



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Gilbert L. Porter Elementary School

15851 SW 112TH ST

Miami, FL 33196

305-382-0792

<http://glpsod.dade.k12.fl.us/>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 67%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Part III: Coordination and Integration	64
Appendix 1: Professional Development Plan to Support Goals	65
Appendix 2: Budget to Support Goals	69

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	
Prevent	5	Gayle Sitter	
Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Dr. Gilbert L. Porter Elem.

Principal

Raul Gutierrez J

School Advisory Council chair

Dr. Bernadette Alonso

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

Name	Title
Mr. Raul Gutierrez	Principal
Mrs. Heather Parker	Assistant Principal
Dr. Bernadette Alonso	Acting Writing Leader/4th Grade Teacher
Mrs. Flor Martinez	Acting Mathematics Leader
Ms. Elizabeth Rodriguez	Acting Reading Leader
Mrs. Jesse Pardo	Kindergarten Teacher
Mrs. Sheri DeSalle	First Grade Teacher
Mrs. Angie Lima	Third Grade Teacher
Mrs. Ivette Suarez	Fifth Grade Teacher
Ms. Niria Suarez-Carter	ESE Teacher
Ms. Maria Bergouignan	ESOL Chairperson
Ms. Nikki Tarno	Second Grade Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Dr. Gilbert L. Porter EESAC shall be made up of eight teachers (Bernadette Alonso, Jesse Pardo, Sherri DeSalle-Curry, Maria Fajardo, Martha Showen, Claudia Rubio, Niria Suarez-Carter, Esther Garvett), ten parents (Ivelise Santiago, Daniela Alabaci, Alberto Mujica, Alejandro Torres, Paola Sibon,

Janette Fernandez, Fabiana Sanchez, Mia Santana, Eva Valcarcel, Meliset LeComte), one student (Arielle Trotz), one education support employee (Jamy Boulos), one business/community representative (Mr. Gil), the UTD steward (Ivette Diaz-Suarez) and the principal (Raul Gutierrez). The number of non-district employees on the EESAC shall exceed the school-employed members by one. In other words the EESAC shall be made up of 51% non-district employees. With the exception of the principal and the business/community representative and alternate principal, members of the EESAC shall be nominated and elected by their constituent groups. Teachers, parents, students and education support employees shall also elect an alternate representative. The EESAC will be representative of the ethnic, racial, linguistic, and economic community served by Dr. Gilbert L. Porter.

Involvement of the SAC in the development of the SIP

The purpose of the Educational Excellence School Advisory Council (EESAC) is to foster an environment of professional collaboration among all education stakeholders to help create a learning environment that will empower students, following graduation, to pursue postsecondary education and/or enter the workforce directly with the knowledge, skills, abilities, desire and confidence to become productive citizens and employees. The Council will strive to accomplish this purpose by working together with the principal to develop diverse input and on the preparation and evaluation of the School Improvement Plan (SIP) as well as supporting the MDCPS Strategic Plan.

Activities of the SAC for the upcoming school year

EESAC will meet once a month. During our meetings, members will collaborate and discuss the School Improvement Plan (SIP), data, school budget, uniform policies, and use of EESAC funds.

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

The projected use of the EESAC funds will be to continue to improve the technology use in our school.

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:

Raul Gutierrez J

Principal

Years as Administrator: 12

Years at Current School: 7

Credentials

BA- Elementary
Education (1-6)
ESOL
Endorsement
Master's-School
Principal (All
Levels)
Ed. S- Ed.d-

Performance Record

2013 – School Grade B
Rdg. Proficiency, 71%
Math Proficiency, 72%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 62 points
Rdg. Imp. of Lowest 25% -
68 pointsMath Imp. of Lowest 25% -
63 points
Rdg. AMO –
Math AMO–
2012– School Grade A
Rdg. Proficiency, 73%
Math Proficiency, 67%
Rdg. Lrg. Gains, 79 points
Math Lrg. Gains, 68 points
Rdg. Imp. of Lowest 25% -
79 points
Math Imp. of Lowest 25% -
64 points
Rdg. AMO – NO
Math AMO– YES
11'10 '09
School Grade A A A
AYP __Y Y Y
High Standards Rdg. 81 83 84
High Standards Math 85 84 82
Lrng Gains - Rdg.67 72 77
Lrng Gains - Math 66 54 62
Gains - Rdg - 25% 67 59 74
Gains - Math - 25% 65 51 51

Heather J. Parker

Asst Principal

Years as Administrator: 11

Years at Current School: 4

Credentials

Business
 Education 6-12,
 Computer Science K-12,
 Educational Leadership

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 71%
 Math Proficiency, 72%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% -
 68 points
 Math Imp. of Lowest 25% -
 63 points
 Rdg. AMO –
 Math AMO–
 2012– School Grade A
 Rdg. Proficiency, 73%
 Math Proficiency, 67%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 68 points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO – NO
 Math AMO– YES
 '11'10 '09 '
 School Grade A A A
 AYP __N N Y
 High Standards Rdg. 81 82 87
 High Standards Math 85 81 85
 Lrng Gains - Rdg. 67 68 72
 Lrng Gains - Math 66 66 71
 Gains - Rdg - 25% 67 58 75
 Gains - Math - 25% 65 66 66

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers

56

receiving effective rating or higher

56, 100%

Highly Qualified Teachers

70%

certified in-field

42, 75%

ESOL endorsed

41, 73%

reading endorsed

3, 5%

with advanced degrees

22, 39%

National Board Certified

3, 5%

first-year teachers

1, 2%

with 1-5 years of experience

3, 5%

with 6-14 years of experience

16, 29%

with 15 or more years of experience

36, 64%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

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

Dr. Bernadette Alonso, PD Liaison, will schedule various Professional Development Training sessions on-site to ensure that teachers are adequately trained in current educational trends. During Faculty Professional Development sessions, teachers will share "Best Practices" as well as feedback from training received at alternate locations.

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

Jenine Neal shadows a teacher of a self-contained reversed mainstream classroom. She also observes various classroom instruction and is mentored by a teacher who services ESOL students.

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

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

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

The MTSS Leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The delivery of instruction will be monitored to ensure fidelity. Support and interventions will be provided to students based on data.

Members of the MTSS team:

- Review academic and behavior data and coordinate and make appropriate instructional decisions including progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at moderate risk or at high risk for not meeting benchmarks.
- Identify professional development and resources to meet needs according to data.
- Collaborate regularly, problem solve and share effective practices within and across grade/department levels.
- Evaluate instructional implementation, make decisions, and integrate processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about instructional implementation.

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

- Mr. Gutierrez, Principal and Mrs. Parker, Assistant Principal: provide a common vision for the team. This vision includes the implementation of a systematic plan of action that consists of input from all stakeholders. The plan will include learning objectives, measurable goals, quantitative/qualitative benchmarks, best practices, and other strategies that support the overall foundational use of data-based decision-making. In addition, the plan ensures that the school-based team is implementing RtI objectives with fidelity. Lastly, the plan facilitates implementation of intervention support and documentation ensures appropriate professional development to support RtI implementation, and communicates with parents

effectively regarding school-based RtI plans and activities.

- Mrs. Suarez, UTD Steward: Provides support to administration and staff to ensure compliance to UTD contract, school procedures and district guidelines.
- Dr. Alonso, EESAC Chairperson: (Elected Annually) Provides support to EESAC Committee members to ensure compliance to EESAC guidelines pertaining to School Improvement Plan. Assist in the facilitation of best practices that create opportunities for committee members to actively participate in the preparation and execution of the School Improvement Plan.
- Mrs. Pardo (K), Mrs. DeSalle (1), Mrs. Tarno (2), Mrs. Lima (3), Dr. Alonso (4), Mrs. Suarez, (5), Ms. Niria Suarez-Carter (ESE), Level/Department Chairpersons: provides support to individual grade levels and departments in implementing RtI objectives. Provides grade level/departments with curriculum updates, and assists in monitoring intervention plans and student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Dr. Alonso, Professional Development Liaison: Provides support to school-based team in the area of professional development. Communicates professional development opportunities to staff which support RtI objectives, monitors and reports professional development activities to administration.
- Mrs. Bergouignan-Cid, ESOL Chair: Assists in the development of strategies that ensure that ESOL instructional staff has an accurate knowledge and understanding of RtI objectives. Assists in the design and implementation of progress monitoring, data collection, and data analysis, provides feedback to ESOL instructional staff pertaining to student data, assists ELL instructional staff with development of student goal setting benchmarks.
- Ms. Niria Suarez-Carter, ESE Chair: Assists in the development of strategies that ensure that ESE teachers have accurate knowledge of understanding of RtI objectives. Assists in the design and implementation for progress monitoring, data collection, and data analysis, model lessons for SWD instructional staff, provide feedback to ESE instructional staff pertaining to student data, assists SWD instructional staff in developing student goal setting benchmarks. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
- Dr. Sanchez, School Psychologists: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
- Mr. Phillips, Technology Specialist: Provides support school-based team by facilitating professional development and technical support to teachers and staff regarding data management and display.
- Mrs. Aguayo, Speech Language Pathologist: Provides support to school-based team in understanding the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.
- Mrs. Vega, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Bimonthly meetings will take place and data reviews will be conducted within the team to align instruction to best meet the needs of all learners.

A grade level representative from all grade levels will pull data reports for grade level to ensure that grade level planning time focuses on differentiated instruction so all learner needs are adequately met.

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

ACADEMIC:

Progress Monitoring and Reporting Network (PMRN)
Florida Assessments for Instruction in Reading (FAIR)
School created monitoring assessments (Grades 1 & 2)
District Baseline Assessment
Florida Comprehensive Assessment Test (FCAT 2.0)
Florida Kindergarten Readiness Screener (FLKRS)
Early Childhood Observation System (ECHOS)

CELLA

Edusoft Reports
Student grades

Midyear:

Florida Assessments for Instruction in Reading (FAIR)
School created mid-year assessments (Grades 1 & 2)
District Fall Interim Assessments
Early Reading

End of year:

School created post assessments (Grades 1 & 2)
Florida Assessments for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT 2.0)
District Winter Interim Assessments

Frequency of Data Days:

Twice a month for data analysis

BEHAVIOR:

Student Case Management System

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

Professional development will be provided for all stakeholders in the RtI process, as well as the data analysis process. Professional Development will be provided to teachers in all levels on the RTI process, Tier 2 Interventions, and Data Analysis.

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:** 2,160

Dr. Gilbert L. Porter Elementary will target students in grades 3 through 5 currently classified as ESOL levels 1-4. These students meet three times a week from 3:30 till 4:30 p.m. and are selected based on the previous year's FCAT's scores (relevant to 4th and 5th grade students) , as well as Baseline Benchmark Assessment Data gathered during the school year. Furthermore, Interim Progress Reports are used to determine student eligibility status. Student's work on computers using SuccessMaker and Reading Plus. The teachers will instruct following the lesson in Florida Ready Reading, Curriculum Associates and Florida Ready Mathematics, Curriculum Associates for grade 4 and 5. Through our After School Care Program our students are engaged in various clubs such as Homework Help, FCAT Crunch Time Intervention, Science Fair Project, Cheerleading Soccer, Dance and Basketball which contribute to students becoming well rounded individuals. Dr. Alonso, PD Liaison, provides monthly Professional Development to all instructional staff.

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?

Certified classroom teachers retrieve computer generated reports on a weekly basis, to monitor student progress. Pre and post test area administered in the areas of reading, mathematics and science. Results are shared with all teachers immediately, and the results assist teachers in streamlining their instruction.

Who is responsible for monitoring implementation of this strategy?

The assistant principal is responsible for ensuring that reports are generated and disseminated in a timely manner.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Mr. Raul Gutierrez	Principal
Mrs. Heather Parker	Assistant Principal
Dr. Bernadette Alonso	EESAC Chair/ Acting Writing Leader/Fourth Grade Teacher
Ms. Elizabeth Rodriguez	Acting Reading Leader
Mrs. Maria Bergouignan	ESOL Chairperson
Mrs. Claudia Rubio	Acting Science Leader
Mrs. Jesse Pardo	Kindergarten Teacher
Mrs. Sherri DeSalle	First Grade Teacher
Ms. Niurka Tarno	Second Grade Teacher

Name	Title
Mrs. Angela Lima	Third Grade Teacher
Mrs. Ivette Suarez	Fifth Grade Teacher

How the school-based LLT functions

The purpose of the Dr. Gilbert L. Porter Literacy Leadership Team is to build a capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The Literacy Leadership team meets bimonthly. The team will be comprised of the principal, assistant principal, acting reading coach, mentor reading teachers, content area teachers and other principal appointees. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The administrative team will provide necessary resources to provide direction in reading instruction, and assessment as well as observational data to assist the team in making instructional and programmatic decisions. The administration will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The administration will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement and provide professional development. The principal shall maintain a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is in place.

Major initiatives of the LLT

The Literacy Leadership Team will create a reading goal, specific objectives and strategies in the School Improvement Plan that will increase reading achievement. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum. The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, reading contests, and summer reading activities. The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

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

Kindergarten Orientation – August 15, 2013

Kindergarten Open House- August 28, 2013

Pre- school teachers collaboratively plan with kindergarten teachers throughout the school year in order to develop a smoother transition.

Teachers and parents participate in activities which engage all students such as: the Hispanic Heritage Celebration, Black History Awareness as well as a variety of Holiday activities.

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	71%	71%	Yes	74%
American Indian		0%		
Asian		0%		
Black/African American	69%	57%	No	72%
Hispanic	68%	72%	Yes	71%
White	83%	69%	No	85%
English language learners	53%	65%	Yes	57%
Students with disabilities	35%	40%	No	42%
Economically disadvantaged	66%	66%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	32%	34%
Students scoring at or above Achievement Level 4	145	38%	39%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

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)	121	66%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	60	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	64	35%	42%

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	80	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	72%	Yes	75%
American Indian		0%		
Asian		92%		
Black/African American	63%	52%	No	67%
Hispanic	71%	73%	Yes	74%
White	77%	67%	No	79%
English language learners	58%	69%	Yes	62%
Students with disabilities	44%	38%	No	50%
Economically disadvantaged	68%	66%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	26%	28%
Students scoring at or above Achievement Level 4	166	43%	44%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

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	30	23%	27%
Students scoring at or above Achievement Level 4	35	27%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	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		7
Participation in STEM-related experiences provided for students	250	25%	35%

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	71	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	27	3%	2%
Students who are not proficient in reading by third grade	34	27%	24%
Students who receive two or more behavior referrals	17	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school-wide activities from 50% to 75%. Our anticipated barrier is to inform parents of available programs, as well as their rights under the “No Child Left Behind” act and other referral services and to provide parents opportunities to become a part of the school community through workshop offerings, various student performances and family nights. Our strategies will be to send Connect Ed messages home throughout the year detailing events that are available for parents. In addition, monthly calendar/newsletters will be issued to all parents. Our school web page will also be continuously updated with events and activities promoting parent involvement. Our plan will be monitored by our School Administration, Guidance Counselor, Leadership Team and PTA President. To determine effectiveness of strategies reviews of sign-in sheets will be made to determine the number of parents attending school or community events. The evaluation tool will be the sign-in sheets.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50	50	100%	75%

Goals Summary

- G1.** Results of the 2013 FCAT 2.0 Reading indicate that 71% of our students scored level 3 or above. Our goal for the 2013-2014 FCAT 2.0 Reading is for 74% of our students to score at level 3 and above.
- G2.** Students' performance data from the 2013 FCAT 2.0 Writing indicates that 63% of the students scored a 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 67% of our students to score 3.5 or above.
- G3.** Results of the 2013 FCAT 2.0 Math indicate that 72% of students scored level 3 and above. Our goal for the 2013-2014 school year is for 75% of our students to score level 3 or above.
- G4.** Results of the 2013 FCAT 2.0 Science indicate that 50% of students scored level 3 and above. Our goal for the 2013-2014 FCAT 2.0 Science is for 56% of our students to score level 3 or above.
- G5.** The STEM Goal for 2013-2014 is to increase the number of experiences from 5 to 7; and to increase the percent of participation from 25% to 35%.
- G6.** Decrease the number of students who miss 10% or more of available instructional time from 9% to 8%; retention's from 3% to 2%; not proficient in reading by third grade from 27% to 24%; receiving 2 or more behavior referrals from 2% to 1%.
- G7.** Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school-wide activities from 50% to 75%.

Goals Detail

G1. Results of the 2013 FCAT 2.0 Reading indicate that 71% of our students scored level 3 or above. Our goal for the 2013-2014 FCAT 2.0 Reading is for 74% of our students to score at level 3 and above.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Reading Series McGraw-Hill - Wonders- Intervention Reading Plus Success Maker Accelerated Reading Program (AR) Imagine Learning Rtl Lab

Targeted Barriers to Achieving the Goal

- The Black and White subgroups did not make their AMO for 2013. The actual data for the Black subgroup was 57% and the target score for 2014 is 72%. The actual data for the White subgroup was 69% and the target score for 2014 is 85%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3- Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.
- The FCAT level 3 students' actual data was 71% in 2013. The target score for 2014 is 74%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3 - Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.
- The FCAT level 4 and above students' actual data was 38% in 2013. The target score for 2014 is 39%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4- Informational Text/Research Process, due to students experiencing difficulties in reading and organizing informational text and text features to perform a task.
- The reading learning gains for the 2013 students' actual data was 67% in 2013. The target score for 2014 is 70%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3- Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.
- The reading learning gains for the lowest 25% students' actual data was 68% in 2013. The target score for 2014 is 71%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3- Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.
- The students scoring proficient in Listening/Speaking on the CELLA actual data was 66% in 2013; the target score for 2014 is 69%.
- The students scoring proficient in the Reading portion of the CELLA actual data was 34%; the target score is 41%.
- The students scoring proficient in the Writing portion of the CELLA actual data was 35%; the target score is 42%.

Plan to Monitor Progress Toward the Goal

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Reading, District Interims

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 63% of the students scored a 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 67% of our students to score 3.5 or above.

Targets Supported

- Writing

Resources Available to Support the Goal

- Acting writing leader New writing standards ELL/Classroom teachers McGraw-Hill Reading Series (Writing Section) Pacing Guide

Targeted Barriers to Achieving the Goal

- During the 2013 FCAT Writing Test, 63% fourth graders demonstrated a score of 3.5. Students' writing samples displayed the lack of conventions and support.

Plan to Monitor Progress Toward the Goal

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Writing

G3. Results of the 2013 FCAT 2.0 Math indicate that 72% of students scored level 3 and above. Our goal for the 2013-2014 school year is for 75% of our students to score level 3 or above.

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

- Go Math Series (Harcourt) Manipulatives Visuals Number Lines Assistive Technology Programs

Targeted Barriers to Achieving the Goal

- The Black and White subgroups did not make their AMO for 2013. The actual data for the Black subgroup was 52% and the target score for 2014 is 67%. The actual data for the White subgroup was 67% and the target score for 2014 is 79%. The area of deficiency, as noted on the 2013 FCAT 2.0 was Number: Base Ten & Fractions.
- The FCAT data of students scoring a Level 3, actual data was 26% in 2013. The target score for 2014 is 30%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten & Fractions.
- The FCAT data of students scoring a Level 4 and above, actual data was 43% in 2013. The target score for 2014 is 45%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten & Fractions.
- The FCAT data of students making Learning Gains actual data was 62% in 2013. The target score for 2014 is 66%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.
- The FCAT data of students in the lowest 25% making learning gains actual data was 63% in 2013. The target score for 2014 is 67%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.

Plan to Monitor Progress Toward the Goal

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Math, District Interims

G4. Results of the 2013 FCAT 2.0 Science indicate that 50% of students scored level 3 and above. Our goal for the 2013-2014 FCAT 2.0 Science is for 56% of our students to score level 3 or above.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science Series (Scott Foresman) Hands on materials Technology programs

Targeted Barriers to Achieving the Goal

- The FCAT 2.0 level 3 students' actual data was 23% in 2013. The target score for 2014 is 27%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science.
- The FCAT 2.0 level 4 and above students' actual data was 27% in 2013. The target score for 2014 is 29%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science.

Plan to Monitor Progress Toward the Goal

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team, Science Leader

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Science

G5. The STEM Goal for 2013-2014 is to increase the number of experiences from 5 to 7; and to increase the percent of participation from 25% to 35%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Labs Hands-on Experiments Technology

Targeted Barriers to Achieving the Goal

- Students were not given ample technology experiences and hands-on inquiry based science and mathematics concepts.
- Not enough computers were available for student/class participation.

Plan to Monitor Progress Toward the Goal

Analyze data to monitor if students have mastered benchmarks

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Science

G6. Decrease the number of students who miss 10% or more of available instructional time from 9% to 8%; retention's from 3% to 2%; not proficient in reading by third grade from 27% to 24%; receiving 2 or more behavior referrals from 2% to 1%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Referrals to MTSS/Rtl teams Rtl Lab Differentiated Instruction Motivational Rewards Recognitions Code of Student Conduct SPOT Success Do the Right Thing Program Computer Lab

Targeted Barriers to Achieving the Goal

- There were limited opportunities to recognize students' high attendance rate.
- There were limited opportunities for students with disabilities to utilize computer based instruction. Students were not given varied opportunities to participate in guided group instruction.
- Students were not given enough exposure to informational text.
- There were not enough opportunities for students to be recognized for positive behavior.

Plan to Monitor Progress Toward the Goal

Analyze suspension reports

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District suspension reports

G7. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school-wide activities from 50% to 75%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTA PTA Teacher Liaison Community Involvement Dade Partners

Targeted Barriers to Achieving the Goal

- Our anticipated barrier is to inform parents of available programs, as well as their rights under the “No Child Left Behind” act and other referral services and to provide parents opportunities to become a part of the school community through workshop offerings, various student performances and family nights.

Plan to Monitor Progress Toward the Goal

Sign-in sheets will be made to determine the number of parents attending school or community events.

Person or Persons Responsible

School Administration, Guidance Counselor, Leadership Team and PTA President

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Results of the 2013 FCAT 2.0 Reading indicate that 71% of our students scored level 3 or above. Our goal for the 2013-2014 FCAT 2.0 Reading is for 74% of our students to score at level 3 and above.

G1.B1 The Black and White subgroups did not make their AMO for 2013. The actual data for the Black subgroup was 57% and the target score for 2014 is 72%. The actual data for the White subgroup was 69% and the target score for 2014 is 85%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3- Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.

G1.B1.S1 Story mapping, character charts, and Author's Toolbox for bringing a character to life, differentiated instruction.

Action Step 1

Help students identify and interpret elements of story structure within a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs looking for story maps, character charts, and Author's Toolbox.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assessments, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Analyze data to see if students have mastered the concepts

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Tests

G1.B2 The FCAT level 3 students' actual data was 71% in 2013. The target score for 2014 is 74%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3 - Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

G1.B2.S1 Text Feature Chart, Story Map, Somebody/Wanted/But/So Chart

Action Step 1

Students will identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?"

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

PD Liaison, Dr. Alonso

Participants:

K-5 Teachers

Action Step 2

Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third- person narrations, firsthand or secondhand account.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration and LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G1.B3 The FCAT level 4 and above students' actual data was 38% in 2013. The target score for 2014 is 39%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4-Informational Text/Research Process, due to students experiencing difficulties in reading and organizing informational text and text features to perform a task.

G1.B3.S1 Text Feature Charts and Text Feature Analysis

Action Step 1

Using real-world documents such as, how to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G1.B3.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G1.B4 The reading learning gains for the 2013 students' actual data was 67% in 2013. The target score for 2014 is 70%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3- Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.

G1.B4.S1 Character charts, text feature charts, story maps, turning point graphics

Action Step 1

Describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same topic to ote important similarities and differences in the point of view they present.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or sencondhand account.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G1.B5 The reading learning gains for the lowest 25% students' actual data was 68% in 2013. The target score for 2014 is 71%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3- Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.

G1.B5.S1 Differentiated instruction, Rtl Lab, story map, somebody/wanted/but/so charts, and character charts.

Action Step 1

Teach students to identify and interpret elements of story structure within a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs looking for story maps, somebody/wanted/but/so charts, and character charts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G1.B5.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G1.B6 The students scoring proficient in Listening/Speaking on the CELLA actual data was 66% in 2013; the target score for 2014 is 69%.

G1.B6.S1 Provide a variety of instructional speaking strategies such as expansion, paraphrasing, and repetition.

Action Step 1

Teacher elicits responses from students through effective questioning and/or provides additional synonyms or information regarding similar concepts to expand and clarify students' vocabulary and increase word usage. The teacher may repeat and rephrase important concepts, keeping his/her speaking brief but concise.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G1.B6.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administrations, LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test, CELLA 2014

G1.B7 The students scoring proficient in the Reading portion of the CELLA actual data was 34%; the target score is 41%.

G1.B7.S1 Provide a variety of instructional reading strategies such as Building Prior Knowledge, Picture Walk, K-W-L, and QAR.

Action Step 1

Teachers should use visual displays in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier. Teachers should also examine the text by looking at pictures to gain an understanding of the story and to elicit story related language in advance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G1.B7.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test, CELLA 2014

G1.B8 The students scoring proficient in the Writing portion of the CELLA actual data was 35%; the target score is 42%.

G1.B8.S1 Provide a variety of instructional writing strategies such as dialogue journals, process writing, illustrating and labeling, and reading response journals.

Action Step 1

Provide opportunities for students to write for a number of purposes. Students will write on topics and the teacher responds with advice, comments, and observations. Writing prompts may be used effectively by the teacher to give students ideas that will motivate them into the process of writing. This in turn will allow students to see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G1.B8.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test, CELLA 2014

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 63% of the students scored a 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 67% of our students to score 3.5 or above.

G2.B1 During the 2013 FCAT Writing Test, 63% fourth graders demonstrated a score of 3.5. Students' writing samples displayed the lack of conventions and support.

G2.B1.S1 Evaluating the draft to develop ideas and content, as well as, using spelling, capitalization, and punctuation rules.

Action Step 1

Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: evaluating a draft for the use of ideas and content; rearranging words, sentences, and paragraphs; creating clarity by using combination sentence structures to improve fluency; using collaborative discussions orally building on each other's thought and ideas; and using checklist/FCAT Writing Rubric refine draft.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: correctly spelling approximations using class resources; utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations; and capitalizing the first word in each sentence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

Writing Liaison, Dr. Alonso

Participants:

4th Grade Teachers

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

Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Pre, Mid, and Post Tests

G3. Results of the 2013 FCAT 2.0 Math indicate that 72% of students scored level 3 and above. Our goal for the 2013-2014 school year is for 75% of our students to score level 3 or above.

G3.B1 The Black and White subgroups did not make their AMO for 2013. The actual data for the Black subgroup was 52% and the target score for 2014 is 67%. The actual data for the White subgroup was 67% and the target score for 2014 is 79%. The area of deficiency, as noted on the 2013 FCAT 2.0 was Number: Base Ten & Fractions.

G3.B1.S1 Provide opportunities for students to estimate fractions, mixed numbers, and/or decimals.

Action Step 1

Provide instruction and allow students to identify an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Provide instruction and allow students to compare and order fractions, including fractions greater than one, using models or strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Provide instruction and allow students to identify a fraction, including fractions greater than one, using area, set and linear models, or vice versa

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team, Math Liaison

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G3.B2 The FCAT data of students scoring a Level 3, actual data was 26% in 2013. The target score for 2014 is 30%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten & Fractions.

G3.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

Math Liaison, Mrs. Martinez

Participants:

K-5th Teachers

Action Step 2

Provide opportunities for students to extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Provide opportunities for students to apply the inverse property to solve real-world problem and to check the solution of a problem involving multiplication or division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G3.B3 The FCAT data of students scoring a Level 4 and above, actual data was 43% in 2013. The target score for 2014 is 45%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten & Fractions.

G3.B3.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Provide opportunities for students to rename fractions as mixed numbers, ore vice versa.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Provide opportunities for students to relate equivalent fractions and decimals with and without models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Provide opportunities for students to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G3.B4 The FCAT data of students making Learning Gains actual data was 62% in 2013. The target score for 2014 is 66%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.

G3.B4.S1 Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data to see if students have mastered concepts

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G3.B5 The FCAT data of students in the lowest 25% making learning gains actual data was 63% in 2013. The target score for 2014 is 67%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions.

G3.B5.S1 Students will be given additional opportunities to utilize technology programs that reinforce mathematical concepts, such as, SuccessMaker, FCAT explorer, and Gizmos.

Action Step 1

Provide opportunities for students to identify models or representations of multi-digit division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Provide opportunities for students to add and subtract fractions with both like and unlike denominations and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 3

Provide opportunities for students to identify and graph integers on a number line.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G3.B5.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G4. Results of the 2013 FCAT 2.0 Science indicate that 50% of students scored level 3 and above. Our goal for the 2013-2014 FCAT 2.0 Science is for 56% of our students to score level 3 or above.

G4.B1 The FCAT 2.0 level 3 students' actual data was 23% in 2013. The target score for 2014 is 27%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science.

G4.B1.S1 Monitor and support the implementation of rigorous activities, higher order questioning strategies to increase student conceptual understanding.

Action Step 1

Promote the use of instructional technology (e.g., Gizmos, FCAT Explorer, Discovery, PBS and Brain Pop) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

Science Liaison, Mrs. Rubio

Participants:

4th and 5th grade teachers.

Action Step 2

Require students to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Facilitator:

Science Liaison: Claudia Rubio, District Liaison: Dr. Lightburn

Participants:

Classroom Teachers, Administration, Leadership Team

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

Classroom walkthroughs

Person or Persons Responsible

Administration, Leadership Team, Science Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team, Science Leader

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G4.B2 The FCAT 2.0 level 4 and above students' actual data was 27% in 2013. The target score for 2014 is 29%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science.

G4.B2.S1 Instruction will increase rigor as writing will be incorporated through science journaling and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning).

Action Step 1

Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Person or Persons Responsible

Administrative Team, Science Leader, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Promote the use of instructional technology (e.g., Gizmos, FCAT Explorer, Discovery, PBS and Brain Pop) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Administrative Team, Science Leader, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration, Leadership Team, Science Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignment, lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, Leadership Team, Science Leader

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G5. The STEM Goal for 2013-2014 is to increase the number of experiences from 5 to 7; and to increase the percent of participation from 25% to 35%.

G5.B1 Students were not given ample technology experiences and hands-on inquiry based science and mathematics concepts.

G5.B1.S1 Wide use of technology incorporating Science and Math skills.

Action Step 1

Students will be given additional opportunities to utilize technology programs that reinforce Science and Math concepts, such as, SuccessMaker, FCAT explorer, and Gizmos.

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer generated reports

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

Lab walk-throughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer generated reports

Plan to Monitor Effectiveness of G5.B1.S1

Analyze reports

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

BiWeekly

Evidence of Completion

Technology program benchmark assessments

G5.B2 Not enough computers were available for student/class participation.

G5.B2.S1 Schedules will facilitate for more whole class participation in the computer labs.

Action Step 1

Students will be taken to computer lab more frequently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Computer generated reports.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Lab walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer Lab Schedules and computer generated reports

Plan to Monitor Effectiveness of G5.B2.S1

Analyze computer generated reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of computer program tests.

G6. Decrease the number of students who miss 10% or more of available instructional time from 9% to 8%; retention's from 3% to 2%; not proficient in reading by third grade from 27% to 24%; receiving 2 or more behavior referrals from 2% to 1%.

G6.B1 There were limited opportunities to recognize students' high attendance rate.

G6.B1.S1 Increase school wide incentives to improve attendance rate.

Action Step 1

Utilize the Code of Student Conduct by providing incentives for compliance through the use of elementary SPOT Success recognition program on a monthly basis and the Do the Right Thing Program

Person or Persons Responsible

Classroom teachers, guidance counselor, administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Attendance Bulletins

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

Weekly monitoring of school wide attendance percentage.

Person or Persons Responsible

Administrative Team, Guidance Counselors, Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Daily attendance bulletin

Plan to Monitor Effectiveness of G6.B1.S1

School wide attendance rate.

Person or Persons Responsible

Administrative Team, Guidance Counselor, Classroom Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Daily attendance bulletin

G6.B2 There were limited opportunities for students with disabilities to utilize computer based instruction. Students were not given varied opportunities to participate in guided group instruction.

G6.B2.S1 Students will be given several opportunities to utilize a variety of technology resources and participate in differentiated reading instruction.

Action Step 1

Students will participate in computer programs such as Reading Plus, Accelerated Reader, Success Maker, and Wonder Reading Series. Differentiated instruction will be used to meet students' individual learning needs.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Computer generated reports

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

Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer generated reports, lesson plans

Plan to Monitor Effectiveness of G6.B2.S1

Analyze computer generated report.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G6.B3 Students were not given enough exposure to informational text.

G6.B3.S1 Story Map, Somebody/Wanted/But/So Charts, Turning Point Graphic, Author's Toolbox for bringing a character to life, Character Chart.

Action Step 1

Provide opportunities for the students to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom assignments, lesson plans

Plan to Monitor Effectiveness of G6.B3.S1

Analyze data to see if students have mastered the concepts.

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Test

G6.B4 There were not enough opportunities for students to be recognized for positive behavior.

G6.B4.S1 Students will participate in several assemblies and school programs where positive behavior will be recognized.

Action Step 1

Students will participate in Spot Success, Monthly Core Value Breakfast with the Principal, Do the Right Thing, Honor Roll Assemblies, and Attendance Parties.

Person or Persons Responsible

Classroom teachers, PTA, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Programs from assemblies and student certificates

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

Analyze referral reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District suspension reports

Plan to Monitor Effectiveness of G6.B4.S1

Analyze suspension reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District suspension reports

G7. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school-wide activities from 50% to 75%.

G7.B1 Our anticipated barrier is to inform parents of available programs, as well as their rights under the “No Child Left Behind” act and other referral services and to provide parents opportunities to become a part of the school community through workshop offerings, various student performances and family nights.

G7.B1.S1 To keep parents informed of all school functions.

Action Step 1

Our school web page will be routinely updated with events and activities promoting parent involvement.

Person or Persons Responsible

Ms. Leigh Scheinberg

Target Dates or Schedule

Ongoing

Evidence of Completion

Updates on www.glpod.dadeschools.net

Action Step 2

We will send Connect Ed messages home throughout the year detailing events that are available for parents.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports from blackboard.com

Action Step 3

Monthly calendar/newsletters will be issued to all parents.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Copies of Monthly Calendars/Newsletters

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

An agenda will be compiled for each function.

Person or Persons Responsible

School Administration, Guidance Counselor, Leadership Team and PTA President

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda

Plan to Monitor Effectiveness of G7.B1.S1

Sign-in sheets will determine the number of parents attending school or community events.

Person or Persons Responsible

School Administration, Guidance Counselor, Leadership Team and PTA President

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets

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

Nutrition is an integral part of a student's school day. All students are offered a free breakfast. Students are escorted to the cafeteria and supervised so they can enjoy a nutritious breakfast before entering class. All students in grades two through five receive instruction on Nutrition during their Physical Education classes. All students participate in the FITNESSGRAM, which is a health-related fitness assessment tool, it is used to identify the individual fitness levels of students within the five components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.

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. Results of the 2013 FCAT 2.0 Reading indicate that 71% of our students scored level 3 or above. Our goal for the 2013-2014 FCAT 2.0 Reading is for 74% of our students to score at level 3 and above.

G1.B2 The FCAT level 3 students' actual data was 71% in 2013. The target score for 2014 is 74%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3 - Literary Analysis/Fiction/Nonfiction, due to students experiencing difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

G1.B2.S1 Text Feature Chart, Story Map, Somebody/Wanted/But/So Chart

PD Opportunity 1

Students will identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?"

Facilitator

PD Liaison, Dr. Alonso

Participants

K-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G2. Students' performance data from the 2013 FCAT 2.0 Writing indicates that 63% of the students scored a 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 67% of our students to score 3.5 or above.

G2.B1 During the 2013 FCAT Writing Test, 63% fourth graders demonstrated a score of 3.5. Students' writing samples displayed the lack of conventions and support.

G2.B1.S1 Evaluating the draft to develop ideas and content, as well as, using spelling, capitalization, and punctuation rules.

PD Opportunity 1

Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: correctly spelling approximations using class resources; utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations; and capitalizing the first word in each sentence.

Facilitator

Writing Liaison, Dr. Alonso

Participants

4th Grade Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G3. Results of the 2013 FCAT 2.0 Math indicate that 72% of students scored level 3 and above. Our goal for the 2013-2014 school year is for 75% of our students to score level 3 or above.

G3.B2 The FCAT data of students scoring a Level 3, actual data was 26% in 2013. The target score for 2014 is 30%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten & Fractions.

G3.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

PD Opportunity 1

Provide opportunities for students to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

Facilitator

Math Liaison, Mrs. Martinez

Participants

K-5th Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

G4. Results of the 2013 FCAT 2.0 Science indicate that 50% of students scored level 3 and above. Our goal for the 2013-2014 FCAT 2.0 Science is for 56% of our students to score level 3 or above.

G4.B1 The FCAT 2.0 level 3 students' actual data was 23% in 2013. The target score for 2014 is 27%. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Nature of Science.

G4.B1.S1 Monitor and support the implementation of rigorous activities, higher order questioning strategies to increase student conceptual understanding.

PD Opportunity 1

Promote the use of instructional technology (e.g., Gizmos, FCAT Explorer, Discovery, PBS and Brain Pop) to enhance and remediate student conceptual understanding of topics being addressed.

Facilitator

Science Liaison, Mrs. Rubio

Participants

4th and 5th grade teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

PD Opportunity 2

Require students to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Facilitator

Science Liaison: Claudia Rubio, District Liaison: Dr. Lightburn

Participants

Classroom Teachers, Administration, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	The STEM Goal for 2013-2014 is to increase the number of experiences from 5 to 7; and to increase the percent of participation from 25% to 35%.	\$3,168
Total		\$3,168

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC funds	\$3,168	\$3,168
Total	\$3,168	\$3,168

Budget Details

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

G5. The STEM Goal for 2013-2014 is to increase the number of experiences from 5 to 7; and to increase the percent of participation from 25% to 35%.

G5.B1 Students were not given ample technology experiences and hands-on inquiry based science and mathematics concepts.

G5.B1.S1 Wide use of technology incorporating Science and Math skills.

Action Step 1

Students will be given additional opportunities to utilize technology programs that reinforce Science and Math concepts, such as, SuccessMaker, FCAT explorer, and Gizmos.

Resource Type

Technology

Resource

Update technology in all classrooms. (Mimios, Projectors, Televisions, Light Bulbs for Projectors)

Funding Source

EESAC funds

Amount Needed

\$3,168