

2013-2014 SCHOOL IMPROVEMENT PLAN

Isaac: Integrated Science And Asian Culture
Academy

301 WESTWARD DR
Miami Springs, FL 33166
305-869-8030

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
12%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
64%

School Grades History

2013-14
A

2012-13

2011-12

2010-11

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

Isaac: Integrated Science/Asian Culture Acad

Principal

Hui Fang Huang

School Advisory Council chair

Heather Flynn

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

Name	Title
Kim Guilarte Gil	Principal
Heather Flynn	Instructional Staff

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 SAC is comprised of Principal -1, Alternate Principal -1, Teachers 1-, Alternate Teacher-1, EESAC Chairperson -1, Educational Support -1, Alternate Educational Support-1, Parents -1, Alternate Parent-1, Student-1, Alternate Student-1, BCR -2

Involvement of the SAC in the development of the SIP

The SAC meets quarterly every school year to discuss achievements and improvements that are necessary within the school. Academically, the SAC discusses scores and which resources can be used to improve upon the education of the students.

Activities of the SAC for the upcoming school year

The SAC will meet quarterly for the 2013-2014 school year and will develop, approve, and monitor the implementation of the SIP.

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

The SAC will utilize its funds to support the SIP. The amount of \$125.00 will be allocated to help fund a school interventionist.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Hui Fang Huang

Principal

Years as Administrator: 16

Years at Current School: 5

Credentials

BA-Elementary Education, Florida International University; Master of Science in Elementary Education, Florida International University; Certification in Educational Leadership, Florida International University

Performance Record

2013

School Grade: A

Rdg. Proficiency, 86%

Math Proficiency, 76%

Rdg. Lrg. Gains, 78%

Math Lrg. Gains, 70%

Rdg. Imp. of Lowest 25%, 78%

Math Imp. of Lowest 25%, 63%

Rdg. AMO, 86%

Math AMO, 76%

2012

School Grade: A

Rdg. Proficiency, 85%

Math Proficiency, 70%

Rdg. Lrg. Gains, 68%

Math Lrg. Gains, 55%

Rdg. Imp. of Lowest 25%, 68%

Math Imp. of Lowest 25% ,55%

Rdg. AMO —

Math AMO—

2011

School Grade: A

Rdg. Proficiency, 90%

Math Proficiency, 92%

Rdg. Lrg. Gains, 81%

Math Lrg. Gains, 84%

Rdg. Imp. of Lowest 25%, 83%

Math Imp. of Lowest 25%, 93%

2010

School Grade:

Rdg. Proficiency, 58%

Math Proficiency, 65%

Rdg. Lrg. Gains, 63%

Math Lrg. Gains, 69%

Rdg. Imp. of Lowest 25%, 58%

Math Imp. of Lowest 25%, 67%

2009

School Grade: A

Rdg. Proficiency, 84%

Math Proficiency, 87%

Rdg. Lrg. Gains, 84%

Math Lrg. Gains, 87%

Rdg. Imp. of Lowest 25%, 83%
Math Imp. of Lowest 25%, 86%

Classroom Teachers

of classroom teachers

1

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

1, 100%

ESOL endorsed

1, 100%

reading endorsed

0, 0%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

1, 100%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The administration will work arduously throughout the academic school year to retain highly qualified, certified in-field, effective teachers to the school.

The administration will provide professional development and enhance the learning possibilities for the teachers by providing coverage for teachers who wish to seek more learning opportunities.

The administration will also attend teacher job fairs in order to maintain and up-date a database of resumes.

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 four step, problem-solving model involves the following: Step 1- Define an objective and measurable terms and the goals to be attained; Step 2- Identify possible reasons why the desired goal is not being attained; Step 3- Develop and implement a well-supported plan involving evidence-based strategies to attain the goals; Step 4- Evaluate the effectiveness of the plan in relation to stated goals. Our problem-solving model provides the structure to identify, develop, implement, and evaluate strategies to accelerate the performance of all students. The effectiveness of the problem-solving process is based on both the fidelity of the problem-solving processes itself, and fidelity in the implementation of the instruction intervention plan. The tiers are differentiated by the “intensity” of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. In general, a four-step process will help to define and differentiate the tiers: how much additional time will be needed, what will occur in that time, who is the most qualified person to deliver the “What,” and where will that additional instruction occur. The SAC will provide the funds to hire an interventionist to assist in the implementation of the RtI model.

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

Ms. Kim M. Guilarte Gil, 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.

Ms. Luisa Corral, Assistant Principal: Provides the data for the principal and teachers to facilitate data chats. The assistant principal will also meet with the teachers to enhance the intervention selection and to guide the selection process for guided reading groups to instruct students accordingly to fulfill their academic needs.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Ms. Annie Rodriguez, Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Mr. Robert Fundora, Technology Specialist: Develops or brokers technology necessary to manage and display data and technical support to teachers and staff regarding data management.

Ms. Carolina Sanchez, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of students' need with respect to language skills.

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

The MTSS Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team will meet once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development opportunities and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Assessments

Progress Monitoring: PMRN, Baseline, Benchmark Assessments. These will be monitored quarterly.

Midyear: Florida Assessments for Instruction in Reading (FAIR), School site specific assessments.

These will be monitored as they are assessed.

End of year: FCAT, EOC's, FAIR, School site specific assessments. End of year assessments will be monitored yearly.

Frequency of Data Days: Monthly for data analysis

Behavior: Teachers keep anecdotal records to monitor students' behavior patterns.

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

The school based MTSS/Rtl Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team provided data based on the 2012-2013 school year. The school- based MTSS Leadership Team will analyze data for incoming students from the 2013 Stanford Achievement Test-10 (SAT-10) and Florida Assessments for Instruction in Reading (FAIR). While developing the SIP, the school based MTSS Leadership Team and EESAC committee established a vision for the 2013-2014 school year grounded in evidence-based general education instruction and curriculum that is effective in helping a majority of students reach grade level benchmarks.

In order to implement the SIP all year, ISAAC will follow the MTSS Leadership Team Problem Solving Process as described below.

1. Problem Identification entails accurately identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
2. Problem Analysis, involves analyzing why the problem is occurring by collecting data to determine the possible causes of the identified problem.
3. During Intervention Design & Implementation, evidence-based interventions based upon data collected previously are selected or developed, then implemented.
4. Lastly, evaluating the effectiveness of interventions utilized is paramount in a problem-solving process. This fourth step is termed Response-to-Intervention. It is in this fourth step that a student or group of students' response to our implemented intervention are measured so that we may evaluate the effectiveness of our instructional efforts.

This process is never-ending and requires constant evaluation of the program. The school-based MTSS Leadership Team will work arduously together to continuously support and implement various best practices, which have proven to be effective.

Literacy Leadership Team (LLT)

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

Name	Title
Kim Guilarte Gil	Principal
Heather Flynn	Instructional Staff

How the school-based LLT functions

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team and represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year.

Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.

Major initiatives of the LLT

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the RLT
- selecting team members who are skilled and committed to improving literacy
- professional growth opportunities
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction across the curriculum
- encouraging the use of data to improve teaching and student achievement

Every Teacher Contributes to Reading Instruction

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

The school will ensure that every teacher contributes to reading improvement by providing professional development to all teachers in the area of curriculum integration. The teachers will utilize word walls, graphic organizers, and reading strategies across the curriculum.

Preschool Transition

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

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

At ISAAC, students are administered the statewide screening tool to determine the readiness of each child to enter the kindergarten program. Parents attend Open House the third week of school, and students act as mentors in the area of reading fluency for low achieving students.

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		57%		
American Indian		65%		
Asian		79%		
Black/African American		39%		
Hispanic		59%		
White		77%		
English language learners		37%		
Students with disabilities		28%		
Economically disadvantaged		50%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53736	25%	28%
Students scoring at or above Achievement Level 4	63108	30%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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	45208	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	635	68%	71%

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%		
American Indian		65%		
Asian		85%		
Black/African American		45%		
Hispanic		61%		
White		76%		
English language learners		47%		
Students with disabilities		31%		
Economically disadvantaged		54%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40574	28%	31%
Students scoring at or above Achievement Level 4	38758	26%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	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	6581	26%	29%
Students scoring at or above Achievement Level 4	6508	25%	26%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	5	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal for the 2013-2014 school year is to increase, or exceed the parent attendance for school wide activities.

Parents have limited knowledge and/or understanding of classroom/school participation opportunities. In order to increase parent participation for school-wide activities, regular communication will be generated via telephone and emails. Communication with parents will be ongoing, provided through teacher and school websites (updated weekly), and written communication. School Administration and Teachers will be responsible for monitoring parental involvement by frequently checking parent logs/sign-in sheets, volunteer logs, and website statistics that will assist in appraising the quantity of parents attending school activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental knowledge of school and classroom events	25	100%	100%

Goals Summary

- G1.** The 2013 Reading FCAT 2.0 Test indicates that 57% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Reading FCAT 2.0 Test is for 66% of students to score a Level 3 or above, an increase of nine percent.
- G2.** The 2013 Math FCAT 2.0 Test indicates that 59% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Math FCAT 2.0 Test is for 65% of students to score a Level 3 or above, an increase of six percent.
- G3.** The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent.
- G4.** The 2013 Science FCAT Test indicates that 51% of all students district-wide achieved level 3 or above proficiency. Our goal on the 2014 Science FACT Test is for 55% of the students to score a Level 3 or above, an increase of four percent.
- G5.** Our goal for the 2013-2014 school year is to increase STEM-related experiences for students.
- G6.** Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 4% to 3%.

Goals Detail

G1. The 2013 Reading FCAT 2.0 Test indicates that 57% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Reading FCAT 2.0 Test is for 66% of students to score a Level 3 or above, an increase of nine percent.

Targets Supported

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

Resources Available to Support the Goal

- ISAAC will utilize various resources to help achieve this goal. We will utilize Reading Plus with fidelity. The teacher will also attend professional development sessions that will be offered by the Professional Development Liaison to help the teacher in her continuous education to support the students' learning growth. The students will also utilize Success Maker to assist them in developing skills that may not have been mastered. Students will also receive small group intervention through a School-Wide Interventionist. The School-Wide Interventionist will assist the teacher in the RtI process and data collection.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 77% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 81%, an increase of four percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 59% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 68%, an increase of nine percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 50% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 60%, an increase of ten percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 25% of students achieved level 3. Our goal for the 2013-2014 school year is to increase achievement level 3 student proficiency percentage to 33%, an increase of eight percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 30% of students achieved level 4 or above. Our goal for the 2013-2014 school year is to increase achievement level 4 or above student proficiency percentage to 33%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application. Students need to maintain the knowledge to be able to make comparisons and or find cause/effect relationships in the text.
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 68% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%, an increase of three percent. The area of deficiency as noted on the 2013 administration of

the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

- The results of the 2012-2013 Reading FCAT Test indicate that 67% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 67% to 70% by three percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of ability to make inferences when reading texts that require generalizations and drawing conclusions, as well as identifying implied main ideas.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI team will follow the Florida Continuous Improvement Model using data from Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments; Interim Assessments; Summative Assessments; 2014 FCAT 2.0 Assessment.

G2. The 2013 Math FCAT 2.0 Test indicates that 59% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Math FCAT 2.0 Test is for 65% of students to score a Level 3 or above, an increase of six percent.

Targets Supported

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

Resources Available to Support the Goal

- ISAAC will utilize various resources to help achieve this goal. We will utilize Mathletics, Think Central, and FCAT Explorer with fidelity. The teacher will also attend professional development sessions that will be offered by the Professional Development Liaison to help the teacher in her continuous education to support the students' learning growth. The students will also utilize Success Maker to assist them in developing skills they may not have already mastered. Students will also receive small group intervention through a School-Wide Interventionist. The School-Wide Interventionist will assist the teacher in the RtI process and data collection.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 79%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 61% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 67%, an increase of six percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 61% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 67%, an increase of six percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 28% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 36%, an increase of eight percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 26% of students achieved level 4 or above. Our goal for the 2013-2014 school year is to increase achievement level 4 or above student proficiency percentage to 29%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 67% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase students' achieved learning

gains proficiency percentage to 70%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one. students achieved learning gains.

- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 65% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 65% to 69% by four percentage points. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one. students achieved learning gains.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI team will utilize the Florida Continuous Improvement model using data from the Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The evidence that will be used to monitor for progress toward meeting the goal will be data from formative assessments; District Interim Assessments; Summative Assessments; and the results of the 2014 FCAT 2.0 Assessment.

G3. The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent.

Targets Supported

- Writing

Resources Available to Support the Goal

- ISAAC will utilize various resources to help achieve this goal. We will utilize the Reading Plus writing component with fidelity. The teacher will also attend professional development sessions that will be offered by the Professional Development Liaison to help the teacher in her continuous education to support the students' learning growth. The students will also utilize a writers' notebook, and writing will be integrated across the curriculum.

Targeted Barriers to Achieving the Goal

- The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent. The area of deficiency noted on the 2013 FCAT Writing Test was due to the students' lack of ability to organize and plan text when developing a main idea and details portion of a written document.

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl team will utilize the Florida Continuous Improvement model to review assessment data reports and assist the instructor when interaction needs to be adjusted.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

The formative assessments that will be utilized to monitor for completion and the goal's success will be the monthly writing prompts. Students should show growth on a month-to-month assessment.

G4. The 2013 Science FCAT Test indicates that 51% of all students district-wide achieved level 3 or above proficiency. Our goal on the 2014 Science FACT Test is for 55% of the students to score a Level 3 or above, an increase of four percent.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- ISAAC will utilize various resources to help achieve this goal. We will utilize Gizmos, Pearson Success Net and AIMS Science Resources with fidelity. The teacher will also attend professional development sessions that will be offered by the Professional Development Liaison to help the teacher in her continuous education to support the students' learning growth. The students will also utilize Harcourt Science Lab Kits to assist them in developing skills that may not have been mastered.

Targeted Barriers to Achieving the Goal

- The 2013 Science FCAT Test indicates that 26% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 29% of the students to score a Level 3, an increase of three percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.
- The 2013 Science FCAT Test indicates that 25% of all students district-wide achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 26% of the students to score a Level 4 or above, an increase of one percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessment data reports from Interim and FCAT Assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The evidence of completion for this goal can be reviewed through Formative Assessments such as District Interim Assessments and through Summative Assessments such as the Science FCAT.

G5. Our goal for the 2013-2014 school year is to increase STEM-related experiences for students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The resources available for the students to enhance the STEM-related activities are those that require extra time on the teacher's behalf. Teachers will come together in committees to develop field trips that are science centered, enhance science instruction through infusion of writing and learning of science-related careers, and developing a fun-filled science week that enables students to realize that science is all around us on a daily basis.

Targeted Barriers to Achieving the Goal

- A possible barrier that can be found during the implementation of these activities is a student being absent on days of the events.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review participation in the various activities.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Students will show an increase in participation.

G6. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 4% to 3%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School-wide incentives, tutoring, and visits to the counselor.

Targeted Barriers to Achieving the Goal

- 4% of students missed more than 10% of instructional time in the 2013 school year. Our goal for the 2014 school year is to decrease the percentage from 4% to 3%, a decrease of one percent.

Plan to Monitor Progress Toward the Goal

The administrator will visit the classroom and review teacher Grade Book Binders to ensure that proper attendance documentation is occurring on a weekly basis.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Administrator Will complete informal observation logs of the teacher.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The 2013 Reading FCAT 2.0 Test indicates that 57% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Reading FCAT 2.0 Test is for 66% of students to score a Level 3 or above, an increase of nine percent.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 77% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 81%, an increase of four percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B1.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of students.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G1.B1.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon the benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of the benchmark.

G1.B2 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 59% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 68%, an increase of nine percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B2.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of students.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G1.B2.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon the benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of the benchmark.

G1.B3 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 50% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 60%, an increase of ten percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B3.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of students.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G1.B3.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon the benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of the benchmark.

G1.B4 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 25% of students achieved level 3. Our goal for the 2013-2014 school year is to increase achievement level 3 student proficiency percentage to 33%, an increase of eight percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B4.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of students.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G1.B4.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon the benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of the benchmark.

G1.B5 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 30% of students achieved level 4 or above. Our goal for the 2013-2014 school year is to increase achievement level 4 or above student proficiency percentage to 33%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application. Students need to maintain the knowledge to be able to make comparisons and or find cause/effect relationships in the text.

G1.B5.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of students.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G1.B5.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon the benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of the benchmark.

G1.B6 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 68% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B6.S1 Students will practice making inferences through the usage of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of students.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Students will develop strong inferencing skills with support from text evidence.

Plan to Monitor Effectiveness of G1.B6.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon the benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of the benchmark.

G1.B7 The results of the 2012-2013 Reading FCAT Test indicate that 67% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 67% to 70% by three percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of ability to make inferences when reading texts that require generalizations and drawing conclusions, as well as identifying implied main ideas.

G1.B7.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from text. Students should use grade level appropriate text to complete cause/effect chain, informational text structured charts, and identify common themes in literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of students.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G1.B7.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon the benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of the benchmark.

G2. The 2013 Math FCAT 2.0 Test indicates that 59% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Math FCAT 2.0 Test is for 65% of students to score a Level 3 or above, an increase of six percent.

G2.B1 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 79%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B1.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G2.B1.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the teacher when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G2.B2 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 61% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 67%, an increase of six percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B2.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G2.B2.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the teacher when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G2.B3 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 61% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 67%, an increase of six percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B3.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G2.B3.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the teacher when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G2.B4 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 28% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 36%, an increase of eight percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B4.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G2.B4.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the teacher when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G2.B5 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 26% of students achieved level 4 or above. Our goal for the 2013-2014 school year is to increase achievement level 4 or above student proficiency percentage to 29%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B5.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G2.B5.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the teacher when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G2.B6 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 67% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase students' achieved learning gains proficiency percentage to 70%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one. students achieved learning gains.

G2.B6.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G2.B6.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the teacher when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G2.B7 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 65% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 65% to 69% by four percentage points. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one. students achieved learning gains.

G2.B7.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G2.B7.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessment data reports and assist the teacher when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G3. The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent.

G3.B1 The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent. The area of deficiency noted on the 2013 FCAT Writing Test was due to the students' lack of ability to organize and plan text when developing a main idea and details portion of a written document.

G3.B1.S1 Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

Action Step 1

Teachers will provide opportunities for students to use organizational strategies to make a plan for writing using graphic organizers, storyboards, and answering essential questions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

The evidence of completion can be shown through the usage of graphic organizers as a main component when submitting written documents.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The LLT will visit classrooms to monitor student work and classroom participation in being able to utilize organizational methods in writing.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will master this barrier by producing well-written documents that are structured and follow a sequence according to what is being prompted.

Plan to Monitor Effectiveness of G3.B1.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in proficiency across all writing benchmarks.

G4. The 2013 Science FCAT Test indicates that 51% of all students district-wide achieved level 3 or above proficiency. Our goal on the 2014 Science FACT Test is for 55% of the students to score a Level 3 or above, an increase of four percent.

G4.B1 The 2013 Science FCAT Test indicates that 26% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 29% of the students to score a Level 3, an increase of three percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G4.B1.S1 Students will be encouraged to communicate about science verbally, and increase rigor in science writing. Teachers will model how to provide evidence through sciences journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teachers

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will be able to discuss scientific topics with fluency and be able to express their lab results.

Plan to Monitor Effectiveness of G4.B1.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessment data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G4.B2 The 2013 Science FCAT Test indicates that 25% of all students district-wide achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 26% of the students to score a Level 4 or above, an increase of one percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G4.B2.S1 Students will be encouraged to communicate about science verbally, and increase rigor in science writing. Teachers will model how to provide evidence through sciences journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will be able to discuss scientific topics with fluency and be able to express their lab results.

Plan to Monitor Effectiveness of G4.B2.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessment data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G5. Our goal for the 2013-2014 school year is to increase STEM-related experiences for students.

G5.B1 A possible barrier that can be found during the implementation of these activities is a student being absent on days of the events.

G5.B1.S1 Students will benefit from technology-based programs which facilitate, remediate, reinforce, and enhance students' science concepts in class. Students will be exposed to science week, September 30- October 4, where students will be engaged in a variety of activities such as "Scientist of the Day," "Dress like a scientist," and the culminating event will be the judging of the science fair experiments. Also, students will participate in Science Buddies where different grades will pair up to mentor and teach concepts monthly. Students will also work on a Lego Building class to understand the basic concepts of science that are utilized to build and develop.

Action Step 1

Teachers will create lessons that incorporate the world around them and that include science in the work force as part of the instructional pacing guide.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work, weekly assessments, and attendance to these activities will be used as evidence of completion.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting events to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will be able to argue and discuss careers in science and the ever changing world that is technology centered.

Plan to Monitor Effectiveness of G5.B1.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review participation in the various activities.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will show an increase in participation.

G6. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 4% to 3%.

G6.B1 4% of students missed more than 10% of instructional time in the 2013 school year. Our goal for the 2014 school year is to decrease the percentage from 4% to 3%, a decrease of one percent.

G6.B1.S1 Students who have missed 10% or more instructional time within the first quarter will be monitored and documented to prevent further loss of instruction time.

Action Step 1

Teacher will keep track of absences, early dismissals, and tardies on a daily, weekly, monthly, and quarterly basis to track student attendance.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Evidence of completion will be noted in the teacher gradebook binder section of attendance per homeroom class.

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

Teacher will submit weekly reports of when students are absent with excused markings.

Person or Persons Responsible

Attendance Clerk/Registrar

Target Dates or Schedule

Weekly

Evidence of Completion

The daily attendance report must be signed by the teachers and verified by the registrar.

Plan to Monitor Effectiveness of G6.B1.S1

The MTSS/RTI team will monitor the attendance patterns and grades of the students who miss more than 10% of instructional time with the first quarter and so on.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

The team will be able to view reports of attendance and grades simultaneously per child in the 10% category.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The 2013 Reading FCAT 2.0 Test indicates that 57% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Reading FCAT 2.0 Test is for 66% of students to score a Level 3 or above, an increase of nine percent.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 77% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 81%, an increase of four percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B1.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

G1.B2 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 59% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 68%, an increase of nine percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B2.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

G1.B3 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 50% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 60%, an increase of ten percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B3.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

G1.B4 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 25% of students achieved level 3. Our goal for the 2013-2014 school year is to increase achievement level 3 student proficiency percentage to 33%, an increase of eight percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B4.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

G1.B5 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 30% of students achieved level 4 or above. Our goal for the 2013-2014 school year is to increase achievement level 4 or above student proficiency percentage to 33%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application. Students need to maintain the knowledge to be able to make comparisons and or find cause/effect relationships in the text.

G1.B5.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

G1.B6 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 68% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B6.S1 Students will practice making inferences through the usage of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

G1.B7 The results of the 2012-2013 Reading FCAT Test indicate that 67% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 67% to 70% by three percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of ability to make inferences when reading texts that require generalizations and drawing conclusions, as well as identifying implied main ideas.

G1.B7.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from text. Students should use grade level appropriate text to complete cause/effect chain, informational text structured charts, and identify common themes in literature.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Success Maker, and Reading Plus.

G2. The 2013 Math FCAT 2.0 Test indicates that 59% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Math FCAT 2.0 Test is for 65% of students to score a Level 3 or above, an increase of six percent.

G2.B1 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 79%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B1.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G2.B2 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 61% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 67%, an increase of six percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B2.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G2.B3 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 61% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 67%, an increase of six percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B3.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G2.B4 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 28% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 36%, an increase of eight percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B4.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G2.B5 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 26% of students achieved level 4 or above. Our goal for the 2013-2014 school year is to increase achievement level 4 or above student proficiency percentage to 29%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G2.B5.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G2.B6 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 67% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase students' achieved learning gains proficiency percentage to 70%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one. students achieved learning gains.

G2.B6.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G2.B7 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 65% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 65% to 69% by four percentage points. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one. students achieved learning gains.

G2.B7.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G3. The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent.

G3.B1 The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent. The area of deficiency noted on the 2013 FCAT Writing Test was due to the students' lack of ability to organize and plan text when developing a main idea and details portion of a written document.

G3.B1.S1 Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

PD Opportunity 1

Teachers will provide opportunities for students to use organizational strategies to make a plan for writing using graphic organizers, storyboards, and answering essential questions.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

The evidence of completion can be shown through the usage of graphic organizers as a main component when submitting written documents.

G4. The 2013 Science FCAT Test indicates that 51% of all students district-wide achieved level 3 or above proficiency. Our goal on the 2014 Science FACT Test is for 55% of the students to score a Level 3 or above, an increase of four percent.

G4.B1 The 2013 Science FCAT Test indicates that 26% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 29% of the students to score a Level 3, an increase of three percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G4.B1.S1 Students will be encouraged to communicate about science verbally, and increase rigor in science writing. Teachers will model how to provide evidence through sciences journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

PD Opportunity 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Facilitator

Professional Development Liaison

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G4.B2 The 2013 Science FCAT Test indicates that 25% of all students district-wide achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 26% of the students to score a Level 4 or above, an increase of one percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G4.B2.S1 Students will be encouraged to communicate about science verbally, and increase rigor in science writing. Teachers will model how to provide evidence through sciences journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

PD Opportunity 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G5. Our goal for the 2013-2014 school year is to increase STEM-related experiences for students.

G5.B1 A possible barrier that can be found during the implementation of these activities is a student being absent on days of the events.

G5.B1.S1 Students will benefit from technology-based programs which facilitate, remediate, reinforce, and enhance students' science concepts in class. Students will be exposed to science week, September 30- October 4, where students will be engaged in a variety of activities such as "Scientist of the Day," "Dress like a scientist," and the culminating event will be the judging of the science fair experiments. Also, students will participate in Science Buddies where different grades will pair up to mentor and teach concepts monthly. Students will also work on a Lego Building class to understand the basic concepts of science that are utilized to build and develop.

PD Opportunity 1

Teachers will create lessons that incorporate the world around them and that include science in the work force as part of the instructional pacing guide.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work, weekly assessments, and attendance to these activities will be used as evidence of completion.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
None	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$0	\$0	\$0

Budget Details

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

G1. The 2013 Reading FCAT 2.0 Test indicates that 57% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Reading FCAT 2.0 Test is for 66% of students to score a Level 3 or above, an increase of nine percent.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 77% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 81%, an increase of four percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B1.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date research on reading strategies.

Funding Source

None

Amount Needed

\$0

G1.B2 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 59% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 68%, an increase of nine percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B2.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date research on reading strategies.

Funding Source

None

Amount Needed

\$0

G1.B3 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 50% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 60%, an increase of ten percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B3.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date research on reading strategies.

Funding Source

None

Amount Needed

\$0

G1.B4 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 25% of students achieved level 3. Our goal for the 2013-2014 school year is to increase achievement level 3 student proficiency percentage to 33%, an increase of eight percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B4.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B5 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 30% of students achieved level 4 or above. Our goal for the 2013-2014 school year is to increase achievement level 4 or above student proficiency percentage to 33%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application. Students need to maintain the knowledge to be able to make comparisons and or find cause/effect relationships in the text.

G1.B5.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date research on reading strategies.

Funding Source

None

Amount Needed

\$0

G1.B6 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 68% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of knowledge to determine the essential message on grade level text.

G1.B6.S1 Students will practice making inferences through the usage of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate text to complete cause/effect chains, informational text structured charts, and identify common themes in literature.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date research on reading strategies.

Funding Source

None

Amount Needed

\$0

G1.B7 The results of the 2012-2013 Reading FCAT Test indicate that 67% of the lowest 25% of students achieved learning gains. Our goal for the 2013-2014 school year is to increase from 67% to 70% by three percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application, due to students' lack of ability to make inferences when reading texts that require generalizations and drawing conclusions, as well as identifying implied main ideas.

G1.B7.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Teachers will provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from text. Students should use grade level appropriate text to complete cause/effect chain, informational text structured charts, and identify common themes in literature.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date research on reading strategies.

Funding Source

None

Amount Needed

\$0

G3. The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent.

G3.B1 The 2013 Writing FCAT Test indicates that 58% of all students district-wide achieved 3.5 and above. Our goal on the 2014 Writing FCAT is for 62% of students to score a 3.5 or above, an increase of four percent. The area of deficiency noted on the 2013 FCAT Writing Test was due to the students' lack of ability to organize and plan text when developing a main idea and details portion of a written document.

G3.B1.S1 Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

Action Step 1

Teachers will provide opportunities for students to use organizational strategies to make a plan for writing using graphic organizers, storyboards, and answering essential questions.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date research on reading and writing strategies.

Funding Source

None

Amount Needed

\$0

G4. The 2013 Science FCAT Test indicates that 51% of all students district-wide achieved level 3 or above proficiency. Our goal on the 2014 Science FACT Test is for 55% of the students to score a Level 3 or above, an increase of four percent.

G4.B1 The 2013 Science FCAT Test indicates that 26% of all students district-wide achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 29% of the students to score a Level 3, an increase of three percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G4.B1.S1 Students will be encouraged to communicate about science verbally, and increase rigor in science writing. Teachers will model how to provide evidence through sciences journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date Common Core Training.

Funding Source

None

Amount Needed

\$0

G4.B2 The 2013 Science FCAT Test indicates that 25% of all students district-wide achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 26% of the students to score a Level 4 or above, an increase of one percent. This deficiency is due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G4.B2.S1 Students will be encouraged to communicate about science verbally, and increase rigor in science writing. Teachers will model how to provide evidence through sciences journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Resource Type

Professional Development

Resource

The teachers will be provided with the most up-to-date Common Core Training.

Funding Source

None

Amount Needed

\$0