2013-2014 SCHOOL IMPROVEMENT PLAN

Joe Hall Elementary School

1901 SW 134TH AVE

Miami, FL 33175

305-223-9823

http://joehall.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	75%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Joe Hall Elementary School

Principal
Cathay S. Abreu

School Advisory Council chair
Kelly G. Esquivel

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

Name	Title
Cathay S. Abreu	Principal
Ruben Morales	Assistant Principal
Hilda Montes	Guidance Counselor
Marsha Rogers	Reading Leader
Sailyn C. Debasa	Math Leader
Natalie M. Gonzalez	ELL Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Our School Advisory Council (SAC) is composed of principal - 1, teachers -5, UTD steward – 1, educational support -1, parents -7, students – 1, business/community representative – 1, alternate principal -1, alternate teacher - 1, alternate educational support - 1, alternate parent - 1, alternate student – 1

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (SAC) committee is involved in evaluating the school's performance data and in preparing and developing the school's improvement plan.
In preparing and developing the SIP, the SAC reviewed the recommendations, which were made by each grade level for the development of the 2013-2014 school improvement plan. Each recommendation was considered and suggestions and changes were made as needed.

During the monthly meetings, the SAC members review and discuss current performance data. Based on the data, the SAC members analyze the impact of the strategies implemented to reach the goals as delineated in the SIP.

Activities of the SAC for the upcoming school year

The SAC will monitor and evaluate the implementation of the School Improvement Plan.

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

The projected school improvement funds in the amount of $2,854.00 will be used to fund the school's interventionists.

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Cathay S. Abreu		
Principal	Years as Administrator: 10	Years at Current School: 6

Credentials	BS-Elementary Education Auburn University MS-Elementary Education Nova Southeastern University Certification: Elementary Education, Gifted Endorsed, Educational Leadership and School Principal
Performance Record	2013 School Grade A Reading Proficiency, 65% Reading Learning Gains, 70 points Reading Lowest 25% Gains, 64 points Math Proficiency, 67% Math Learning Gains, 77 points Math Lowest 25% Gains, 85 points Reading AMO - 73 Math AMO - 74 2012 School Grade:A Reading Proficiency, 70% Reading Learning Gains, 73 points Reading Lowest 25% Gains, 63 points Math Proficiency, 69% Math Learning Gains, 75 points Math Lowest 25% Gains, 81 points Reading AMO - 70 Math AMO - 72 '11 '10 '09 School Grades A A A AYP No No No High Standards in Reading 91 89 86 Learning Gains Reading 69 71 73 Lowest 25% Gains Reading 68 61 65 High Standards in Math 92 90 88 Learning Gains Math 69 69 74 Lowest 25% Gains Math 75 67 63

Ruben Morales		
Asst Principal	Years as Administrator: 4	Years at Current School: 2

Credentials	BS Elementary Education, Nova Southeastern University MS-Reading, Nova Southeastern University Specialist: Educational Leadership, Nova Southeastern University
Performance Record	2013 School Grade A Reading Proficiency, 65% Reading Learning Gains, 70 points Reading Lowest 25% Gains, 64 points Math Proficiency, 67% Math Learning Gains, 77 points Math Lowest 25% Gains, 85 points Reading AMO - 73 Math AMO - 74 Assistant Principal Coconut Palm K- Academy 2012 School Grade A AYP No Reading Proficiency, 91% Reading Learning Gains, 69 points Reading Lowest 25% Gains, 68 points Math Proficiency, 92% Math Learning Gains, 69 points Math Lowest 25% Gains, 75 points Teacher Trainer 2008-2011

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

46

 # receiving effective rating or higher

100, 217%

 # Highly Qualified Teachers

74%

 # certified in-field

46, 100%

 # ESOL endorsed

31, 67%

 # reading endorsed

1, 2%

 # with advanced degrees

15, 33%

 # National Board Certified

5, 11%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

6, 13%

 # with 6-14 years of experience

22, 48%

 # with 15 or more years of experience

34, 74%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

100, 1429%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Regular meetings with early career teachers and teachers new to the school.
2. Partnering of new teachers with mentoring staff.
3. Monitoring and mentoring of pre-service teachers assigned to the school.
4. Opportunities for new teachers and early career teachers to participate in Professional Learning Communities.

Teacher Mentoring Program/Plan

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

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

Beginning teachers participate in the District's MINT program and are assigned a mentor. Early career teachers are paired with an expert teacher in their grade level or department. Planned mentoring activities include professional development, peer observations, lesson modeling, and opportunities for collegial discussions.

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

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

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

The MTSS/RtI Leadership Team uses the four step problem-solving process (Define,Analyze, Implement,Evaluate) within the RtI framework as a system-wide school improvement model.
Tier I
The MTSS/RtI Leadership Team uses the Tier 1 level problem solving process to set Tier 1 goals and monitors the academic and behavioral data to evaluate progress towards those goals at least three times per year.
The team identifies the discrepancy between what the students are able to do and what we want them to do. The team develops a hypotheses as to why that discrepancy exists and links data-verified instructional changes to those hypotheses. The team measures student(s) response to the adjusted instruction.
The team meets with the grade level teachers through curriculum support data chats to analyze current data identifying strengths and weaknesses. Best practices and strategies are identified (academic/ behavior) and implemented with fidelity to ensure student success is achieved and maintained. The team monitors the students' progress.
Professional development needs are identified and opportunities for professional growth provided as needed.
Tier 2
The second level of support consists of supplemental intervention/instruction in addition to and in alignment with effective core instruction and behavioral supports. Tier 2 problem-solving meetings occur regularly.
The team addresses the following:
The amount of additional time needed
The focus of the intervention and support
The specific instructional strategies/behavioral support needed
The method and frequency of progress-monitoring assessments
The evidence of fidelity, and
The sufficiency of intervention/support
Selects students (see SST guidelines) for SST Tier 3 intervention
Collected data is analyzed and drives instruction/intervention based on deficient standards.
Finally, the MTSS/RtI Leadership Team, through End of Year Tier 1 problem-solving, evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades (tested) for support focus or prevention/early intervention efforts.

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

•Cathay Abreu, Principal: Provides a common mission for the use of data-driven instruction planning. Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision-making. Conveys with parents regarding MTSS/ RtI plans and actives the school will provide to effectively enhance student achievement.
•Ruben Morales, Assistant Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision-making. Conveys with parents regarding MTSS/ RtI plans and actives the school will provide to effectively enhance student achievement.
•Hilda Montes, School Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
•Kelly Esquivel, Exceptional Student Education (ESE) Chairperson: Collaborates with ESE and general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
•Marsha Rogers, Reading Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions.Supports and provides Instruction through professional development, mentoring, and modeling lessons for teachers.
•Sailyn C Debasa, Math Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions. Analyzes data to determine students' progress and needs.
•Ana Martin, Science Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions. Analyzes data to determine students' progress and needs.
•Maylin P. Balsa School Psychologist: Participates in the collection interpretation and analysis of data to develop data driven intervention plans. Meets with teachers and parents to provide information and support. Evaluates students for possible placement for either gifted or SWD programs. Reevaluates students for possible dismissal of previous placement programs.
•Roxana M. Mateo, Speech Language Pathologist: Provides in-house individualized speech and language therapy to meet the needs of students on Individualized Educational Plans (IEP). Assesses students for possible placement and dismissal of services in the speech and language program.

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

In efforts to monitor the fidelity of the school's MTSS and SIP, the school administrators and the leadership team meet monthly . The four step problem solving process is the structure used for these meetings. The team reviews the progress-monitoring data at the school, grade and classroom level to identify students who are meeting/exceeding benchmarks, and students who are at risk for not meeting benchmarks. Intervention plans are reviewed and adjustments are made as needed. In addition, professional development needs are identified.
The National School Reform Faculty protocols are used to guide collegial conversations in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The data gathered through the MTSS/RtI process is used to inform and guide MTSS leadership, grade level, curriculum support, attendance review, Tier 2, and Tier 3 SST meetings.

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

The MTSS/RtI Leadership team engages in data-driven decision making. The team utilizes state, district, and school-based assessment data reports in an on-going process for data monitoring. The data is analyzed to determine the school's strengths and weaknesses and plan instruction, supplemental, and intensive supports for the 2013-2014 school year. Goals and strategies are identified and created to serve as the framework for clear expectations in the reading, mathematics, science and writing, as well as, behavior and attendance guideline for the upcoming school year.

The assessment systems administered throughout the school year include: (a) Progress Monitoring and Reporting Network (PMRN); (b) Florida Assessments for Instruction in Reading (FAIR), including Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress monitoring Tools, and Phonics Screening inventory; (c) Stanford Achievement Test (SAT); (d) Florida Comprehensive Assessment Test (FCAT); and (e) the District's Baseline and Interim Assessments; (e) Early Childhood Observation System (ECHOS); (f) Comprehensive English Language Learning Assessment (CELLA); (f) McGraw-Hill Wonders Reading series assessments; (g) End of Year Assessments.

Student behavior will be monitored through the following systems (a) Student Case Management System (SCMS); (b) Teacher Request for Assistance submitted to the SST/RtI team; (c) Functional Behavior Assessment (FAB); (d) Behavior Intervention Plan (BIP); (e) School Counselor Support Services and Small Group Counseling; (f) Parent Conferences.

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

Administrators and teachers will receive on-going professional development on the MTSS process, MTSS foundations, MTSS problem solving at Tiers 1 and 2, and the RtI process.

A description of MTSS and MTSS parent resources will be available on the school's website through the link: http://rti.dadeschools.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,720

Selected students in grades 3-5 are offered extended learning opportunities, which provide support in Reading, Mathematics, Writing (fourth grade students) and Science (fifth grade students) before and after school. Assistance with home learning assignments is provided in our After School Care program on a daily basis. Enrichment activities, for selected students, in art and music are provided to promote a well rounded education.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Highly qualified teachers provide the additional learning sessions using district approved supplemental materials and resources. The tutorial team meets with the LLT to discuss the data results from the assessments provided within the tutorial curricular. Changes to instruction are made as needed.

Who is responsible for monitoring implementation of this strategy?

The LLT is responsible for monitoring and implementing this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Cathay Abreu	Principal
Ruben Morales	Assistant Principal
Hilda Montes	Guidance Counselor
Marsha Rogers	Reading Facilitator
Sailyn C. Debasa	Mathematics Facilitator
Ana Martin	Science Facilitator
Kelly Esquivel	SPED Chairperson
Natalie M. Gonzalez	ELL Chairperson
Carla Loguzzo	Primary Teacher
Lisette Clavell	Intermediate Teacher

How the school-based LLT functions

The school-based Literacy Leadership Team (LLT) will plan for effective implementation of the four step problem-solving process to ensure continuous improvement and maintain the quality and integrity of the School Improvement Plan. The LLT will make decisions about the best practices for literacy instruction based on a common understanding of literacy theory and current research. The LLT will develop efficient

schedules for collecting, submitting and analyzing assessment data. The LLT will coordinate the initial training and continued professional development for classroom teachers.

Major initiatives of the LLT

The major initiative of the Literacy Leadership Team is to build school wide capacity in the area of reading knowledge and proficiency. The LLT will focus on areas of literacy concerns across grade levels. The LLT will ensure that the curriculum and instructional strategies are implemented school wide to enhance student achievement. The main area of focus is to provide embedded collaborative planning and collegial discussions aimed at increasing rigor as required by the Common core State Standards (CCSS).

Every Teacher Contributes to Reading Instruction

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

Our teachers are committed to ensure success for all of our students in the area of reading. The school is using the district approved McGraw Hill reading series. This series incorporates interactive activities, fiction, non-fiction, poetry and plays in the anthology book. The Reader/Writer's Workshop book guides classroom instruction. Teachers have received training through Curriculum Support Meetings and professional development workshops. In addition, our teachers work with small groups to address student's needs through guided reading and differentiated instruction. Reading Plus is implemented with fidelity in grades three through five. SuccessMaker is used to bridge learning gaps in kindergarten through fifth grade. Wonderworks is used an intervention to address each student's needs.

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	73%	65%	No	75%
American Indian				
Asian				
Black/African American				
Hispanic	73%	67%	No	75%
White	57%	46%	No	61%
English language learners	66%	52%	No	69%
Students with disabilities	46%	41%	No	51%
Economically disadvantaged	71%	59%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	27%	30%
Students scoring at or above Achievement Level 4	109	37%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		28%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		64%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	89	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	42	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	43	25%	33%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	56	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	67%	No	77%
American Indian				
Asian				
Black/African American				
Hispanic	73%	69%	No	76%
White	63%	46%	No	67%
English language learners	66%	56%	No	69%
Students with disabilities	57%	46%	No	61%
Economically disadvantaged	68%	59%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	31%	33%
Students scoring at or above Achievement Level 4	105	35%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		67%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		85%	87%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	29	27%	31%
Students scoring at or above Achievement Level 4	25	23%	25%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	564	63%	70%

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	49	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade	36	38%	34%
Students who receive two or more behavior referrals	33	5%	4%
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

The school will target improved parent/guardian attendance to school-sponsored events. Flexible meeting times will be implemented to accommodate working parents. Academic resources will be provided online through the school website. Tools such as email, informational flyers and Connect-Ed will be used to communicate with parents.
Fidelity and effectiveness will be monitored through frequent review of sign in sheets in order to determine the number of parents attending school-related functions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement in School-wide Activities by 10 percentage points.		32%	42%

Goals Summary

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 65% to 75%. On the 2013 Reading FAA, 27% of students scored at level 4-6. Our goal is to increase to 28%.

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above on the 2014 FCAT Writing 2.0 from 62% by 4 percentage points to 66%.

G3. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 67% to 77%. The 2013 Reading FAA, 64% of students scored at a level 4 or above. Our goal is to increase to 67%.

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Science 2.0 from 50% by 6 percentage points to 56%.

G5. Increase opportunities for students in grades K - 2 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs.

G6. Joe Hall Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

G7. Our goal for the 2013-2014 school year is to increase the average number of parents attending meetings and activities from 32% by 10 percentage points to 42%.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 65% to 75%. On the 2013 Reading FAA, 27% of students scored at level 4-6. Our goal is to increase to 28%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill's Wonders Reading Series

- McGraw Hill's WonderWorks Reading Intervention Program

- Reading Plus

-

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 27% of students scored a Level 3. Our goal is to increase the number of students scoring a Level 3 by 3 percentage points from 27% to 30%. Students reported difficulty with Reporting Category 1: Vocabulary.

- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 37% of students scored a Level 4 and above. Our goal is to increase the number of students scoring a Level 4 and above by 1 percentage point from 37% to 38%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

- The results of the 2012-2013 Reading FAA demonstrated that 27% of students scored a Level 4-6. Our goal is to increase the number of students scoring a Level 4-6 by 1 percentage point from 27% to 28%.

- Students must have continuous review/practice when learning Reading concepts. The students must be provided with visual choices as presented on the Florida Alternate Assessment.

- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 70% showed gains. Our goal is to increase the number of students making learning gains by 3 percentage points from 70% to 73%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

- The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 64% of students in the lowest 25% showed learning gains. Our goal is to increase the number of students making learning gains by 4 percentage points from 64% to 68%. Students reported difficulty with Reporting Category 1: Vocabulary.

- The results of the 2012-2013 CELLA Listening and Speaking demonstrated that 51% of students met proficiency. Our goal is to increase proficiency by 5 percentage points from 51% to 56%.

- The results of the 2012-2013 CELLA Reading demonstrated that 25% of students met proficiency. Our goal is to increase proficiency by 8 percentage points from 25% to 33%.

- The results of the 2012-2013 CELLA Writing demonstrated that 25% of students met proficiency. Our goal is to increase proficiency by 8 percentage points from 25% to 33%.

Plan to Monitor Progress Toward the Goal

Review and analyze data to support the goal.

Person or Persons Responsible
LLT, MTSS/RTI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative Assessment: 2014 FCAT READING 2.0

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above on the 2014 FCAT Writing 2.0 from 62% by 4 percentage points to 66%.

Targets Supported

Resources Available to Support the Goal
- Varied Writing Prompts Graphic Organizers Mc-Graw Hill Wonders Writing Program
-

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

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 67% to 77%. The 2013 Reading FAA, 64% of students scored at a level 4 or above. Our goal is to increase to 67%.

Targets Supported

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

Resources Available to Support the Goal

- Computer Assisted Instruction i.e. FCAT Explorer, GO Math, Riverdeep, CPalms, virtual manipulatives, printable worksheets

- Gizmos

- Before and After School Tutorials

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 69% of students in the Hispanic subgroup met proficiency. Our AMO goal is to increase proficiency by 7 percentage points to a 76%. 46% of students in the White subgroup met proficiency. Our AMO goal is to increase proficiency by 21 percentage points to 67%. 56% of students in the ELL subgroup met proficiency. Our AMO goal is to increase proficiency by 13 percentage points to 69%. 46% of students in the SWD subgroup met proficiency. Our AMO goal is to increase proficiency by 15 percentage points to 61%. 59% of students in the Economically Disadvantage subgroup met proficiency. Our AMO goal is to increase proficiency by 13 percentage points to 72%. Students reported difficulty with Problem Solving.

- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 67% of students scored a Level 3. Our goal is to increase proficiency by 10 percentage points to a 77%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 67% of students scored a Level 3. Our goal is to increase proficiency by 10 percentage points to a 77%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 35% of students scored a Level 4 and above. Our goal is to increase proficiency by 6 percentage points to a 38%. All students demonstrated difficulty in Geometry and Measurement

- The results of the 2012-2013 Math FAA demonstrated that 65% of students scored between Levels 4-6. Our goal is to increase proficiency by 2 percentage points to a 67%.

- The results of the 2012-2013 Math FAA demonstrated that 24% of students scored Levels 7 and above. Our goal is to increase proficiency by 1 percentage points to a 25%.

- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 77% of students made learning gains. Our goal is to increase proficiency by 3 percentage points to a 79%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

- The results of the 2012-2013 Math FCAT 2.0 demonstrated that 85% of students met proficiency in the lowest 25%. Our goal is to increase proficiency by 2 percentage points to a 87%. Students

in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

Plan to Monitor Progress Toward the Goal

Same as step 5

Person or Persons Responsible
Same as step 5

Target Dates or Schedule:
Same as step 5

Evidence of Completion:
Same as step 5

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Science 2.0 from 50% by 6 percentage points to 56%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Gizmos, District Interim Assessments

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 Science FCAT 2.0 demonstrated that 27% of students scored a Level 3. Our goal is to increase proficiency by 4 percentage points to a 31%. Students reported difficulty with Nature of Science.

- The results of the 2012-2013 Science FCAT 2.0 demonstrated that 23% of students scored a Level 4 and above. Our goal is to increase proficiency by 2 percentage points to a 25%. Students reported difficulty with Nature of Science.

Plan to Monitor Progress Toward the Goal

Classroom walkthrough Monitor assessment programs and analyze data from the District Interim Assessments to measure progress toward our goal.

Person or Persons Responsible
MTSS/RtI team and Science liaison

Target Dates or Schedule:
Weekly Monthly Quarterly

Evidence of Completion:
Formative Assessments: Student science logs/journals, lesson plans, classroom observations, Gizmos, and data from District Interim Assessments will also be used to monitor effectiveness and student progress. Summative Assessment: The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G5. Increase opportunities for students in grades K - 2 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- The Scientific Process, Go Math Manipulatives, Bloom's Taxonomy

Targeted Barriers to Achieving the Goal
- Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

Plan to Monitor Progress Toward the Goal

Monitor assessment programs and analyze data from the District Interim Assessments to measure progress toward our goal.

Person or Persons Responsible
MTSS Team and Science Liaison

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Evidence of Projects Formative: District Interim Assessment data.

G6. Joe Hall Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

Targets Supported
- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- COGNOS

Targeted Barriers to Achieving the Goal
- All parents do not understand and support the concept that student academic development is correlated to student attendance.

Plan to Monitor Progress Toward the Goal

Monitor early warning systems

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Increased attendance and behavior referral documentation

G7. Our goal for the 2013-2014 school year is to increase the average number of parents attending meetings and activities from 32% by 10 percentage points to 42%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Connect_Ed and Website

Targeted Barriers to Achieving the Goal
- Parents need more information on academic programs in an effort to increase student achievement among all students and subgroups.

Plan to Monitor Progress Toward the Goal

Identification of barriers which hindered participation by parents in parental involvement activities Provide a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Send home Parent-Child Data Chat sheets for homework to facilitate dialogue between the two.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Monitor the return and content of data chat forms Attendance at PTA meetings and events Benchmark Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Reading 2.0 from 65% to 75%. On the 2013 Reading FAA, 27% of students scored at level 4-6. Our goal is to increase to 28%.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 27% of students scored a Level 3. Our goal is to increase the number of students scoring a Level 3 by 3 percentage points from 27% to 30%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B1.S1 Implement specific key vocabulary, interactive word wall and context clues strategies that support the teaching of important general principles about words and how they work.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B2 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 37% of students scored a Level 4 and above. Our goal is to increase the number of students scoring a Level 4 and above by 1 percentage point from 37% to 38%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

G1.B2.S1 Utilize grade level appropriate text that use "real-world" documents, such as "how-to" articles, brochures, flyers and websites to locate, interpret and organize information though the use of text-features.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B2.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B3 The results of the 2012-2013 Reading FAA demonstrated that 27% of students scored a Level 4-6. Our goal is to increase the number of students scoring a Level 4-6 by 1 percentage point from 27% to 28%.

G1.B3.S1 The usage of read-aloud, auditory tapes and text readers that provide print with visuals and/or symbols.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B3.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B4 Students must have continuous review/practice when learning Reading concepts. The students must be provided with visual choices as presented on the Florida Alternate Assessment.

G1.B4.S1 Students must have continuous review/practice when learning Reading concepts. The students must be provided with visual choices as presented on the Florida Alternate Assessment.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B4.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B5 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 70% showed gains. Our goal is to increase the number of students making learning gains by 3 percentage points from 70% to 73%. Students reported difficulty with Reporting Category 4: Informational Text and Research Process.

G1.B5.S1 Develop a Computer Lab and classroom schedule that includes 15 minutes of daily use of the SuccessMaker Computer Program. An attendance frame will be will completed by classroom teachers to monitor targeted student participation.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B5.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B6 The results of the 2012-2013 Reading FCAT 2.0 demonstrated that 64% of students in the lowest 25% showed learning gains. Our goal is to increase the number of students making learning gains by 4 percentage points from 64% to 68%. Students reported difficulty with Reporting Category 1: Vocabulary.

G1.B6.S1 Develop a Computer Lab and classroom schedule that includes 15 minutes of daily use of the Successmaker Computer Program. An attendance frame will be will be completed by classroom teachers to monitor targeted student participation.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B6.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B7 The results of the 2012-2013 CELLA Listening and Speaking demonstrated that 51% of students met proficiency. Our goal is to increase proficiency by 5 percentage points from 51% to 56%.

G1.B7.S1 Utilizing audio books and role playing, students will be able to develop the necessary skills to be proficient in English.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B7.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

> **Person or Persons Responsible**
>
> LLT, MTSS/RTI Team
>
> **Target Dates or Schedule**
>
> On-Going
>
> **Evidence of Completion**
>
> Benchmark Assessments

G1.B8 The results of the 2012-2013 CELLA Reading demonstrated that 25% of students met proficiency. Our goal is to increase proficiency by 8 percentage points from 25% to 33%.

G1.B8.S1 Implement specific key vocabulary, interactive word wall and context clues strategies that support the teaching of important general principles about words and how they work.

> **Action Step 1**
>
> Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.
>
> **Person or Persons Responsible**
>
> LLT and MTSS/RtI team
>
> **Target Dates or Schedule**
>
> Weekly Quarterly
>
> **Evidence of Completion**
>
> Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B8.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G1.B9 The results of the 2012-2013 CELLA Writing demonstrated that 25% of students met proficiency. Our goal is to increase proficiency by 8 percentage points from 25% to 33%.

G1.B9.S1 Implement dialogue journals in order to provide a communicative context for language and writing development.

Action Step 1

Classroom Walk-Through Schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Formative Assessments: FAIR assessment, STAR assessment, Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G1.B9.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

> **Person or Persons Responsible**
>
> LLT, MTSS/RTI Team
>
> **Target Dates or Schedule**
>
> On-Going
>
> **Evidence of Completion**
>
> Benchmark Assessments

G2. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 or above on the 2014 FCAT Writing 2.0 from 62% by 4 percentage points to 66%.

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

G2.B1.S1 During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

> **Action Step 1**
>
> Following the FCIM, Monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RTI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.
>
> **Person or Persons Responsible**
>
> LLT and the MTSS/RTI Team
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Teacher Lesson Plans Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G2.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G3. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Mathematics 2.0 from 67% to 77%. The 2013 Reading FAA, 64% of students scored at a level 4 or above. Our goal is to increase to 67%.

G3.B1 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 69% of students in the Hispanic subgroup met proficiency. Our AMO goal is to increase proficiency by 7 percentage points to a 76%. 46% of students in the White subgroup met proficiency. Our AMO goal is to increase proficiency by 21 percentage points to 67%. 56% of students in the ELL subgroup met proficiency. Our AMO goal is to increase proficiency by 13 percentage points to 69%. 46% of students in the SWD subgroup met proficiency. Our AMO goal is to increase proficiency by 15 percentage points to 61%. 59% of students in the Economically Disadvantage subgroup met proficiency. Our AMO goal is to increase proficiency by 13 percentage points to 72%. Students reported difficulty with Problem Solving.

G3.B1.S1 Students will develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions equivalence, represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

monthly quarterly

Evidence of Completion

Formative:Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessment.

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

Review assessment results Classroom walk troughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterlybiweekly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Biweekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B2 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 67% of students scored a Level 3. Our goal is to increase proficiency by 10 percentage points to a 77%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B2.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of SuccessMaker Math to an additional 15 minutes daily.

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessments.

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

Review assessment results Classroom walk troughs Math Liaison MTSS/RtI Team Administrators

Person or Persons Responsible

Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly biweekly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B2.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Biweekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B3 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 67% of students scored a Level 3. Our goal is to increase proficiency by 10 percentage points to a 77%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B3.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of SuccessMaker Math to an additional 15 minutes daily.

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessments.

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

Analyze data from benchmark assessments to see if students are mastering benchmarks Review assessment results Classroom walk troughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly biweekly

Evidence of Completion

Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B3.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Biweekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B4 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 35% of students scored a Level 4 and above. Our goal is to increase proficiency by 6 percentage points to a 38%. All students demonstrated difficulty in Geometry and Measurement

G3.B4.S1 In order to develop an understanding of Geometry and Measurement, teachers will provide exploration and development with 3-D shapes and measurement tools.

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessments.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 The results of the 2012-2013 Math FAA demonstrated that 65% of students scored between Levels 4-6. Our goal is to increase proficiency by 2 percentage points to a 67%.

G3.B5.S1 Utilize routine delivery when exposing students to math concepts being taught.

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessments.

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

Analyze data from benchmark assessments to see if students are mastering benchmarks Review assessment results Classroom walk troughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly biweekly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B5.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Biweekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B6 The results of the 2012-2013 Math FAA demonstrated that 24% of students scored Levels 7 and above. Our goal is to increase proficiency by 1 percentage points to a 25%.

G3.B6.S1 Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessments.

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

Analyze data from benchmark assessments to see if students are mastering benchmarks Review assessment results Classroom walk troughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly biweekly

Evidence of Completion

Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B6.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Biweekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B7 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 77% of students made learning gains. Our goal is to increase proficiency by 3 percentage points to a 79%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B7.S1 Incorporate math journals with fidelity to promote application and critical thinking skills.

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessments.

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

Analyze data from benchmark assessments to see if students are mastering benchmarks Review assessment results Classroom walk troughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly biweekly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B7.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Biweekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B8 The results of the 2012-2013 Math FCAT 2.0 demonstrated that 85% of students met proficiency in the lowest 25%. Our goal is to increase proficiency by 2 percentage points to a 87%. Students in grade 3 reported difficulty with Number: Fractions. Students in grade 4 demonstrated difficulty with Number: Base Ten Fractions. Students in grade 5 reported difficulty in Expressions, Equations, and Statistics.

G3.B8.S1 Identify the lowest performing students based on assessments and provide after school tutoring sessions two times per week.

Action Step 1

Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2014 FCAT 2.0 Mathematics Assessments.

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

Analyze data from benchmark assessments to see if students are mastering benchmarks Review assessment results Classroom walk troughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly biweekly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B8.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Biweekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring a Level 3 or above on the 2014 FCAT Science 2.0 from 50% by 6 percentage points to 56%.

G4.B1 The results of the 2012-2013 Science FCAT 2.0 demonstrated that 27% of students scored a Level 3. Our goal is to increase proficiency by 4 percentage points to a 31%. Students reported difficulty with Nature of Science.

G4.B1.S1 Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.

Action Step 1

Classroom walk-through Monitor assessment programs and analyze data from the District Interim Assessments to measure progress toward our goal

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Weekly Monthly Quarterly

Evidence of Completion

Formative Assessments: Student science logs/journals, lesson plans, classroom observations, Gizmos, and data from District Interim Assessments will also be used to monitor effectiveness and student progress. Summative Assessment: The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G4.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G4.B2 The results of the 2012-2013 Science FCAT 2.0 demonstrated that 23% of students scored a Level 4 and above. Our goal is to increase proficiency by 2 percentage points to a 25%. Students reported difficulty with Nature of Science.

G4.B2.S1 Provide a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts using the scientific process.

Action Step 1

Classroom walk-through Monitor assessment programs and analyze data from the District Interim Assessments to measure progress toward our goal

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Weekly Monthly Quarterly

Evidence of Completion

Formative Assessments: Student science logs/journals, lesson plans, classroom observations, Gizmos, and data from District Interim Assessments will also be used to monitor effectiveness and student progress. Summative Assessment: The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G4.B2.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G5. Increase opportunities for students in grades K - 2 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs.

G5.B1 Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

G5.B1.S1 The school will focus on creating more STEM-related experiences during and after school hours.

Action Step 1

Administrators will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative District Interim Assessment data.

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G5.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

LLT, MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G6. Joe Hall Elementary School will use the Early Warning System (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

G6.B1 All parents do not understand and support the concept that student academic development is correlated to student attendance.

G6.B1.S1 Students who are deemed to as developing a pattern of non-attendance will be referred to the MTSS/RtI Team.

Action Step 1

The MTSS/RtI Team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

COGNOS Attendance Reports, Grade 3 FCAT 2.0 Results

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G6.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

G7. Our goal for the 2013-2014 school year is to increase the average number of parents attending meetings and activities from 32% by 10 percentage points to 42%.

G7.B1 Parents need more information on academic programs in an effort to increase student achievement among all students and subgroups.

G7.B1.S1 Provide parents at PTA meetings and events with more information on strategies to enhance their child's academic performance.

Action Step 1

Monitor attendance at PTA meetings and events and provide resources to parents on science benchmark expectations.

Person or Persons Responsible

MTSS/RtI Team and PTA

Target Dates or Schedule

Quarterly

Evidence of Completion

PTA Meeting sign in sheets, Benchmark Science Assessment

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

Implementation and on-going monitoring of core curriculum, curriculum support and student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule

After Interim Assessments

Evidence of Completion

Student Work Samples and Projects

Plan to Monitor Effectiveness of G7.B1.S1

Analyze data from benchmark assessments to see if students are mastering benchmarks

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments

Coordination and Integration

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

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

Title I, Part A: Not Applicable

Title I, Part C: Not Applicable

Title I, Part D: Not Applicable

Title II: Not Applicable

Title III:

Joe Hall Elementary School utilizes the Title III funds to supplement and enhance the academic program for English Language Learners (ELL). Grand monies are used in the implementation of before/after-school tutoring sessions. The Tutorial Program services all levels of ELL students including Level 5 students who have exited the program within the past two years. Remedial instruction in provided in reading, mathematics and writing.

Title VI, Part B: Not Applicable

Title X - Homeless: Joe Hall Elementary has identified a school-based school homeless liaison. Said person has been trained on the McKinney-Vento Law ensuring appropriate services are provided to any homeless students needing assistance based on the School Board Policy VIII.01 Homeless Students.

Supplemental Academic Instruction (SAI): Not Applicable.

Violence Prevention Programs: Not Applicable

Nutrition Programs: Joe Hall Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness policy.

Housing Programs: Not Applicable

Head Start: Not Applicable

Adult Education: Not Applicable

Career and Technical Education: Not Applicable

Job Training: Not Applicable

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.

Appendix 2: Budget to Support School Improvement Goals