens	4th Grade Teacher

How the school-based LLT functions

The LLT team meets on a bi-weekly basis. The team will on-analyze going data at each grade level. The team will disaggregate the data to identify trends that will affect the instructional procedures within each classroom.

Carzell J. Morris, Principal: Provides a common vision for data-based decision making, ensures that the school-based team is meeting regularly and supports the instructional initiatives planned. In addition, Mr. Morris develops, leads, and evaluates ongoing data to assist teachers in realignment of instruction to meet

individual student needs.

Elianeys Basulto, Assistant Principal: Provides a foundation for curriculum related decisions based on ongoing data, develops, implements and facilitates a successful plan that will result in continual data analysis to meet individual student needs, formulates small group intensive instruction for students not making learning reading gains.

Eva Hunter, Reading Coach: Models specific strategies for Language Arts teachers for the improvement of

instructional delivery and student engagement. Ms. Hunter identifies systematic patterns of student programs that identify students "at risk"; assists in the design and implantation for progress monitoring, data collection and data analysis. The leader will participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring, formulates small group

intensive instruction for students not making learning gains in reading.

Susie Hickman, Primary Reading Teacher and Tammy Kitchens, Intermediate Reading Teacher: Teachers

provide information about core instruction, participate in collection of student data, delivers Tier 1 instruction/interventions and collaborates with other staff to implement Tier 2 interventions. They participate

in small group intensive instruction for student not making reading learning gains.

Major initiatives of the LLT

As a goal to meet individual student needs, the LLT team will implement a continuous cycle of data chats with the following initiatives at the forefront in alignment with CRRP and CCSS.
• Continual analysis of ongoing data
• Use of disaggregated data to realign classroom instruction
• Use of disaggregated data to formulated intensive small groups
• Established fidelity to the use of district purchase Success Maker, Reading Plus, Math Reflex and Discovery
Education
Public School

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 Head Start program began during the 2010-2011 school year. There are 80 students, 4 teachers, 4 paraprofessionals, one parent outreach and one part-time social worker. Head Start program utilizes 4 classrooms from the main building of the school and the students receive free breakfast and lunch at the

school cafeteria. Kindergarten teachers articulate with VPK teachers regarding required skills for Kindergarten and areas to reinforce in the last nine weeks for a successful Kindergarten beginning for all students. Our school has developed a strong partnership with the VPK program by providing academic resources to prepare the

upcoming Kindergarten class. Dr. William A. Chapman Elementary School provides a 'Transition To Kindergarten Orientation' for parents and VPK4 students in private pre-schools in the community. The Principal serves as the Head Start Director.

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	45%	45%	Yes	51%
American Indian				
Asian				
Black/African American	45%	49%	Yes	51%
Hispanic	42%	38%	No	48%
White				
English language learners	40%	32%	Yes	46%
Students with disabilities	54%	45%	No	59%
Economically disadvantaged	43%	44%	Yes	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	24%	28%
Students scoring at or above Achievement Level 4	31	18%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)		86%	87%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	26	43%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	27%	34%

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	35	64%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	69%	Yes	63%
American Indian		0%		
Asian		0%		
Black/African American	61%	63%	Yes	65%
Hispanic	55%	77%	Yes	60%
White		0%		
English language learners	60%	64%	Yes	64%
Students with disabilities	57%	68%	Yes	61%
Economically disadvantaged	59%	69%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	36%	38%
Students scoring at or above Achievement Level 4	50	29%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

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	18	38%	41%
Students scoring at or above Achievement Level 4	10	21%	22%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	48		98
Participation in STEM-related experiences provided for students	48	98%	98%

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	74	13%	12%
Students retained, pursuant to s. 1008.25, F.S.	78	16%	15%
Students who are not proficient in reading by third grade	38	56%	50%
Students who receive two or more behavior referrals	86	18%	17%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	41	7%	6%

Area 9: Parent Involvement

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

Parental involvement targets for the school

During the 2012-2013 school year parent participation in school wide and curriculum activities was 64%, 348 parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal for the 2012-2013 school year is to increase parent participation to a 10% percentage point to 74%, 385 parents.	332	64%	74%

Goals Summary

G1. Our Reading goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 51%.

G2. The results of the 2013 FCAT 2.0 Writing indicate that 64% (35) students scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher from 64% to 68%.

G3. Our Mathematics goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 63%.

G4. Our Science goal for the 2013-2014 school year is to increase levels 3 and above of student proficiency by 4 percentage points to 63%.

G5. Our STEM goal for the 2013-2014 school year is to increase the participation of students in grades K-5 in STEM related experiences by 5 percentage points to 96%.

G6. Our goal for 2013-2014 school year is to decrease the amount of students missing instructional time to 12%, receiving behavioral referrals to 17%, leading to suspension to 6%, retained students to 15% and not proficient in reading by 3rd grade to 50%.

G7. Our goal for the 2013-2014 school year is to increase parent participation by 10% percentage point to 74% (385 parents.)

Goals Detail

G1. Our Reading goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 51%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill- Wonders, Item Specs, Time For Kids, Common Core State Standards, SuccessMaker, Riverdeep, Stride Academy, Waterford, Imagine Learning

Targeted Barriers to Achieving the Goal

- AMO Hispanic: Results from the 2013 FCAT 2.0 Reading assessment indicate that 38% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 48%, an increase of ten percentage points. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process. The deficiency was due to students' minimum ability to utilize critical thinking strategies to locate, interpret and organize information and determining the validity and reliability of information within and across texts.

- AMO SWD: Results from the 2013 FCAT 2.0 Reading assessment indicate that 45% of Students With Disabilities scored at Level 3 or above. The goal for the 2014 is 59%, an increase of 14 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application.

- FCAT 2.0 Level 3: Results from the 2013 FCAT 2.0 Reading assessment indicate that 24% of students scored at Level 3. The goal for 2014 is 30%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/ Research Process.

- FCAT 2.0 Level 4 and above: Results from the 2013 FCAT 2.0 Reading assessment indicate that 18% of students scored at Level 4 and above. The goal for 2014 is 20%, an increase of two percentage points.The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process.

- Learning Gains - All: Results from the 2013 FCAT 2.0 Reading assessment indicate that 62% of students achieved reading learning gains. The goal for 2014 is 66%, an increase of four percentage points. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1:Vocabulary.

- Lowest 25%: Results from the 2013 FCAT 2.0 Reading assessment indicate that 86% of students in the Lowest 25% population achieved reading learning gains. The goal for 2014 is 87%, an increase of one percentage point. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application.

- CELLA Listening/Speaking Based on the 2013 CELLA data, 43% (26) ELL students were proficient in Listening and Speaking. The goal for 2014 is 49%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1- Vocabulary, due to limited exposure and fluency in the English language and limited English language opportunities to practice at home.

- CELLA Reading Based on the 2013 CELLA data, 37% (22) ELL students were proficient in Reading. The goal for 2014 is 43%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2- Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions and make inferences.

- CELLA Writing Based on the 2013 CELLA data, 27% (16) ELL students were proficient in Writing. The goal for 2014 is 34%, an increase of seven percentage points. Students in this

subgroup do not have the home assistance necessary to reinforce the writing skills learned in class.

Plan to Monitor Progress Toward the Goal

Analyze strengths and weaknesses of students in grades 3-5 in the areas of Informational Text/Research Process, Vocabulary and Reading Application, according to baseline results. Monitor progress by reviewing weekly, bi-weekly and interim assessments. Conduct grade level meetings to ensure students are receiving appropriate intervention, remediation or enrichment strategies to master benchmarks in need.

Person or Persons Responsible
MTSS Leadership Team

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Bi-weekly assessments, district interim reports, student authentic work, data chat reports (students/ teachers), lesson plans, curriculum focus calendar, walk-through logs

G2. The results of the 2013 FCAT 2.0 Writing indicate that 64% (35) students scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher from 64% to 68%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Wonders Reading, Writing Workshop - McGraw Hill, Razzle Dazzle

Targeted Barriers to Achieving the Goal
- The deficiencies were due to students limited use of conventions, sentence structure, mechanics, punctuation, and proper spelling.

Plan to Monitor Progress Toward the Goal

Analyze strengths and weaknesses of students in grade 4 in the area of Writing according to baseline results. Monitor progress by reviewing weekly, bi-weekly and interim assessments. Conduct grade level meetings to ensure students are receiving appropriate intervention, remediation or enrichment strategies to master skills required.

Person or Persons Responsible
MTSS Leadership Team

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Bi-weekly assessments, district interim reports, student authentic work, data chat reports (student/ teacher), lesson plans, curriculum focus calendar, walk-through logs

G3. Our Mathematics goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 63%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- GO Mathematics, FCAT Test Item Specs, Task Cards, SuccessMaker, Riverdeep, Gizmos, Discovery Education, CCSS, Stride Academy, Pearson Sucess

Targeted Barriers to Achieving the Goal

- FCAT 2.0 Level 3: Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 38%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of Reporting Category 2, Base Ten & Fractions.

- FCAT 2.0 Level 4 and Above: Our goal for the 2013-2014 school year is to increase level 4 student proficiency and above by 1 percentage point to 30%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of appropriate units, precision of measurement (Geometry and Measurement, Content 3).

- Learning Gains - All: Our goal for the 2013-2014 school year is to increase students making learning gains in grades 3-5 by 3 percentage points to 75%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of Reporting Category 2, Base Ten & Fractions.

- Learning Gains - Lowest 25%: Our goal for the 2013-2014 school year is to increase students making learning gains in the lowest 25% for grades 3-5 by 3 percentage points to 69%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of appropriate units, precision of measurement (Geometry and Measurement, Content 3).

Plan to Monitor Progress Toward the Goal

Analyze strengths and weaknesses of students in grades 3-5 in the area of Base Ten/Fractions and Geometry/Measurements according to baseline results. Monitor progress by reviewing weekly, bi-weekly and interim assessments. Conduct grade level meetings to ensure students are receiving appropriate intervention, remediation or enrichment strategies to master benchmarks in need.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Bi-Weekly Assessments, district interim reports, student authentic work, data chats reports (students/teachers), lesson plans, curriculum focus calendar, walk-through logs

G4. Our Science goal for the 2013-2014 school year is to increase levels 3 and above of student proficiency by 4 percentage points to 63%.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Gizmos, Pearson Success, Discovery Education, Riverdeep, science journals, science logs

Targeted Barriers to Achieving the Goal
- FCAT Level 3: Our Science goal for the 2013-2014 school year is to increase level 3 of student proficiency by 3 percentage points to 41%.The area of deficiency according to the 2013 FCAT Science administration was Physical Science (Content 3). The deficiency is due to students' limited opportunities from previous grade levels to the scientific process and inquiry based learning.

- FCAT Level 4 and above: Our Science goal for the 2013-2014 school year is to increase levels 4 and above of student proficiency by 1 percentage point to 22%.The area of deficiency according to the 2013 FCAT Science administration was Nature of Science (Content 1). The deficiency is due to students' limited rigorous opportunities from previous grade levels to science vocabulary and inquiry questions on Nature of Science.

Plan to Monitor Progress Toward the Goal

Analyze strengths and weaknesses of students in grade 5 in the area of Physical/Science and Nature of Science according to baseline results. Monitor progress by reviewing weekly, bi-weekly and interim assessments. Conduct grade level meetings to ensure students are receiving appropriate intervention, remediation or enrichment strategies to master benchmarks in need.

Person or Persons Responsible
MTSS Leadership Team

Target Dates or Schedule:
Biweekly/ongoing

Evidence of Completion:
walk-through logs, lesson plans, authentic student work, science log, bi-weekly/interim reports

G5. Our STEM goal for the 2013-2014 school year is to increase the participation of students in grades K-5 in STEM related experiences by 5 percentage points to 96%.

Targets Supported
- STEM

Resources Available to Support the Goal
- Gizmos, Discovery Education, mathematics/science fieldtrips, Math & Science Extravaganza, Mathematics Bowl, Science Fair

Targeted Barriers to Achieving the Goal
- Students have limited opportunities to attend after school STEM related activities in our school and other magnet schools due to lack of transportation.

Plan to Monitor Progress Toward the Goal

Review and modify STEM related experiences as needed. Obtain effectiveness of STEM experiences for grades K-5 and areas for improvement.

Person or Persons Responsible
MTSS Leadership

Target Dates or Schedule:
Monthly, ongoing

Evidence of Completion:
Presentation agenda, brochures, student signing sheet

G6. Our goal for 2013-2014 school year is to decrease the amount of students missing instructional time to 12%, receiving behavioral referrals to 17%, leading to suspension to 6%, retained students to 15% and not proficient in reading by 3rd grade to 50%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Alternative to Suspension Plan, Attendance meetings, PBS Reward System, LEAPS, Parent/ Student Handbook, Student Code of Conduct

Targeted Barriers to Achieving the Goal
- The deficiency is due to parents' minimum knowledge of Attendance guidelines, Parent/Student Handbook (school/district) and Student Code of Conduct.

Plan to Monitor Progress Toward the Goal

Develop an attendance, academics and discipline school wide rewards' system to promote academic achievement and satisfactory student behavior in grades PK-5.

Person or Persons Responsible
PBS Committe

Target Dates or Schedule:
bi-weekly, ongoing

Evidence of Completion:
Cafeteria behavior reward system, 70's Club incentive report, LEAPS report, Student of the Month, Honor Roll (3 in the school year)

G7. Our goal for the 2013-2014 school year is to increase parent participation by 10% percentage point to 74% (385 parents.)

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Nights, Title I Annual Meeting, Parent Surveys, School Climate Survey, Parent Resource Center

Targeted Barriers to Achieving the Goal

- Parents from the Economically Disadvantaged subgroup, lack participation in school wide curriculum activities.

Plan to Monitor Progress Toward the Goal

Discussions to attain parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2013-2014 school year.

Person or Persons Responsible

CIS, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Volunteer Service Inventory

Action Plan for Improvement

Problem Solving Key

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

G1. Our Reading goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 51%.

G1.B1 AMO Hispanic: Results from the 2013 FCAT 2.0 Reading assessment indicate that 38% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 48%, an increase of ten percentage points. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process. The deficiency was due to students' minimum ability to utilize critical thinking strategies to locate, interpret and organize information and determining the validity and reliability of information within and across texts.

G1.B1.S1 Provide students with a variety of instructional strategies and activities to interpret informational text such as graphs, legends, illustrations, diagrams, charts, and keys.

Action Step 1

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, flyers, and websites to locate, interpret and organize information from text features.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments

Facilitator:

Reading Coach

Participants:

Reading teachers in grades 3-5

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

The team will monitor classroom intervention and differentiated instruction during walkthroughs. In addition, they will monitor fidelity of supplemental programs such as SuccessMaker through data reports.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G1.B1.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats. Analyze data from interims and FCAT 2.0.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports/FCAT 2.0, student authentic work

G1.B2 AMO SWD: Results from the 2013 FCAT 2.0 Reading assessment indicate that 45% of Students With Disabilities scored at Level 3 or above. The goal for the 2014 is 59%, an increase of 14 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application.

G1.B2.S1 Provide a variety of on-level reading text and utilize task cards to assess reading comprehension and reinforce benchmarks in need.

Action Step 1

Provide a variety of on-level reading text and utilize task cards to assess reading comprehension and reinforce benchmarks in need.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Bi-Weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments

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

MTSS team will monitor the implementation of on-level reading and the utilization of task cards to assess reading comprehension and reinforce benchmarks in need.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work, reading passages, task cards

Plan to Monitor Effectiveness of G1.B2.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

G1.B3 FCAT 2.0 Level 3: Results from the 2013 FCAT 2.0 Reading assessment indicate that 24% of students scored at Level 3. The goal for 2014 is 30%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process.

G1.B3.S1 Provide a variety of instructional strategies and activities to interpret text features, such as graphics, legends, illustrations, diagrams, charts, and keys.

Action Step 1

Provide students opportunities to use how-to articles, brochures, flyers, websites, and other real world documents.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Bi-Weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work , curriculum focus calendar, bi-weekly assessments

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

The team will monitor classroom intervention and differentiated instruction during walkthroughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker through data reports.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G1.B3.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work, grade level meetings

G1.B4 FCAT 2.0 Level 4 and above: Results from the 2013 FCAT 2.0 Reading assessment indicate that 18% of students scored at Level 4 and above. The goal for 2014 is 20%, an increase of two percentage points.The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process.

G1.B4.S1 Provide a variety of instructional strategies and activities to interpret text features, such as graphics, legends, illustrations, diagrams, charts, and keys

Action Step 1

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, flyers, and websites to locate, interpret and organize information from text features.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendars, bi-weekly assessments

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

The team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker through data reports.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G1.B4.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-Weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

G1.B5 Learning Gains - All: Results from the 2013 FCAT 2.0 Reading assessment indicate that 62% of students achieved reading learning gains. The goal for 2014 is 66%, an increase of four percentage points. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1:Vocabulary.

G1.B5.S1 Provide individualized focus instruction in small groups geared to improve areas of weakness identified through observations or assessments.

Action Step 1

Provide Differentiated Instruction through center rotation according to students' levels.

Person or Persons Responsible

Teachers grades 3-5

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments,rotation chart

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

The team will monitor the individualized focus instruction in small groups geared to improve areas of weakness identified through observations or assessments.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G1.B5.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

G1.B6 Lowest 25%: Results from the 2013 FCAT 2.0 Reading assessment indicate that 86% of students in the Lowest 25% population achieved reading learning gains. The goal for 2014 is 87%, an increase of one percentage point. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application.

G1.B6.S1 Provide an additional 45 minutes of reading interventions in the area of Reading Application with variety reading activities utilizing Florida Reads.

Action Step 1

Provide students with an additional forty-five minutes of reading interventions using a variety of passages from Florida Ready.

Person or Persons Responsible

Teachers grades 3-5

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments, SuccessMaker report

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

The team will monitor classroom intervention and differentiated instruction during walkthroughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker and data reports.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work.

Plan to Monitor Effectiveness of G1.B6.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

G1.B7 CELLA Listening/Speaking Based on the 2013 CELLA data, 43% (26) ELL students were proficient in Listening and Speaking. The goal for 2014 is 49%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1- Vocabulary, due to limited exposure and fluency in the English language and limited English language opportunities to practice at home.

G1.B7.S1 Provide students with instructional strategies and activities that involve reading from a variety of text, using word walls, vocabulary maps, suffix and root words, concept maps, and personal dictionaries.

Action Step 1

Provide instructional opportunities for students to practice and build confidence in Reading in all content areas.

Person or Persons Responsible

ESOL teachers in grades 3-5

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments.

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

The team will monitor classroom intervention and differentiated instruction during walkthroughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker through data reports.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G1.B7.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

G1.B8 CELLA Reading Based on the 2013 CELLA data, 37% (22) ELL students were proficient in Reading. The goal for 2014 is 43%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2- Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions and make inferences.

G1.B8.S1 Provide instructional support and guide students focus on what the author is thinking and feeling in order to draw conclusions and make appropriate inferences.

Action Step 1

Provide opportunities for students to refer to details and examples in a text to identify author's purpose and perspective.

Person or Persons Responsible

ESOL teachers

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments, Waterford, Imagine Learning

Facilitator:

ESOL Chairperson

Participants:

ESOL teachers

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

The team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Imagine Learning/Waterford through data reports.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G1.B8.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

G1.B9 CELLA Writing Based on the 2013 CELLA data, 27% (16) ELL students were proficient in Writing. The goal for 2014 is 34%, an increase of seven percentage points. Students in this subgroup do not have the home assistance necessary to reinforce the writing skills learned in class.

G1.B9.S1 Provide students the opportunity to use dictionaries as a tool to identify words and concepts written in text.

Action Step 1

Provide instruction and guides on how to use dictionaries to identify words and express thoughts.

Person or Persons Responsible

ESOL teachers grades 3-5

Target Dates or Schedule

Bi-weekly/ ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments

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

The team will monitor classroom intervention and differentiated instruction during walkthroughs. In addition, they will monitor fidelity to supplemental programs such as SuccessMaker through data reports.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G1.B9.S1

The team will discuss effectiveness of implementation of the strategy by examining authentic student work samples and listening to student discussion during lessons. Feedback will be provided to teachers at grade level meetings and data chats.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-weekly assessments, district interim reports, student authentic work

G2. The results of the 2013 FCAT 2.0 Writing indicate that 64% (35) students scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher from 64% to 68%.

G2.B1 The deficiencies were due to students limited use of conventions, sentence structure, mechanics, punctuation, and proper spelling.

G2.B1.S1 Provide students with target skills through writing samples, modeling, and direct instruction.

Action Step 1

Review and analyze data from monthly writing prompts by monitoring student weaknesses and growth based on the Writing rubric.

Person or Persons Responsible

Language Arts teachers grades 4

Target Dates or Schedule

Daily

Evidence of Completion

Monthly writing samples, lesson plans, grade level minutes

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

Conferencing with students and utilizing the writing rubric

Person or Persons Responsible

Language Arts teachers grade 4

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing assessments, lesson plans, grade level minutes

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the implementation of the monthly writing prompts and teacher/student conferences Analyze data from interims and FCAT 2.0.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Lesson Plans, walk-through logs, interim and FCAT 2.0 assessments

G3. Our Mathematics goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 63%.

G3.B1 FCAT 2.0 Level 3: Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 38%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of Reporting Category 2, Base Ten & Fractions.

G3.B1.S1 Develop an instructional focus calendar addressing Reporting Category 2, Base Ten & Fractions with multiple problems to be reinforced during Opening Routine or Teacher Led Center activities.

Action Step 1

Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Grade levels will articulate on the effectiveness of instructional focus calendar and the activities.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments

Facilitator:

Mathematics Coach

Participants:

Mathematics Teachers in grades 3-5

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

Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly data chats to obtain teacher and MTSS team feedback on effectiveness of instructional focus calendar.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Walk-through logs, bi-Weekly Assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G3.B1.S1

Analyze and modify instruction as needed in the area of Category 2, Base Ten & Fractions. Utilize FCAT test item specs, NGSSS instruction blended with CCSS. Analyze data from Interims and 2014 FCAT 2.0.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Bi-Weekly Assessments, district interim reports/FCAT 2.0, student authentic work, lesson plans, walk-through logs

G3.B2 FCAT 2.0 Level 4 and Above: Our goal for the 2013-2014 school year is to increase level 4 student proficiency and above by 1 percentage point to 30%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of appropriate units, precision of measurement (Geometry and Measurement, Content 3).

G3.B2.S1 Provide real life contexts and mathematical explorations during the mathematics block, differentiated instruction and interventions to master understanding of estimation, appropriate units of measurement (Geometry and Measurement, Content 3).

Action Step 1

Teachers will provide real life contexts and mathematical explorations during the mathematics block, differentiated instruction and interventions to master understanding of estimation, appropriate units of measurement (Geometry and Measurement, Content 3).

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Daily (during mathematics' block)

Evidence of Completion

lesson plans, district pacing guide, grade level minutes, curriculum focus calendar

Facilitator:

Mathematics Coach

Participants:

Mathematics Teachers, Grades 3-5

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

Monitor the instruction of real life contexts and mathematical explorations during the mathematics block, differentiated instruction and interventions to master understanding of estimation, appropriate units of measurement (Geometry and Measurement, Content 3).

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Daily, on-going

Evidence of Completion

Lesson plans, walk-through logs, grade level minutes, student authentic work

Plan to Monitor Effectiveness of G3.B2.S1

Analyze strengths and weaknesses of students in grades 3-5 in the area of estimation, appropriate units of measurement (Geometry and Measurement, Content 3) according to baseline results. Monitor progress by reviewing weekly, bi-weekly and interim assessments. Conduct grade level meetings to ensure students are receiving appropriate intervention, remediation or enrichment strategies to master benchmarks in need.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Bi-Weekly Assessments, district interim reports, student authentic work, data chats reports (students/ teachers), lesson plans, curriculum focus calendar, walk-through logs

G3.B3 Learning Gains - All: Our goal for the 2013-2014 school year is to increase students making learning gains in grades 3-5 by 3 percentage points to 75%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of Reporting Category 2, Base Ten & Fractions.

G3.B3.S1 Develop project based learning opportunities with the use of Discovery Education, GO Math and manipulatives to master understanding of Reporting Category 2, Base Ten & Fractions.

Action Step 1

Teachers will develop project based learning opportunities with the use of Discovery Education, GO Math and manipulatives to master understanding of Reporting Category 2, Base Ten & Fractions.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Daily, Mathematics' block

Evidence of Completion

Lesson plans, curriculum focus calendar, grade level minutes

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

MTSS team will monitor the implementation of project based learning opportunities with the use of Discovery Education, GO Math and manipulatives to master understanding of Reporting Category 2, Base Ten & Fractions.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Daily, on-going

Evidence of Completion

Walkthroughs, bi-Weekly Assessments, district interim reports, student authentic work

Plan to Monitor Effectiveness of G3.B3.S1

Analyze and modify instruction as needed in the area of Category 2, Base Ten & Fractions. Utilize FCAT test item specs, NGSSS instruction blended with CCSS.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Bi-Weekly Assessments, district interim reports, student authentic work, lesson plans, walk-through logs

G3.B4 Learning Gains - Lowest 25%: Our goal for the 2013-2014 school year is to increase students making learning gains in the lowest 25% for grades 3-5 by 3 percentage points to 69%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of appropriate units, precision of measurement (Geometry and Measurement, Content 3).

G3.B4.S1 Conduct opening routine activities utilizing GO Math and FCAT task cards to reinforce appropriate units, precision of measurement (Geometry and Measurement, Content 3).

Action Step 1

Teachers will conduct opening routine activities utilizing GO Math and FCAT task cards to reinforce appropriate units, precision of measurement (Geometry and Measurement, Content 3).

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Daily, on-going

Evidence of Completion

Lesson plans, authentic student work, grade level minutes

Facilitator:

Mathematics Coach, Curriculum Support Specialist (CSS)

Participants:

Teachers, grades 3-5

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

Monitor the implementation of opening routine activities utilizing GO Math and FCAT task cards to reinforce appropriate units, precision of measurement (Geometry and Measurement, Content 3).

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Daily, on-going

Evidence of Completion

Walk- through logs, lesson plans, bi-weekly assessments, student authentic work

Plan to Monitor Effectiveness of G3.B4.S1

Analyze and modify instruction as needed in the area of appropriate units, precision of measurement (Geometry and Measurement, Content 3.) Utilize FCAT test item specs, NGSSS instruction blended with CCSS.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Bi-Weekly assessments, district interim reports, student authentic work, lesson plans, walk-through logs

G4. Our Science goal for the 2013-2014 school year is to increase levels 3 and above of student proficiency by 4 percentage points to 63%.

G4.B1 FCAT Level 3: Our Science goal for the 2013-2014 school year is to increase level 3 of student proficiency by 3 percentage points to 41%.The area of deficiency according to the 2013 FCAT Science administration was Physical Science (Content 3). The deficiency is due to students' limited opportunities from previous grade levels to the scientific process and inquiry based learning.

G4.B1.S1 Implementation of science experiments in grades K-5 (Scott Foresman Directed, Guided and Full laboratories) with opportunities for exploration and elaboration. Implementation of inquiry based activities, Gizmos and Discovery Education for grade 5.

Action Step 1

Implementation of science experiments in grades K-5 (Scott Foresman Directed, Guided and Full laboratories) with opportunities for exploration and elaboration. Implementation of inquiry based activities, Gizmos and Discovery Education for grade 5.

Person or Persons Responsible

Science Teachers K-5

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

walk-through logs, lesson plans, authentic student work, science log

Facilitator:

Science Leader

Participants:

Science Teachers, grades K-5

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

Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly data chats to obtain teacher and MTSS team feedback on the effectiveness of (Scott Foresman Directed, Guided and Full laboratories) and the usage of inquiry based activities for grade 5.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

walk-through logs, lesson plans, authentic student work, science log, bi-weekly assessment results

Plan to Monitor Effectiveness of G4.B1.S1

Analyze and modify instruction as needed in the area of Physical Science (Content 3) with the implementation of a curriculum focus calendar. Utilize the FCAT test item specs, NGSSS instruction blended with CCSS. Analyze data from Interims and 2014 FCAT 2.0.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Bi-Weekly Assessments, district interim reports/FCAT 2.0, student authentic work, lesson plans, walk-through logs, science logs, curriculum focus calendar

G4.B2 FCAT Level 4 and above: Our Science goal for the 2013-2014 school year is to increase levels 4 and above of student proficiency by 1 percentage point to 22%.The area of deficiency according to the 2013 FCAT Science administration was Nature of Science (Content 1). The deficiency is due to students' limited rigorous opportunities from previous grade levels to science vocabulary and inquiry questions on Nature of Science.

G4.B2.S1 Implementation of science vocabulary activities through differentiated instruction utilizing inquiry based learning in the area of Nature of Science (Content 1.)

Action Step 1

Implementation of science vocabulary activities through differentiated instruction utilizing inquiry based learning in the area of Nature of Science (Content 1.)

Person or Persons Responsible

Science Teachers, grade 5

Target Dates or Schedule

daily, ongoing

Evidence of Completion

lesson plans, student authentic work, grade level minutes

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

MTSS Leadership team will monitor the implementation of science vocabulary activities through differentiated instruction utilizing inquiry based learning in the area of Nature of Science (Content 1.)

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Daily, ongoing

Evidence of Completion

walk-through logs, lesson plans, authentic student work, science log, bi-weekly assessment results

Plan to Monitor Effectiveness of G4.B2.S1

Analyze and modify instruction as needed in the area of Nature of Science (Content 1.) Utilize FCAT test item specs, NGSSS instruction blended with CCSS.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Bi-Weekly Assessments, district interim reports, student authentic work, lesson plans, walk-through logs, science logs

G5. Our STEM goal for the 2013-2014 school year is to increase the participation of students in grades K-5 in STEM related experiences by 5 percentage points to 96%.

G5.B1 Students have limited opportunities to attend after school STEM related activities in our school and other magnet schools due to lack of transportation.

G5.B1.S1 Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.

Action Step 1

Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.

Person or Persons Responsible

Counselor/Science Teachers

Target Dates or Schedule

1st and 2nd Nine Weeks

Evidence of Completion

Parent orientation meeting minutes, agenda, parent signing sheet

Facilitator:

Counselor/Science Teachers

Participants:

Parents

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

Monitor the implementation of STEM related activities in our school such as the Science Fair, Mathematics/Science Extravaganza and the Mathematics Bowl.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

walk-through logs, student/participation signing sheet, activity agenda/minutes

Plan to Monitor Effectiveness of G5.B1.S1

Create partnerships with feeder pattern magnet schools to expose our students to a greater variety of STEM related activities such the Magnet Night, fieldtrips to magnet schools and curriculum exposition.

Person or Persons Responsible

Counselor, Science Teachers, Magnet Lead Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Presentation agenda, brochures, student signing sheet

G6. Our goal for 2013-2014 school year is to decrease the amount of students missing instructional time to 12%, receiving behavioral referrals to 17%, leading to suspension to 6%, retained students to 15% and not proficient in reading by 3rd grade to 50%.

G6.B1 The deficiency is due to parents' minimum knowledge of Attendance guidelines, Parent/Student Handbook (school/district) and Student Code of Conduct.

G6.B1.S1 Review Attendance Procedures, Parent/Student Handbook and Student Code of Conduct during Parent Orientation and Open House. Develop an attendance, parent/student contract. Provide on-going communication with the parents regarding academic achievement in correlation with daily attendance. Provide on-going assemblies promoting Character of Education and strategies to keep satisfactory behavior as per the Student Code of Conduct.

Action Step 1

Review Attendance Procedures, Parent/Student Handbook and Student Code of Conduct during Parent Orientation and Open House. Develop an attendance, parent/student contract. Provide on-going communication with the parents regarding academic achievement in correlation with daily attendance. Provide on-going assemblies promoting Character of Education and strategies to keep satisfactory behavior as per the Student Code of Conduct.

Person or Persons Responsible

Counselor/ Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Parent signing sheet, meeting agenda, LEAPS report

Facilitator:

BMT Specialist CIS

Participants:

Parents

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

Develop a Positive Behavior System (PBS) committee to reduce the amount of students missing daily instruction, receiving in/out door suspension, receiving behavioral referrals and not meeting academic goals.

Person or Persons Responsible

PBS Committee (Teachers, Counselor, BMT, Assistant Principal, Principal)

Target Dates or Schedule

Monthly

Evidence of Completion

LEAPS report, PBS minutes and signing sheet, daily attendance reports, bi-weekly/interim assessment results

Plan to Monitor Effectiveness of G6.B1.S1

Monitor the LEAPS report of students missing daily instruction, receiving in/out door suspension, receiving behavioral referrals and not meeting academic goals. Create intervention school-home strategies as needed.

Person or Persons Responsible

PBS Commitee

Target Dates or Schedule

Monthly

Evidence of Completion

LEAPS report, bi-weekly/interim assessment results, daily attendance

G7. Our goal for the 2013-2014 school year is to increase parent participation by 10% percentage point to 74% (385 parents.)

G7.B1 Parents from the Economically Disadvantaged subgroup, lack participation in school wide curriculum activities.

G7.B1.S1 Develop Volunteer Service Inventory to assess parents' educational background and professional development needs.

Action Step 1

Discussions to attain parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2013-2014 school year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly/ongoing

Evidence of Completion

Volunteer Service Inventory

Facilitator:

CIS

Participants:

Parents

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

Create a PD calendar and submit monthly invitations to parents for parental involvement workshops in the school.

Person or Persons Responsible

CIS, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Parent survey, parent signing sheet, pd agenda, parent pd reflections

Plan to Monitor Effectiveness of G7.B1.S1

Monitor the effectiveness of parental involvement workshop opportunities through parent surveys.

Person or Persons Responsible

CIS, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Parent survey, parent signing sheet, pd agenda, parent pd reflections

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services, and special support services to special needs populations such as the neglected and delinquent students. ST2 schools are provided with the support from a professional Development Curriculum Support Specialist which is funded from Title I, Part A funds. ST1 is a state approved RTI Model for elementary schools.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
The District uses supplemental funds for improving basic education as follows:
Training to certified qualified mentors for the New Teacher (MINT) Program
Training for add-on endorsement programs, such as Reading, Gifted, ESOL
Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
•Tutorial programs (K-5)
•Parent outreach activities (K-5)
•Professional development on best practices for ESOL and content area teachers (K-5)
•Coaching and mentoring for ESOL and content area teachers (K-5)
•Reading and supplementary instructional materials (K-5)
•Hardware and software for the development of language and literacy skills in reading is used by ELL students in kindergarten.

Supplemental Academic Instruction (SAI)
Dr. William A. Chapman Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
SAI funds will be coordinated with Title I funds to provide before-school and during-school remediation programs for Level 1 readers. Additionally, SAU funds will be used as an after-school service for Level 2 students.

Head Start
The Head Start program began during the 2010-2011 school year. There are 80 students, 4 teachers, 4 paraprofessionals, one administrative assistant and one part-time social worker. Head Start program utilizes 4 classrooms from the main building of the school and the students receive free breakfast and lunch at the school cafeteria. Head Start students and teachers participate in student assemblies and activities such as

Hispanic/Black History Student Assembly, Career Day, Field Day, Water Day and Story Day. Our school has developed a strong partnership with the VPK program by providing academic resources to prepare the upcoming Kindergarten class. The Principal serves as the Head Start Director.

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. Our Reading goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 51%.

G1.B1 AMO Hispanic: Results from the 2013 FCAT 2.0 Reading assessment indicate that 38% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 48%, an increase of ten percentage points. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process. The deficiency was due to students' minimum ability to utilize critical thinking strategies to locate, interpret and organize information and determining the validity and reliability of information within and across texts.

G1.B1.S1 Provide students with a variety of instructional strategies and activities to interpret informational text such as graphs, legends, illustrations, diagrams, charts, and keys.

PD Opportunity 1

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, flyers, and websites to locate, interpret and organize information from text features.

Facilitator

Reading Coach

Participants

Reading teachers in grades 3-5

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments

G1.B8 CELLA Reading Based on the 2013 CELLA data, 37% (22) ELL students were proficient in Reading. The goal for 2014 is 43%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2- Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions and make inferences.

G1.B8.S1 Provide instructional support and guide students focus on what the author is thinking and feeling in order to draw conclusions and make appropriate inferences.

PD Opportunity 1

Provide opportunities for students to refer to details and examples in a text to identify author's purpose and perspective.

Facilitator

ESOL Chairperson

Participants

ESOL teachers

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments, Waterford, Imagine Learning

G3. Our Mathematics goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 63%.

G3.B1 FCAT 2.0 Level 3: Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 38%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of Reporting Category 2, Base Ten & Fractions.

G3.B1.S1 Develop an instructional focus calendar addressing Reporting Category 2, Base Ten & Fractions with multiple problems to be reinforced during Opening Routine or Teacher Led Center activities.

PD Opportunity 1

Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Grade levels will articulate on the effectiveness of instructional focus calendar and the activities.

Facilitator

Mathematics Coach

Participants

Mathematics Teachers in grades 3-5

Target Dates or Schedule

Bi-weekly/ongoing

Evidence of Completion

Lesson plans, student authentic work, curriculum focus calendar, bi-weekly assessments

G3.B2 FCAT 2.0 Level 4 and Above: Our goal for the 2013-2014 school year is to increase level 4 student proficiency and above by 1 percentage point to 30%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of appropriate units, precision of measurement (Geometry and Measurement, Content 3).

G3.B2.S1 Provide real life contexts and mathematical explorations during the mathematics block, differentiated instruction and interventions to master understanding of estimation, appropriate units of measurement (Geometry and Measurement, Content 3).

PD Opportunity 1

Teachers will provide real life contexts and mathematical explorations during the mathematics block, differentiated instruction and interventions to master understanding of estimation, appropriate units of measurement (Geometry and Measurement, Content 3).

Facilitator

Mathematics Coach

Participants

Mathematics Teachers, Grades 3-5

Target Dates or Schedule

Daily (during mathematics' block)

Evidence of Completion

lesson plans, district pacing guide, grade level minutes, curriculum focus calendar

G3.B4 Learning Gains - Lowest 25%: Our goal for the 2013-2014 school year is to increase students making learning gains in the lowest 25% for grades 3-5 by 3 percentage points to 69%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of appropriate units, precision of measurement (Geometry and Measurement, Content 3).

G3.B4.S1 Conduct opening routine activities utilizing GO Math and FCAT task cards to reinforce appropriate units, precision of measurement (Geometry and Measurement, Content 3).

PD Opportunity 1

Teachers will conduct opening routine activities utilizing GO Math and FCAT task cards to reinforce appropriate units, precision of measurement (Geometry and Measurement, Content 3).

Facilitator

Mathematics Coach, Curriculum Support Specialist (CSS)

Participants

Teachers, grades 3-5

Target Dates or Schedule

Daily, on-going

Evidence of Completion

Lesson plans, authentic student work, grade level minutes

G4. Our Science goal for the 2013-2014 school year is to increase levels 3 and above of student proficiency by 4 percentage points to 63%.

G4.B1 FCAT Level 3: Our Science goal for the 2013-2014 school year is to increase level 3 of student proficiency by 3 percentage points to 41%.The area of deficiency according to the 2013 FCAT Science administration was Physical Science (Content 3). The deficiency is due to students' limited opportunities from previous grade levels to the scientific process and inquiry based learning.

G4.B1.S1 Implementation of science experiments in grades K-5 (Scott Foresman Directed, Guided and Full laboratories) with opportunities for exploration and elaboration. Implementation of inquiry based activities, Gizmos and Discovery Education for grade 5.

PD Opportunity 1

Implementation of science experiments in grades K-5 (Scott Foresman Directed, Guided and Full laboratories) with opportunities for exploration and elaboration. Implementation of inquiry based activities, Gizmos and Discovery Education for grade 5.

Facilitator

Science Leader

Participants

Science Teachers, grades K-5

Target Dates or Schedule

Weekly/ongoing

Evidence of Completion

walk-through logs, lesson plans, authentic student work, science log

G5. Our STEM goal for the 2013-2014 school year is to increase the participation of students in grades K-5 in STEM related experiences by 5 percentage points to 96%.

G5.B1 Students have limited opportunities to attend after school STEM related activities in our school and other magnet schools due to lack of transportation.

G5.B1.S1 Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.

PD Opportunity 1

Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.

Facilitator

Counselor/Science Teachers

Participants

Parents

Target Dates or Schedule

1st and 2nd Nine Weeks

Evidence of Completion

Parent orientation meeting minutes, agenda, parent signing sheet

G6. Our goal for 2013-2014 school year is to decrease the amount of students missing instructional time to 12%, receiving behavioral referrals to 17%, leading to suspension to 6%, retained students to 15% and not proficient in reading by 3rd grade to 50%.

G6.B1 The deficiency is due to parents' minimum knowledge of Attendance guidelines, Parent/Student Handbook (school/district) and Student Code of Conduct.

G6.B1.S1 Review Attendance Procedures, Parent/Student Handbook and Student Code of Conduct during Parent Orientation and Open House. Develop an attendance, parent/student contract. Provide on-going communication with the parents regarding academic achievement in correlation with daily attendance. Provide on-going assemblies promoting Character of Education and strategies to keep satisfactory behavior as per the Student Code of Conduct.

PD Opportunity 1

Review Attendance Procedures, Parent/Student Handbook and Student Code of Conduct during Parent Orientation and Open House. Develop an attendance, parent/student contract. Provide on-going communication with the parents regarding academic achievement in correlation with daily attendance. Provide on-going assemblies promoting Character of Education and strategies to keep satisfactory behavior as per the Student Code of Conduct.

Facilitator

BMT Specialist CIS

Participants

Parents

Target Dates or Schedule

Monthly

Evidence of Completion

Parent signing sheet, meeting agenda, LEAPS report

G7. Our goal for the 2013-2014 school year is to increase parent participation by 10% percentage point to 74% (385 parents.)

G7.B1 Parents from the Economically Disadvantaged subgroup, lack participation in school wide curriculum activities.

G7.B1.S1 Develop Volunteer Service Inventory to assess parents' educational background and professional development needs.

PD Opportunity 1

Discussions to attain parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2013-2014 school year.

Facilitator

CIS

Participants

Parents

Target Dates or Schedule

Monthly/ongoing

Evidence of Completion

Volunteer Service Inventory

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our Reading goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 51%.	$6,500
G3.	Our Mathematics goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 63%.	$5,000
G4.	Our Science goal for the 2013-2014 school year is to increase levels 3 and above of student proficiency by 4 percentage points to 63%.	$2,500
G6.	Our goal for 2013-2014 school year is to decrease the amount of students missing instructional time to 12%, receiving behavioral referrals to 17%, leading to suspension to 6%, retained students to 15% and not proficient in reading by 3rd grade to 50%.	$100
G7.	Our goal for the 2013-2014 school year is to increase parent participation by 10% percentage point to 74% (385 parents.)	$1,000
	Total	$15,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Other	Professional Development	Personnel	Total
Title I	$5,000	$2,500	$2,500	$100	$1,000	$11,100
Title III	$4,000	$0	$0	$0	$0	$4,000
Total	$9,000	$2,500	$2,500	$100	$1,000	$15,100

Budget Details

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

G1. Our Reading goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 51%.

G1.B1 AMO Hispanic: Results from the 2013 FCAT 2.0 Reading assessment indicate that 38% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 48%, an increase of ten percentage points. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process. The deficiency was due to students' minimum ability to utilize critical thinking strategies to locate, interpret and organize information and determining the validity and reliability of information within and across texts.

G1.B1.S1 Provide students with a variety of instructional strategies and activities to interpret informational text such as graphs, legends, illustrations, diagrams, charts, and keys.

Action Step 1

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, flyers, and websites to locate, interpret and organize information from text features.

Resource Type

Evidence-Based Program

Resource

Reading Saturday Academy Tutorials for grades 3-5

Funding Source

Title I

Amount Needed

$2,500

G1.B8 CELLA Reading Based on the 2013 CELLA data, 37% (22) ELL students were proficient in Reading. The goal for 2014 is 43%, an increase of six percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2- Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions and make inferences.

G1.B8.S1 Provide instructional support and guide students focus on what the author is thinking and feeling in order to draw conclusions and make appropriate inferences.

Action Step 1

Provide opportunities for students to refer to details and examples in a text to identify author's purpose and perspective.

Resource Type

Evidence-Based Program

Resource

ELL tutorials for grades 3-5 in the area of of Reading (Imagine Learning)

Funding Source

Title III

Amount Needed

$4,000

G3. Our Mathematics goal for the 2013-2014 school year is to maintain or increase the percentage of students making AMO to 63%.

G3.B1 FCAT 2.0 Level 3: Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 38%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of Reporting Category 2, Base Ten & Fractions.

G3.B1.S1 Develop an instructional focus calendar addressing Reporting Category 2, Base Ten & Fractions with multiple problems to be reinforced during Opening Routine or Teacher Led Center activities.

Action Step 1

Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Grade levels will articulate on the effectiveness of instructional focus calendar and the activities.

Resource Type

Evidence-Based Materials

Resource

Mathematics Saturday Academy Tutorials

Funding Source

Title I

Amount Needed

$2,500

G3.B4 Learning Gains - Lowest 25%: Our goal for the 2013-2014 school year is to increase students making learning gains in the lowest 25% for grades 3-5 by 3 percentage points to 69%. According to the 2013 FCAT Mathematics Assessment, students demonstrated limited understanding of appropriate units, precision of measurement (Geometry and Measurement, Content 3).

G3.B4.S1 Conduct opening routine activities utilizing GO Math and FCAT task cards to reinforce appropriate units, precision of measurement (Geometry and Measurement, Content 3).

Action Step 1

Teachers will conduct opening routine activities utilizing GO Math and FCAT task cards to reinforce appropriate units, precision of measurement (Geometry and Measurement, Content 3).

Resource Type

Evidence-Based Program

Resource

Mathematics Breakfast Club

Funding Source

Title I

Amount Needed

$2,500

G4. Our Science goal for the 2013-2014 school year is to increase levels 3 and above of student proficiency by 4 percentage points to 63%.

G4.B1 FCAT Level 3: Our Science goal for the 2013-2014 school year is to increase level 3 of student proficiency by 3 percentage points to 41%.The area of deficiency according to the 2013 FCAT Science administration was Physical Science (Content 3). The deficiency is due to students' limited opportunities from previous grade levels to the scientific process and inquiry based learning.

G4.B1.S1 Implementation of science experiments in grades K-5 (Scott Foresman Directed, Guided and Full laboratories) with opportunities for exploration and elaboration. Implementation of inquiry based activities, Gizmos and Discovery Education for grade 5.

Action Step 1

Implementation of science experiments in grades K-5 (Scott Foresman Directed, Guided and Full laboratories) with opportunities for exploration and elaboration. Implementation of inquiry based activities, Gizmos and Discovery Education for grade 5.

Resource Type

Other

Resource

Science Saturday Academy

Funding Source

Title I

Amount Needed

$2,500

G6. Our goal for 2013-2014 school year is to decrease the amount of students missing instructional time to 12%, receiving behavioral referrals to 17%, leading to suspension to 6%, retained students to 15% and not proficient in reading by 3rd grade to 50%.

G6.B1 The deficiency is due to parents' minimum knowledge of Attendance guidelines, Parent/Student Handbook (school/district) and Student Code of Conduct.

G6.B1.S1 Review Attendance Procedures, Parent/Student Handbook and Student Code of Conduct during Parent Orientation and Open House. Develop an attendance, parent/student contract. Provide on-going communication with the parents regarding academic achievement in correlation with daily attendance. Provide on-going assemblies promoting Character of Education and strategies to keep satisfactory behavior as per the Student Code of Conduct.

Action Step 1

Review Attendance Procedures, Parent/Student Handbook and Student Code of Conduct during Parent Orientation and Open House. Develop an attendance, parent/student contract. Provide on-going communication with the parents regarding academic achievement in correlation with daily attendance. Provide on-going assemblies promoting Character of Education and strategies to keep satisfactory behavior as per the Student Code of Conduct.

Resource Type

Professional Development

Resource

Attendance procedures and Student Code of Conduct meeting

Funding Source

Title I

Amount Needed

$100

G7. Our goal for the 2013-2014 school year is to increase parent participation by 10% percentage point to 74% (385 parents.)

G7.B1 Parents from the Economically Disadvantaged subgroup, lack participation in school wide curriculum activities.

G7.B1.S1 Develop Volunteer Service Inventory to assess parents' educational background and professional development needs.

Action Step 1

Discussions to attain parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2013-2014 school year.

Resource Type

Personnel

Resource

CIS Position

Funding Source

Title I

Amount Needed

$1,000