2013-2014 SCHOOL IMPROVEMENT PLAN

Air Base K 8 Center For International Education

12829 SW 272ND ST
Homestead, FL 33032
305-258-3676
http://abe.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	No	62%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	85%

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

Air Base K 8 Center For International Educ

Principal

Raul Calzadilla, Jr

School Advisory Council chair

Marlene Romano

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

Name	Title
Raul Calzadilla	Principal
Barbara Leveille-Brown	Assistant Principal
Alicia Corrales	Magnet Lead Teacher
Marissa Rocafort	Counselor
Maddie Dawson	Math Liaison
Jacqueline Nogueras	Science Liaison
Christina Concepcion	Media Specialist
Christopher Salinetro	Grade 5 Chairperson
Nancy Wright	Grade 4 Chairperson
Jacqueline Fundora	Grade 3 Chairperson
Jennifer Diaz	Grade 2 Chairperson
Leslie Gandia	Grade 1 Chairperson
Rossanna Mazzini	Kindergarten Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1
UTD steward – 1

Teachers – 5
Parents – 7
Educational support-3
Student – 1
BCR – 3
Alternates:
Alternate Principal-1
Alternate Educational Support-1
Alternate Parent-1
Alternate Student-1
Alternate Teacher-1

Involvement of the SAC in the development of the SIP

The Student Advisory Council (SAC) frequently reviews and monitor school-wide data, revise and vote for acceptance on SIP to ensure we are in compliance in all areas.

Activities of the SAC for the upcoming school year

The SAC will review the 2012-2013 SIP plan and discuss strategies for strengths and areas for improvement. Budget and allocation decisions are also part of the responsibilities and duties of the SAC (i.e. Renaissance AR subscription and grade level proposals). Quarterly review of data, curriculum updates, students and parent representative elections, and monitoring of the progress of our K-8 configuration will part of the discussion items of the SAC this school year

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

Of the $3502.00 we will have in our budget, $2200.00 will be spent to renew our Renaissance AR Subscription. The rest of the monies will be distributed to each grade level after a thorough review of written proposals

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

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

On Monday, September 9, 2013 the SAC will hold a meeting to discuss the procedures necessary to place the SAC into compliance and submit the Miami Dade County Public School Compliance Waiver.

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:

Raul Calzadilla, Jr		
Principal	Years as Administrator: 17	Years at Current School: 8

Credentials	Bachelor of Science Elementary Education (Gifted Endorsement) Florida International University Masters of Science Elementary Education Certification Educational Leadership Nova Southeastern University
Performance Record	2013 School DATA High Standards Rdg 81% High Standards Math 75% Learning Gains- Reading 53% Learning Gains-Math 81% AMO Reading- No AMO Math-No Year 12 11 10 09 08 School Grade A A A A A High Standards Rdg 82 93 93 88 88 High Standards Math 71 86 86 88 86 Lrng Gains-Rdg 79 73 75 74 77 Lrng Gains-Math 61 62 67 62 73 Gains-Rdg-25% 76 75 72 67 74 Gains Math-25% AMO 46 51 66 67 60 2013 School DATA High Standards Rdg 81% High Standards Math 75% Learning Gains- Reading 53% Learning Gains-Math 81% AMO Reading- No AMO Math-No

Barbara Leveille-Brown		
Asst Principal	Years as Administrator: 8	Years at Current School: 5

Credentials	Bachelor of Science Elementary Education Grades 1-6 ESOL Endorsement Masters in Educational Leadership, Barry University
Performance Record	2013 School DATA High Standards Rdg 81% High Standards Math 75% Learning Gains- Reading 53% Learning Gains-Math 81% AMO Reading- No AMO Math-No Year 12 11 10 09 08 School Grade A A A A A High Standards Rdg 82 93 93 88 88 High Standards Math 71 86 86 88 86 Lrng Gains-Rdg 79 73 75 74 77 Lrng Gains-Math 61 62 67 62 73

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

56

 # receiving effective rating or higher

56, 100%

 # Highly Qualified Teachers

66%

 # certified in-field

, 0%

 # ESOL endorsed

34, 61%

 # reading endorsed
3, 5%

 # with advanced degrees
21, 38%

 # National Board Certified
8, 14%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience
32, 57%

 # with 15 or more years of experience
19, 34%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Teacher Recruitment and Retention Strategies

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

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

The Principal along with the Assistant Principal will:
1. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement activities
2. Implement Professional Learning Communities in which teachers share best practices, interpret test results, accommodate the diversity in student learning, and build capacity in student learning. Implement Collaborative planning where teachers plan lessons and project based learning activities

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

Provide ongoing Professional Development to teachers in identified areas of need and include time for teachers to implement activities learned. Provide Mentor Teachers to teachers identified as ineffective to meet during common planning, model classroom visitations, and onsite trainings.

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 will meet quarterly and focus on universal screening, progress monitoring data, identify students not maintaining or meeting benchmarks, the team will identify professional development needs to support universal or progress monitoring data for students at risk, establish a calendar of staff development activities and discuss best practices during monthly faculty meetings. The team will also reinforce the grouping of concepts for student mastery; determine student mastery of established skills/concepts taught. The MTSS/RTI team will maintain communication and professional development of staff input and feedback, as well as updating the staff on procedures and progress.

The MTSS/RtI is a general education initiative which is the foundation for support and resources for student needs. The MTSS/RtI promotes intense intervention or remediation instruction. The first level of support, Tier 1is the core curriculum and behavioral methodologies. The next level of support, Tier 2 consists of supplemental instruction and intervention in addition to the core curriculum. The third level of support, Tier 3 consists of intensive instructional or behavioral interventions provided with the goal of increasing and individual student's rate of progress academically or behaviorally. Throughout the Tier 3 process ongoing progress monitoring and evaluation is documented.

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

Raul Calzadilla, Principal
Barbara Leveille-Brown, Assistant Principal
Alicia Corrales, Magnet Lead Teacher
Instructional Coach
Marissa Rocafort, School Counselor
Cristina Franco, School Psychologist
Joanna Vior-Gonzalez, Exceptional Student Education Teacher
The roles and functions of the MTSS/RtI Leadership Team:
The Principal- The Instructional Leader who facilitates the MTSS/RtI Leadership Team on a monthly basis while guiding the vision and mission of Air Base K-8 Academy. Ensures that the school-based team assesses, implement, provides intervention, ensures adequate professional development to support the school based MTSS/RtI team and teachers and communicates with all stakeholders regarding MTSS/RtI MTSS/RtI plans and activities.
The Assistant Principal- Provides support to the instructional leader and MTSS/RtI school based team, ensures the collection of data and the implementation of intervention for identified students, monitors the MTSS/RtI intervention groups and follows up on needed professional development activities.
The School Counselor - Interprets data and assists in the identification of students at risk/Tier 3, proceeds with further screening programs at the school site.
Itinerant School Psychologist- Interprets data, completes classroom observation of students for further screening programs, participates in collection, interpretation, and analysis of data, facilitates data-based decision making.
The Exceptional Student Education Teachers and Selected Grade Level Representatives- Participates in student data collection, integrates core instructional activities/supplemental materials into Tier 3 instruction, supports grade level collaboration with teachers through teaching and co-teaching activities when needed, liaison between grade level and MTSS/RtI Leadership Team.

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

The MTSS/RtI Leadership Team met with the Educational Excellence Student Advisory Committee (EESAC) in collaboration with the Principal to develop the School Improvement Plan. The RtI team

reviewed the data on targeted student groups. In addition, the RtI Leadership Team evaluated the 2012-2013 intervention program to determine the impact on student achievement and grade level expectations. The MTSS/RtI Leadership Team facilitated the vertical articulation/annual brainstorming activity and discussed with grade levels strategies that required a change, strategies which must be removed from the previous year's School Improvement Plan. The Faculty along with the support of the RtI Leadership Team will also devise a list of staff development required to increase the percentage of students meeting or maintaining benchmarks. The leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor with fidelity of the delivery of the core curriculum and intervention, provide levels of support and interventions to students based on data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be gathered quarterly to guide instructional decisions and system procedures for all students in order to adjust the delivery of curriculum to meet specific needs of students
Adjust the delivery of behavior management system
Adjust the allocation of school-based resources
Monitor and target specific needs in the area of Professional Development
Create and monitor growth trajectories in order to identify and develop interventions
Managed DATA will include:
Academic: FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostics Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
Oral Reading Fluency Measures
Voyager Checkpoints
Voyager Benchmark Assessments
Baseline Benchmark Assessments
Success Maker Utilization and Progress Reports
Interim Assessments
State/ District Math and Science Assessments
FCAT 2.0
Student grades
School site specific assessments
Behavior:
Student Case Management System
Detentions
Suspensions/expulsions
Referrals by student behavior, staff behavior, and administrative context
Team climate surveys
Attendance referrals
Referrals to special education programs

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

Training for administrators and Student Services in the RTI problem solving at Tier 1, 2 and 3 (SST) is using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet and Tier 3 Problem Solving Worksheet and Intervention Plan. Providing support for school staff to understand basic RTI principles and procedures and provide a network of ongoing support for RTI organized through feed patterns.

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: 76,000

After School Intervention
• Grade 2 – ESOL tutorial (1 hour /two times a week) – students at levels 1-4 are identified
• Grade 3 – Reading (1 hour/two times a week)) – students identified based on grade 2 SAT scores, baseline data, teacher recommendation
• Grade 4 – Writing (1 hour/ two times a week) – students identified based on expository and narrative baseline assessment data
• Grade 4 – Reading (1 hour/two times a week) - students identified based on grade 3 FCAT scores, baseline data, teacher recommendation
• Grade 5 – Math (1.5 hour a week) – students identified based on grade 4 FCAT scores, baseline data, teacher recommendation
Early Bird Intervention
• Grades 3 -5 – Math (30 minutes daily) – Success Maker
Before School Accelerated Reader Library Book Check-out and testing (30 minutes)
After School Accelerated Reader Library Book Check-out and testing (30 minutes)
After School Clubs – provides enrichment and critical thinking, use of technology, problem solving, hands on creating and design and manufacture, enrichment through humanities such as art and drama
Professional Development – designated on teacher workdays and after school
Vertical Team Planning
Students are monitored by their core curriculum teacher and the assistant principal for progress on the quarterly assessments ie. FAIR and Interim Assessments

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?

Using the following assessments, the MTSS/RtI team and the teachers are responsible to collect the data in order to monitor students' progress:
• Baseline
• Interim
• FAIR
• Teacher Generated Tests

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and School Counselor

Literacy Leadership Team (LLT)

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

Name	Title
Raul Calzadilla	Principal
Barbara Leveille-Brown	Assistant Principal
Alicia Corrales	Magnet Lead Teacher
Marissa Rocafort	School Counselor
Christopher Salinetro	Teacher
Nancy Wright	Teacher
Jacqueline Fundora	Teacher
Jennifer Diaz	Teacher
Leslie Gandia	Teacher
Rosanna Mazzini	Teacher
Sandra Martinez	ESOL Teacher
Joanna Vior-Gonzalez	SPED Teacher
Christina Concepcion	Media Specialist

How the school-based LLT functions

Our school Literacy Leadership Team will meet quarterly or on an as-needed basis to create, monitor, discuss the foundation of the literacy program. The beginning of the school year the team will meet to provide support to build capacity and to sustain professional development with the focus on improving student achievement. The team will also work very closely with the administrative team to investigate and seek solutions to issues concerning student remediation, student interest, and teacher concerns while developing a school literacy/writing plan. The itinerant reading coach will analyze student data, model for teachers seeking support in lessons or reading strategies, work closely with the media specialist to promote and implement the Accelerated Reader program/reading plus program. The department and grade level chairpersons will work with teachers to develop teaching plans, best practices, and reflect on non-negotiable for daily practice, communicate positively about the literacy and writing across the curriculum program, and assist with parent workshops to connect a school to home practice.

Major initiatives of the LLT

The initiatives for the 2013-2014 school year will include but not be limited to: fostering reading knowledge with the school, implement a writing across the curriculum initiative, create a positive atmosphere for literacy across all content areas, alignment of reading standards/benchmarks across all subjects

The Literacy Leadership Team meets quarterly to monitor school wide reading events and activities, which occur in all core subjects such as mathematics, science and physical education classes. All core subjects infuse reading within the curriculum. School wide celebrations occur on a quarterly basis to identify students meeting the Accelerated Reader reading points, Reading Plus and SuccessMaker Reading goals.

Every Teacher Contributes to Reading Instruction

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

The Literacy Leadership Team meets quarterly to monitor school wide reading events and activities, which occur in all core subjects such as mathematics, science and physical education classes. All core subjects infuse reading within the curriculum. School wide celebrations occur on a quarterly basis to identify students meeting the Accelerated Reader reading points, Reading Plus and SuccessMaker Reading goals.

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

Air Base K-8 Academy Pre Kindergarten and Kindergarten teachers and staff facilitates the transition of Pre Kindergarten students through various practices. Initially, students attending Air Base are taught through the use of Houghton Mifflin Reading High Scope curriculum. The students interact with one another, work in small groups directed by a paraprofessional or teacher, learn to make choices within constructs of the classroom setting. Implementation strategies incorporates 6 teachers and 3 paraprofessionals, school counselor and School Support Team. Data on student readiness skills include and not limited to the VPK FAIR assessment three times a school year, along with other assessments. In addition, neighboring Headstart programs visit the school every Spring to share Kindergarten experiences and to discuss activities at that grade level with visiting preschool children.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	81%	81%	Yes	83%
American Indian		0%		
Asian		0%		
Black/African American	73%	82%	Yes	76%
Hispanic	83%	78%	No	84%
White	83%	89%	Yes	85%
English language learners	73%	74%	Yes	75%
Students with disabilities	46%	42%	No	51%
Economically disadvantaged	76%	76%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	32%	33%
Students scoring at or above Achievement Level 4	163	48%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		53%	58%

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)	51	74%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	42%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	38%	44%

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	98	85%	87%
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	75%	75%	Yes	78%
American Indian		0%		
Asian		0%		
Black/African American	70%	73%	Yes	73%
Hispanic	74%	75%	Yes	77%
White	82%	81%	No	84%
English language learners	65%	66%	Yes	69%
Students with disabilities	53%	42%	Yes	57%
Economically disadvantaged	73%	69%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	36%	38%
Students scoring at or above Achievement Level 4	133	39%	40%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		81%	84%

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	36	31%	34%
Students scoring at or above Achievement Level 4	31	27%	28%

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)	5		6
Participation in STEM-related experiences provided for students	152		2%

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	24	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	33	5%	4%
Students who are not proficient in reading by third grade	21	20%	18%
Students who receive two or more behavior referrals	48	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	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

During the 2012- 2013 school year, parent participation in overall school wide activities were 60% of total school enrollment. as indicated by volunteer sign-in sheets. Our goal for the 2013-2014 school year is to increase parent participation by 3%, from 60 to 63%.
Our action plan includes the following steps:
Survey the parents for topics and or concerns dealing with academic or behavior concerns.
Create a Empowering Parents Monthly Training Calendar
Provide multiple opportunities for parents to attend events during and after school hours.
Provide online academic resources through the school website.
Review sign in sheets to determine the number of parents attending school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   As indicated on the 2013 FCAT Reading 2.0 , 81% of students achieved proficiency level 3-5. Our goal for the 2014 FCAT Reading 2.0 is for 83% of students to achieve proficiency level 3-5.

G2.   The result of the 2013 Writing FCAT 2.0 indicate 85% of the students achieved at or above level 3.5. Our goal for the 2014 FCAT Writing is for 87% of students to meet mastery in the 2014 FCAT Writes 2.0.

G3.   The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 81% of students performed at Level 3 or higher on the FCAT. This school year, our target is 84% level 3 or higher on the 2014 FCAT 2.0.

G4.   The results of the 2013 Science FCAT 2.0 indicates that 31% of students scored at level 3 , while 27% of students scored at level 4 or higher. Our goal for the 2014 FCAT 2.0 is 34% of students scoring at level 3 and 28% scoring at level 4 or higher.

G5.   Students participating in the Elementary Science FAIR will increase by three percentage points for the 2013-2014 school year. In addition, increase the number of STEM experiences to infuse science and math.

G6.   Our goal for the 2013-14 Early Warning System (EWS) is to identify students within enough time to provide the following strategies: attendance intervention , academic, and behavioral support.

G7.   Our goal for the 2013-14 school year is for 25% of parents in the lowest 25%, participate in two or more school sponsored activities or trainings, based on the Empowering Parents School Survey.

Goals Detail

G1. As indicated on the 2013 FCAT Reading 2.0 , 81% of students achieved proficiency level 3-5. Our goal for the 2014 FCAT Reading 2.0 is for 83% of students to achieve proficiency level 3-5.

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

Resources Available to Support the Goal
- McGraw Hill Reading Series

- Reading Plus 4.0 and Accelerated Reading Program (AR)

- Voyager Passport Intervention

- Success Maker

Targeted Barriers to Achieving the Goal
- Seventy eight percent of Hispanic students were at or above level 3 on the 2013 Reading FCAT 2.0, an increase of six percentage to 84 percentage points is the goal for 2014. Student with Disabilities were 42% at or above level 3 on the 2013 Reading FCAT an increase of seven percentage points to 51 percentage points is the goal for 2014 FCAT 2.0.

- According to the 2013 Reading FCAT 2.0 , 32% of students scored Level three , an increase of two percentage to 34 percentage points is the goal for 2014. Seventy five percent of grade three students were at level 3 in reporting category two- Reading Application; grade four- 75% at level 3 in Literary Analysis and grade five students were 70% proficient in Vocabulary.

- According to the 2013 Reading FCAT 2.0 48% of students scored Level four and five, an increase of one percentage point to 49 percentage points is the goal for 2014.Seventy five percent of grade three students were at or above level 3 in reporting category two- Reading Application; grade four- 75% proficient in Literary Analysis and grade five students were 70% proficient in Vocabulary.

- According to the 2013 Reading FCAT 2.0 assessment indicate that 66% of students achieved learning gains, an increase of three percentage points to 69% is the goal for Reading 2014 FCAT 2.0.

- The results of the 2013 Reading FCAT 2.0 assessment indicate that 53% of the lowest twenty-five percent of students achieved learning gains, an increase of five percentage points is the goal for 2014 Reading FCAT 2.0.

- The results of the 2013 CELLA assessment indicate that 74% of the students in the ESOL program scored proficient in Listening/Speaking subsection, an increase of three percentage points to 77% is the goal for 2014 CELLA assessment .

- The results of the 2013 CELLA assessment indicate that 42% of the students in the ESOL program scored proficient in the Reading subsection, an increase of three percentage points to 45% is the goal for 2014 CELLA assessment.

- The results of the 2013 CELLA assessment indicate that 38% of the students in the ESOL program scored proficient in writing subsection. an increase of six percentage points to 44% is the goal for 2014 CELLA assessment.

Plan to Monitor Progress Toward the Goal

SuccessMaker Reading Reading Quarterly Interim Assessment

Person or Persons Responsible
The LLT and the MTSS/RtI team

Target Dates or Schedule:
On-going

Evidence of Completion:
Increased proficiency levels on Monthly SuccessMaker data reports Quarterly Interim Assessments

G2. The result of the 2013 Writing FCAT 2.0 indicate 85% of the students achieved at or above level 3.5. Our goal for the 2014 FCAT Writing is for 87% of students to meet mastery in the 2014 FCAT Writes 2.0.

Targets Supported
- Writing

Resources Available to Support the Goal
- Pull-out Writing Tutorial
- After School Writing Tutorial Program

Targeted Barriers to Achieving the Goal
- The areas of deficiency will be the need to increase focus on lessons reinforcing Focus, Organization, Support and Conventions.

Plan to Monitor Progress Toward the Goal

Monthly Writing Prompts (Narrative and Expository)

Person or Persons Responsible
The administrative team will collect the data for progress monitoring.

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data on the Monthly Writing with overall scores of 3.5 or higher

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 81% of students performed at Level 3 or higher on the FCAT. This school year, our target is 84% level 3 or higher on the 2014 FCAT 2.0.

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
- ThinkCentral online component to Go Math!

- SuccessMaker Math

- After school Tutorial Program

Targeted Barriers to Achieving the Goal
- Eighty one percent of the White subgroup were Level 3 or higher on the 2013 FCAT. Our goal this year is 84% at Level 3 or higher. The Economically Disadvantage students were 69% proficient and our target goal for 2014 is 75% proficiency.

- According to the results of the 2013 FCAT Mathematics 2.0, 36% of students scored Level 3. Our 2014 goal is to increase to 38% level 3 students. The areas of difficulty for grade 3 students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

- According to the results of the 2013 FCAT Mathematics 2.0, 39% of students scored level 4-5. Our 2014 goal is to increase the number of students by 40% (level 4-5 students). The areas of difficulty for grade 3 students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

- According to the results of the 2013 FCAT Mathematics 2.0, 84% of students made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students making learning gains by 2 percentage points to 86%. The areas of difficulty for students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

- According to the results of the 2013 FCAT Mathematics 2.0, 81% of students in the lowest 25% made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase by 2 percentage points to 83%. The areas of difficulty for grade 3 students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Monthly SuccessMaker report, District Baseline and Interim Assessment

Person or Persons Responsible
The MTSS/ RtI team

Target Dates or Schedule:
Monthly SuccessMaker report, Quarterly District Baseline and Interim Assessment

Evidence of Completion:
EDUSOFT Reports Increase percentage of Level 3 and higher on 2014 FCAT Math 2.0

G4. The results of the 2013 Science FCAT 2.0 indicates that 31% of students scored at level 3 , while 27% of students scored at level 4 or higher. Our goal for the 2014 FCAT 2.0 is 34% of students scoring at level 3 and 28% scoring at level 4 or higher.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmo Utilization of Science Lab Participation in the 2014 Science Fair Participation in the Nurturing Environmental Stewards of Today and Tomorrow (NESTT) program with Deering Estates

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT, students had difficulty with the following reporting category: Physical Science.

Plan to Monitor Progress Toward the Goal

Interim Assessments Teacher generated assessments/Chapter Test Science journals

Person or Persons Responsible
MTSS/RTi

Target Dates or Schedule:
On-going

Evidence of Completion:
Increased proficiency on Interim Assessments

G5. Students participating in the Elementary Science FAIR will increase by three percentage points for the 2013-2014 school year. In addition, increase the number of STEM experiences to infuse science and math.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Hands-on Parent Nightly Trainings Science Math Activities Creative Kids (S.M.A.C.K.) Night Gizmo FCAT Explorer AIMS science

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, Physical Science is the area of the most difficulty. Students performing on or above mastery level are able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

Plan to Monitor Progress Toward the Goal

Increased participation in Science FAIR Night

Person or Persons Responsible
MTSS/RTi team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Submission into school site Science FAIR projects

G6. Our goal for the 2013-14 Early Warning System (EWS) is to identify students within enough time to provide the following strategies: attendance intervention , academic, and behavioral support.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Review Committee Empowering Parents Night Review of Attendance Bulletin Monthly Attendance Reports of 10 or More Absences

Targeted Barriers to Achieving the Goal

- Three percent of the overall student body has missed 10% or more of instructional time. Seven percent of students received behavioral referrals, 20% of students are not below grade level in Reading and 5% of students are retained in K-5 grade.

Plan to Monitor Progress Toward the Goal

Identify and target students with previous excess absences and tardies based on the 2012-2013 Truancy Reports. Place students on attendance intervention and monitor.

Person or Persons Responsible
Attendance Review Committee MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
Attendance Report with 10 or More Absences

G7. Our goal for the 2013-14 school year is for 25% of parents in the lowest 25%, participate in two or more school sponsored activities or trainings, based on the Empowering Parents School Survey.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- ConnectEd Messages School Website School Marquee School Monthly Calendar Parent Teacher Association

Targeted Barriers to Achieving the Goal

- Parents unable to attend nightly events due to work schedule.

Plan to Monitor Progress Toward the Goal

Attendance of parents during trainings

Person or Persons Responsible

The administrative team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased attendance of targeted lowest 25%

Action Plan for Improvement

Problem Solving Key

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

G1. As indicated on the 2013 FCAT Reading 2.0 , 81% of students achieved proficiency level 3-5. Our goal for the 2014 FCAT Reading 2.0 is for 83% of students to achieve proficiency level 3-5.

G1.B1 Seventy eight percent of Hispanic students were at or above level 3 on the 2013 Reading FCAT 2.0, an increase of six percentage to 84 percentage points is the goal for 2014. Student with Disabilities were 42% at or above level 3 on the 2013 Reading FCAT an increase of seven percentage points to 51 percentage points is the goal for 2014 FCAT 2.0.

G1.B1.S1 Students will use grade-level appropriate text, both fiction and non -fiction, that contains identifiable benchmark.Students will read and comprehend literature and informational text. Provide students with opportunity refer to details and examples in a text.

Action Step 1

Use McGraw Hill Unit or chapter test to monitor skills taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During small group instruction or differentiated instruction provide students to opportunity to work on Reading Plus 4.0. Utilize Common Core Standards

Evidence of Completion

Increased proficiency on end of chapter or unit assessments.

Facilitator:

Assistant Principal

Participants:

K-5 Reading/Language teachers

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

Interim Assessment and McGraw Hill Reading Unit

Person or Persons Responsible

The LLT and MTSS/RTi team

Target Dates or Schedule

On-going

Evidence of Completion

Increased proficiency levels on chapter and unit assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the McGraw Hill Reading Unit Assessments and Interim Assessments

Person or Persons Responsible

The MTSS/RTi team

Target Dates or Schedule

On-going

Evidence of Completion

Increased proficiency levels on quarterly assessments.

G1.B1.S2 Incorporate the Reading Plus and the Renaissance Learning (Accelerated Reader)program to increase exposure to comprehension, fluency, and vocabulary.

Action Step 1

Rotational schedules incorporating the Reading Plus 4.0 within the LA Block

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Increase participation in Accelerated Reading program and increased proficiency levels in reading comprehension/fluency.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Reading Plus 4.0 and Accelerated Reading Program Student Usage Reports

Person or Persons Responsible

Teacher and Assistant Principal

Target Dates or Schedule

Biweekly

Evidence of Completion

Students will increase fluency levels.

Plan to Monitor Effectiveness of G1.B1.S2

Reading Plus 4.0 and AR Class Reports

Person or Persons Responsible

The administrative team

Target Dates or Schedule

Biweekly

Evidence of Completion

Students will increase comprehension, fluency and vocabulary

G1.B2 According to the 2013 Reading FCAT 2.0 , 32% of students scored Level three , an increase of two percentage to 34 percentage points is the goal for 2014. Seventy five percent of grade three students were at level 3 in reporting category two- Reading Application; grade four- 75% at level 3 in Literary Analysis and grade five students were 70% proficient in Vocabulary.

G1.B2.S1 Provide grade three students opportunities to interpret elements of story structure within a text. Provide grade four students the opportunity to identify and interpret elements of story structure within and across texts. Provide grade five students opportunities to interact with complex content area information and literary sources.

Action Step 1

Using Somebody Wanted But So, story maps, character chart, Author's toolbox

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students will increase proficiency levels in identified benchmark

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

Interim Assessments and McGraw Hill Unit Assessments

Person or Persons Responsible

MTSS/RTi Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will be able to interpret elements of a story across various texts

Plan to Monitor Effectiveness of G1.B2.S1

Classroom walk through

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Student work folders will contain mastery of targeted benchmarks

G1.B3 According to the 2013 Reading FCAT 2.0 48% of students scored Level four and five, an increase of one percentage point to 49 percentage points is the goal for 2014. Seventy five percent of grade three students were at or above level 3 in reporting category two- Reading Application; grade four- 75% proficient in Literary Analysis and grade five students were 70% proficient in Vocabulary.

G1.B3.S1 Alter reading instruction that is sufficiently powerful and adaptive to teach students to apply thinking skills to deepen understanding of complex text Providing opportunity to develop and maintain a response journal, more instruction on meaning of words/phrases, expressions, root words and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words for students in grade three through five.

Action Step 1

Using the word walls, personal dictionaries, spectrum of a word, Other ways to say vocabulary map

Person or Persons Responsible

Teacher

Target Dates or Schedule

Throughout each unit within the McGraw Hill Reading series, reading of Time for Kids, Scholastic News

Evidence of Completion

The students will create, and use their personal response journals and personal dictionaries to master the targeted skills.

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

Interim Assessments

Person or Persons Responsible

MTSS/RTi Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Mastery or proficiency on the Interim Assessments and End of Chapter Unit Assessments of the McGraw Hill Reading

Plan to Monitor Effectiveness of G1.B3.S1

Walk through, Assessments and DATA chats

Person or Persons Responsible

The administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through logs and DATA Chats with teachers and students

G1.B4 According to the 2013 Reading FCAT 2.0 assessment indicate that 66% of students achieved learning gains, an increase of three percentage points to 69% is the goal for Reading 2014 FCAT 2.0.

G1.B4.S1 Students across grade levels need to further develop skills necessary to identify author's purpose, main idea, inferences and cause and effect.

Action Step 1

Provide students the opportunity to work with their Reading teachers during differentiated instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

The student will create and use personal response journals.

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

Interim Assessment and unit tests within the McGraw Hill Reading series

Person or Persons Responsible

Teacher and MTSS/RTi Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Mastery or increased proficiency on Interim assessments

Plan to Monitor Effectiveness of G1.B4.S1

Interim assessments

Person or Persons Responsible

The administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased proficiency levels on assessments

G1.B5 The results of the 2013 Reading FCAT 2.0 assessment indicate that 53% of the lowest twenty-five percent of students achieved learning gains, an increase of five percentage points is the goal for 2014 Reading FCAT 2.0.

G1.B5.S1 To assist with fluency Reading Plus goals for home learning will be initiated and monitored. Identify and monitor the effectiveness of interventions and remediation monthly. Monitor student achievement through on-going assessments within the reading class.

Action Step 1

Conduct monthly grade level articulation meetings to discuss in house grade level articulation. Review assessments, monitor pacing guide and lesson plans.

Person or Persons Responsible

Teacher and Literacy Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Interim Assessment,Success Maker usage and student reports,2014 FCAT Reading 2.0

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

Monitor Reading Plus 4.0 student usage reports

Person or Persons Responsible

The Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus usage and student reports

Plan to Monitor Effectiveness of G1.B5.S1

Reading Plus 4.0 class reports

Person or Persons Responsible

The Teacher, LLT and the MTSS/RtI team

Target Dates or Schedule

Biweekly

Evidence of Completion

students will increase mastery or proficiency levels

G1.B6 The results of the 2013 CELLA assessment indicate that 74% of the students in the ESOL program scored proficient in Listening/Speaking subsection, an increase of three percentage points to 77% is the goal for 2014 CELLA assessment .

G1.B6.S1 Provide ELL students the opportunity additional in explaining extended responses and drawing conclusions.

Action Step 1

Students will use grade level appropriate text to practice paraphrasing and repeating stories.

Person or Persons Responsible

Teacher

Target Dates or Schedule

daily

Evidence of Completion

Classroom monitoring of activities

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

Benchmark Assessments,Quarterly Interim Assessments and McGraw Hill Reading chapter/unit tests

Person or Persons Responsible

MTSS/RTi , LLT Team and ESOL Chairperson

Target Dates or Schedule

On-going

Evidence of Completion

Mastery or proficiency on Benchmark Assessments,Quarterly Interim Assessments and McGraw Hill Reading chapter/unit tests

Plan to Monitor Effectiveness of G1.B6.S1

Benchmark Assessments,Quarterly Interim Assessments and McGraw Hill Reading chapter/unit tests

Person or Persons Responsible

The Administrative team and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Data from assessments

G1.B7 The results of the 2013 CELLA assessment indicate that 42% of the students in the ESOL program scored proficient in the Reading subsection, an increase of three percentage points to 45% is the goal for 2014 CELLA assessment.

G1.B7.S1 Teacher will utilize classroom experiences to guide students by modeling, utilizing the Language Experience approach, use illustrations and or diagrams, cooperative group work and repetition.

Action Step 1

During whole group and small group instruction, students will use FCAT task cards, participate in differentiated instruction (DI) activities, and make predictions when reading. Students will also use graphic organizers, such as K-W-L charts, and interactive word walls to increase vocabulary and reading fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Monitor classroom activities and assessment data

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

Monitor classroom activities and assessment data

Person or Persons Responsible

ESOL chairperson, MTSS/RTi and LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased proficiency on the FAIR and 2014 CELLA

Plan to Monitor Effectiveness of G1.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B8 The results of the 2013 CELLA assessment indicate that 38% of the students in the ESOL program scored proficient in writing subsection. an increase of six percentage points to 44% is the goal for 2014 CELLA assessment.

G1.B8.S1 Provide students the opportunity to work with their Reading teachers during differentiated instruction

Action Step 1

Provide students the opportunity to work with their Reading teachers during differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Students will master the skills taught by the teacher and apply

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

Benchmark Assessments,Quarterly Interim Assessments and McGraw Hill Reading chapter/unit tests

Person or Persons Responsible

MTSS/RTi and LLT Team

Target Dates or Schedule

On-going

Evidence of Completion

Students will master or increase proficiency on the chapter test assigned.

Plan to Monitor Effectiveness of G1.B8.S1

McGraw Hill Chapter test and Quarterly Assessments

Person or Persons Responsible

The Administrative team and the LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Proficiency on chapter testsand 2014 CELLA

G2. The result of the 2013 Writing FCAT 2.0 indicate 85% of the students achieved at or above level 3.5. Our goal for the 2014 FCAT Writing is for 87% of students to meet mastery in the 2014 FCAT Writes 2.0.

G2.B1 The areas of deficiency will be the need to increase focus on lessons reinforcing Focus, Organization, Support and Conventions.

G2.B1.S1 Focus: clearly presenting and maintaining a main idea, theme, or unifying point. Organization: developing (beginning, middle, and end) and the relationship of one point to another with transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point and the connections between and among sentences. Support: explaining, clarifying, or defining, to include, word choice, specificity, depth, credibility, and thoroughness. Conventions: addressing punctuation, capitalization, spelling, and sentence structure . Parent workshops will provide families insights to support student successes.

Action Step 1

Rough draft narrative and expository papers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Students will increase proficiency levels on Monthly Writing Prompts

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

Narrative and Expository papers

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Biweekly

Evidence of Completion

Students proficiency levels will increase on Monthly Prompts

Plan to Monitor Effectiveness of G2.B1.S1

Monthly Writing Prompt scores

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Increase proficiency levels on Monthly Prompts

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 81% of students performed at Level 3 or higher on the FCAT. This school year, our target is 84% level 3 or higher on the 2014 FCAT 2.0.

G3.B1 Eighty one percent of the White subgroup were Level 3 or higher on the 2013 FCAT. Our goal this year is 84% at Level 3 or higher. The Economically Disadvantage students were 69% proficient and our target goal for 2014 is 75% proficiency.

G3.B1.S1 Target students for the Before School Tutorial Program.

Action Step 1

SuccessMaker Math

Person or Persons Responsible

Teacher

Target Dates or Schedule

Students in grades 3-5 will be identified for the Before School Tutorial program. According to the grade level students will attend on assigned days.

Evidence of Completion

Generate and monitor monthly SuccessMaker Reports.

Action Step 2

ThinkCentral

Person or Persons Responsible

Teacher

Target Dates or Schedule

Identified students will be provided additional opportunities supplemental materials or differentiated instruction by utilizing the ThinkCentral component to the Go Math series.

Evidence of Completion

Generate and monitor reports from ThinkCentral

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

SuccessMaker Math and ThinkCentral

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Students will increase proficiency of skills taught. 2014 FCAT Mathematics 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Unit Chapter Tests, Benchmark Assessments and Quarterly Interim Assessments

Person or Persons Responsible

MTSS/Rti team

Target Dates or Schedule

On-going

Evidence of Completion

Students will increase proficiency levels in Math Chapter Tests and Interim Assessments.

G3.B1.S2 Teachers will provide differentiated instruction during mathematics rotations and meet with identified students.

Action Step 1

SuccessMaker Math and ThinkCentral Math skills will be assigned to students needs. Students will work on deficient levels and master those levels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Teachers will meet with lowest 35% targeted students on a weekly basis while monitoring strategies for differentiated instruction.

Evidence of Completion

Students will increase proficiency levels upon successful completion of the IPM from the SuccesMaker program. Student mathematics grade levels will increase to the next level.

Facilitator:

Assistant Principal

Participants:

Teachers of Mathematics

Plan to Monitor Fidelity of Implementation of G3.B1.S2

SuccessMaker Reports

Person or Persons Responsible

MTSS/RTi Team

Target Dates or Schedule

Monthly

Evidence of Completion

Progress of the identified lowest 35% students will increase quarterly

Plan to Monitor Effectiveness of G3.B1.S2

Interim Assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students identified as the lowest 35% will be monitored for proficiency levels on the Interim Assessments

G3.B2 According to the results of the 2013 FCAT Mathematics 2.0, 36% of students scored Level 3. Our 2014 goal is to increase to 38% level 3 students. The areas of difficulty for grade 3 students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

G3.B2.S1 Students will be given the opportunity by exploration and inquiry activities to maintain and increase understanding of skill through hands on learning with grade level appropriate concepts and apply learning to solve real life experiences.

Action Step 1

Inquiry based activities and rotation groups

Person or Persons Responsible

Teacher

Target Dates or Schedule

Utilization of rotation groupings to meet the needs of differentiated instruction.

Evidence of Completion

Students will increase proficiency levels on Interim Assessments and Unit/Chapter Tests.

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

Benchmark Assessments Interim Assessments

Person or Persons Responsible

MTSS/RTi Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will increase performance levels/proficiency on Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

The administrative team will complete weekly classroom walkthroughs; implement and monitor the FCIM and student progress.

Person or Persons Responsible

MTSS/RTi

Target Dates or Schedule

Weekly

Evidence of Completion

Increased levels in reporting category 2 fractions

G3.B3 According to the results of the 2013 FCAT Mathematics 2.0, 39% of students scored level 4-5. Our 2014 goal is to increase the number of students by 40% (level 4-5 students). The areas of difficulty for grade 3 students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

G3.B3.S1 Students will be provided opportunities to interpret solutions to division with like and unlike denominators and use model or properties in real world situations; add and subtract decimals and use models, place value, or properties in real world problems.

Action Step 1

Utilization of FCAT Explorer and ThinkCentral Math Inquiry based activities

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Differentiated work samples Class Reports from ThinkCentral and FCAT Explorer Increase levels on Interim Assessments and Chapter Test

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

Review of quarterly assessments, GO Math Chapter/Unit Tests, DATA Chats, SuccessMaker Math

Person or Persons Responsible

MTSS/RTi Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Differentiated student work samples, increased levels on Interim Assessments, SuccessMaker reports

Plan to Monitor Effectiveness of G3.B3.S1

Review of EDUSOFT assessment reports, monitored DATA Chats with students and teachers

Person or Persons Responsible

MTSS/RTi team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Goal Sheets Student work samples Increase levels on Interim Assessment results DATA Chats

G3.B4 According to the results of the 2013 FCAT Mathematics 2.0, 84% of students made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase the percentage of students making learning gains by 2 percentage points to 86%. The areas of difficulty for students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

G3.B4.S1 Utilization of grade level multi-step problems and provide visual stimulus to develop a deeper understanding of standards.

Action Step 1

Students will analyze mutli-step real world problems and explore non-traditional uses of measurement. Provide opportunities to examine perimeter, area and 2 dimensional figures.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work samples, benchmark assessments

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

Follow the FCIM model, classroom walk through and observation.

Person or Persons Responsible

MTSS/RtI Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples, lesson plans and Interim Assessment results

Plan to Monitor Effectiveness of G3.B4.S1

Follow the FCIM model, monitor the quarterly benchmark and Interim Assessments

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Increased quarterly assessment scores; increased percentage of learning gains on 2014 FCAT Mathematics 2.0

G3.B5 According to the results of the 2013 FCAT Mathematics 2.0, 81% of students in the lowest 25% made learning gains. Our goal for the 2014 FCAT Mathematics 2.0 is to increase by 2 percentage points to 83%. The areas of difficulty for grade 3 students is Reporting Category 2- Fractions; grade 4 Reporting Category 2 Number:Base Ten and Fractions; grade 5 Reporting Category 3- Geometry and Measurement.

G3.B5.S1 Identify students for pull-out and after school tutorial program.

Action Step 1

Students identified for the pull-out intervention will receive three hours of additional differentiation utilizing teacher generated activities and the utilization of the Success Maker Math.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Three times a week for one hour

Evidence of Completion

Student attendance logs and student work samples

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

Quarterly Interim and Benchmark Assessments

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase scores on Chapter Tests, Quarterly Assessments, and Success Maker reports

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, review of all assessments, classroom walk throughs, review of participation in intervention and tutorial programs

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

On-going

Evidence of Completion

Attendance rosters, increased assessment results and increased level of FCAT Mathematics 2.0

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The results of the 2013 Science FCAT 2.0 indicates that 31% of students scored at level 3 , while 27% of students scored at level 4 or higher. Our goal for the 2014 FCAT 2.0 is 34% of students scoring at level 3 and 28% scoring at level 4 or higher.

G4.B1 As noted on the 2013 Science FCAT, students had difficulty with the following reporting category: Physical Science.

G4.B1.S1 Plan collaboratively on a weekly basis using the District Pacing guide.

Action Step 1

District Pacing Guide Interim Assessment Chapter Test Data

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Improved Science Interim Increase percentage of Levels 3 or higher on 2014 FCAT Science 2.0

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

Interim Assessment Data Science Chapter Test Results Classroom walk throughs

Person or Persons Responsible

MTSS/Rti Administration

Target Dates or Schedule

Weekly

Evidence of Completion

DATA Chat Schedules with students and Teachers Interim Assessment results Student work samples

Plan to Monitor Effectiveness of G4.B1.S1

Florida Continuous Improvement Plan

Person or Persons Responsible

Administration MTSS/RTi

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessment results Student work samples

G4.B1.S2 Implement a routine of inquiry based, hands on activities relevant to the objectives of the topic.

Action Step 1

Science Labs

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Science journals Increase proficiency on Gizmo activities

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Interim Assessment data

Person or Persons Responsible

MTSS/RTi

Target Dates or Schedule

On-going

Evidence of Completion

Students will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy.

Plan to Monitor Effectiveness of G4.B1.S2

Science Journals Science Fair participation Participation in Fairchild Challenges Hands on activities

Person or Persons Responsible

MTSS/RTi

Target Dates or Schedule

On-going

Evidence of Completion

Completion of hands-on learning activities with accuracy. Science journals

G5. Students participating in the Elementary Science FAIR will increase by three percentage points for the 2013-2014 school year. In addition, increase the number of STEM experiences to infuse science and math.

G5.B1 As noted on the 2013 Science FCAT 2.0, Physical Science is the area of the most difficulty. Students performing on or above mastery level are able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

G5.B1.S1 Monitor, support and implement rigorous activities, higher order thinking questions to increase student conceptual understanding.

Action Step 1

Hands on Science learning activities

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Classwork samples and mini-projects

Facilitator:

Participants:

Science Teachers

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

Provide enrichment opportunities for students to design and create science fair projects to increase scientific thinking by having hands on science workshops for parents. Parents attend SMACK Night (Science, Math, Activities Connecting Kids)

Person or Persons Responsible

MTSS/RTi Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increased number of parent participants during SMACK Night Increase proficiency level on Interim Assessments and Unit Tests

Plan to Monitor Effectiveness of G5.B1.S1

Inquiry based activities

Person or Persons Responsible

MTSS/RTi Team

Target Dates or Schedule

On-going

Evidence of Completion

Overall grade level participation in Elementary Science Fair, SMACK Night and mini science projects

G6. Our goal for the 2013-14 Early Warning System (EWS) is to identify students within enough time to provide the following strategies: attendance intervention , academic, and behavioral support.

G6.B1 Three percent of the overall student body has missed 10% or more of instructional time. Seven percent of students received behavioral referrals, 20% of students are not below grade level in Reading and 5% of students are retained in K-5 grade.

G6.B1.S1 Educate parents on the Attendance Procedures of Miami Dade County Public Schools, and the correlation between lack of participation in school and Reading/or drop out rate.

Action Step 1

Identify and target students with previous excess absences and tardies based on the 2012-2013 Truancy Reports. Place students on attendance intervention and monitor.

Person or Persons Responsible

Attendance Review Committee will monitor and review the Daily Attendance

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Attendance Report with 10 Absences or More

Facilitator:

MTSS/RTi Team

Participants:

K-5 Teachers

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

Identify and target students with previous excess absences and tardies based on the 2012-2013 Truancy Reports. Place students on attendance intervention and monitor.

Person or Persons Responsible

Attendance Review Committee Attendance Clerk

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly Attendance Report of Student with 10 or more Absences

Plan to Monitor Effectiveness of G6.B1.S1

Identify and target students with previous excess absences and tardies based on the 2012-2013 Truancy Reports. Place students on attendance intervention and monitor.

Person or Persons Responsible

Attendance Clerk Attendance Review Committee

Target Dates or Schedule

Monthly

Evidence of Completion

End of Year Perfect Attendance

G7. Our goal for the 2013-14 school year is for 25% of parents in the lowest 25%, participate in two or more school sponsored activities or trainings, based on the Empowering Parents School Survey.

G7.B1 Parents unable to attend nightly events due to work schedule.

G7.B1.S1 Our action plan includes the following steps: Survey the parents for topics and or concerns dealing with academic or behavior concerns. Create a Empowering Parents Monthly Training Calendar Provide multiple opportunities for parents to attend events during and after school hours. Provide online academic resources through the school website. Review sign in sheets to determine the number of parents attending school events.

Action Step 1

Interactive projects or activities initiated throughout week day or week night.

Person or Persons Responsible

MTSS/RTi team

Target Dates or Schedule

Monthly

Evidence of Completion

Increased amount of parent signatures on the Sign in Sheets

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

Parent trainings

Person or Persons Responsible

The administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

Increased attendance as evidenced on Sign in Sheets

Plan to Monitor Effectiveness of G7.B1.S1

Hands-on parent trainings.

Person or Persons Responsible

The administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent signatures on Sign in Sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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. As indicated on the 2013 FCAT Reading 2.0 , 81% of students achieved proficiency level 3-5. Our goal for the 2014 FCAT Reading 2.0 is for 83% of students to achieve proficiency level 3-5.

G1.B1 Seventy eight percent of Hispanic students were at or above level 3 on the 2013 Reading FCAT 2.0, an increase of six percentage to 84 percentage points is the goal for 2014. Student with Disabilities were 42% at or above level 3 on the 2013 Reading FCAT an increase of seven percentage points to 51 percentage points is the goal for 2014 FCAT 2.0.

G1.B1.S1 Students will use grade-level appropriate text, both fiction and non -fiction, that contains identifiable benchmark.Students will read and comprehend literature and informational text. Provide students with opportunity refer to details and examples in a text.

PD Opportunity 1

Use McGraw Hill Unit or chapter test to monitor skills taught.

Facilitator

Assistant Principal

Participants

K-5 Reading/Language teachers

Target Dates or Schedule

During small group instruction or differentiated instruction provide students to opportunity to work on Reading Plus 4.0. Utilize Common Core Standards

Evidence of Completion

Increased proficiency on end of chapter or unit assessments.

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 81% of students performed at Level 3 or higher on the FCAT. This school year, our target is 84% level 3 or higher on the 2014 FCAT 2.0.

G3.B1 Eighty one percent of the White subgroup were Level 3 or higher on the 2013 FCAT. Our goal this year is 84% at Level 3 or higher. The Economically Disadvantage students were 69% proficient and our target goal for 2014 is 75% proficiency.

G3.B1.S2 Teachers will provide differentiated instruction during mathematics rotations and meet with identified students.

PD Opportunity 1

SuccessMaker Math and ThinkCentral Math skills will be assigned to students needs. Students will work on deficient levels and master those levels.

Facilitator

Assistant Principal

Participants

Teachers of Mathematics

Target Dates or Schedule

Teachers will meet with lowest 35% targeted students on a weekly basis while monitoring strategies for differentiated instruction.

Evidence of Completion

Students will increase proficiency levels upon successful completion of the IPM from the SuccesMaker program. Student mathematics grade levels will increase to the next level.

G5. Students participating in the Elementary Science FAIR will increase by three percentage points for the 2013-2014 school year. In addition, increase the number of STEM experiences to infuse science and math.

G5.B1 As noted on the 2013 Science FCAT 2.0, Physical Science is the area of the most difficulty. Students performing on or above mastery level are able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion.

G5.B1.S1 Monitor, support and implement rigorous activities, higher order thinking questions to increase student conceptual understanding.

PD Opportunity 1

Hands on Science learning activities

Facilitator

Participants

Science Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Classwork samples and mini-projects

G6. Our goal for the 2013-14 Early Warning System (EWS) is to identify students within enough time to provide the following strategies: attendance intervention , academic, and behavioral support.

G6.B1 Three percent of the overall student body has missed 10% or more of instructional time. Seven percent of students received behavioral referrals, 20% of students are not below grade level in Reading and 5% of students are retained in K-5 grade.

G6.B1.S1 Educate parents on the Attendance Procedures of Miami Dade County Public Schools, and the correlation between lack of participation in school and Reading/or drop out rate.

PD Opportunity 1

Identify and target students with previous excess absences and tardies based on the 2012-2013 Truancy Reports. Place students on attendance intervention and monitor.

Facilitator

MTSS/RTi Team

Participants

K-5 Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Attendance Report with 10 Absences or More

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	As indicated on the 2013 FCAT Reading 2.0 , 81% of students achieved proficiency level 3-5. Our goal for the 2014 FCAT Reading 2.0 is for 83% of students to achieve proficiency level 3-5.	$2
	Total	$2

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	$2	$2
Total	$2	$2

Budget Details

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

G1. As indicated on the 2013 FCAT Reading 2.0 , 81% of students achieved proficiency level 3-5. Our goal for the 2014 FCAT Reading 2.0 is for 83% of students to achieve proficiency level 3-5.

G1.B1 Seventy eight percent of Hispanic students were at or above level 3 on the 2013 Reading FCAT 2.0, an increase of six percentage to 84 percentage points is the goal for 2014. Student with Disabilities were 42% at or above level 3 on the 2013 Reading FCAT an increase of seven percentage points to 51 percentage points is the goal for 2014 FCAT 2.0.

G1.B1.S2 Incorporate the Reading Plus and the Renaissance Learning (Accelerated Reader)program to increase exposure to comprehension, fluency, and vocabulary.

Action Step 1

Rotational schedules incorporating the Reading Plus 4.0 within the LA Block

Resource Type

Technology

Resource

Accelerated Reading (AR) Program

Funding Source

EESAC

Amount Needed

$2