



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Renaissance Elementary Charter School

10651 NW 19TH ST

Doral, FL 33172

305-591-2225

<http://www.recscharter.org>

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
21%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
95%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
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

Renaissance Elementary Charter School

Principal

Ana Cordal

School Advisory Council chair

Elizabeth Canchola

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

Name	Title
Maria Torres	Assistant Principal
Nathalie Pena	Curriculum Resource 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

EESAC Council Membership

Principal 1, Business/Community Representative 1, Educational Support Employee 1, Parent 5, Student 1, Teacher 5, ESSAC Chairperson 1, Educational Support Employee 1
 Ana Cordal - 1 Principal, Elizabeth Canchola- 1 ESSAC Chairperson, Elaine Castellanos-1 Teacher, Ana Vinageras- 1 Teacher, Bibianna Cabrera-1 Teacher, Patty Cabrera-1 Teacher, Lorraine Aschenbrenner- 1 Teacher, Tiffany Harrison-1 Parent, Nancy Gonzalez-1 Parent, Jacqueline De Los Rios-1 Parent, Mariejeanne Carro-1 Parent, Lori Warring 1 Educational Support Employee, Taileen Arias 1 Business/Community Representative

Involvement of the SAC in the development of the SIP

The purpose of the Renaissance Elementary Charter School Educational Excellence School Advisory Council is to work to ensure improved student achievement. One of the ways the Council will do this is by preparing and evaluating the school improvement plan. They actively participate in reviewing school data and developing strategies to increase student achievement.

Activities of the SAC for the upcoming school year

The EESAC meets quarterly at the school site. Teachers, parents, student representative, educational support employees and community members are involved and offer their assistance developing and monitoring the implementation of the School Improvement Plan. The EESAC recommends and reviews compliance with the School Improvement Plan.

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

The SAC will allocate \$4,000.00 of the SIP funds for the RECS Intervention Tutorial programs in Reading, Math & Science.

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:

Ana Cordal

Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

Master of Science in Education from
Florida International University
Educational Leadership all grades –
from Florida Atlantic University Master of Science in Education
from
Florida International University
Certifications:
Educational Leadership (all Levels)
Elementary Education (Grades 1-6)

Performance Record

2013
School Grade A
High Standards Rdg. 83
High Standards Math 82
Lrng Gains-Rdg. 78
Lrng Gains-Math 77
Gains-Rdg-25% 81
Gains-Math-25% 65
2012
School Grade A
High Standards Rdg. 82
High Standards Math 77
Lrng Gains-Rdg. 78
Lrng Gains-Math 70
Gains-Rdg-25% 77
Gains-Math-25% 82
2011
School Grade A
High Standards Rdg. 93
High Standards Math 92
Lrng Gains-Rdg. 76
Lrng Gains-Math 73
Gains-Rdg-25% 79
Gains-Math-25% 88
2010
School Grade A
High Standards Rdg. 95
High Standards Math 95
Lrng Gains-Rdg. 74
Lrng Gains-Math 66
Gains-Rdg-25% 74
Gains-Math-25% 82
2009
School Grade A
High Standards Rdg. 96
High Standards Math 97
Lrng Gains-Rdg. 77
Lrng Gains-Math 80

Gains-Rdg-25% 86
Gains-Math-25% 86

Maria Torres

Asst Principal

Years as Administrator: 4

Years at Current School: 15

Credentials

Bachelor of Science in Education from
Florida International University
Master of Science in Educational Leadership from
Nova Southeastern University
Certifications:
Educational Leadership (all Levels)
Elementary Education (Grades 1-6)
English For Speakers of Other Languages (ESOL)

Performance Record

2013
School Grade A
High Standards Rdg. 83
High Standards Math 82
Lrng Gains-Rdg. 78
Lrng Gains-Math 77
Gains-Rdg-25% 81
Gains-Math-25% 65
2012
School Grade A
High Standards Rdg. 82
High Standards Math 77
Lrng Gains-Rdg. 78
Lrng Gains-Math 70
Gains-Rdg-25% 77
Gains-Math-25% 82
2011
School Grade A
High Standards Rdg. 93
High Standards Math 92
Lrng Gains-Rdg. 76
Lrng Gains-Math 73
Gains-Rdg-25% 79
Gains-Math-25% 88
2010
School Grade A
High Standards Rdg. 95
High Standards Math 95
Lrng Gains-Rdg. 74
Lrng Gains-Math 66
Gains-Rdg-25% 74
Gains-Math-25% 82
2009
School Grade A
High Standards Rdg. 96
High Standards Math 97
Lrng Gains-Rdg. 77
Lrng Gains-Math 80

Gains-Rdg-25% 86
Gains-Math-25% 86

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

NA

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

45

receiving effective rating or higher

39, 87%

Highly Qualified Teachers

93%

certified in-field

45, 100%

ESOL endorsed

39, 87%

reading endorsed

2, 4%

with advanced degrees

10, 22%

National Board Certified

0, 0%

first-year teachers

3, 7%

with 1-5 years of experience

21, 47%

with 6-14 years of experience

18, 40%

with 15 or more years of experience

3, 7%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. We recruit teachers locally, out-of state, as well as out of the country. CSUSA continuously participates in local job fairs and national teacher job fairs. We are committed to developing a diverse group of

teachers, therefore offering them several opportunities for staff development.

CSUSA & RECS Leadership Team

2. RECS administration collaborates with the Leadership Team of Charter School USA (CSUSA). We are committed to hiring the best candidates for our teaching positions.

CSUSA & RECS Leadership Team

3. The RECS leadership team reviews resumes of potential candidates. After choosing the best candidates for

the positions available, we interview and we select the best candidate for the position.

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

Lanny Dominguez - Lead/Mentor for Ms. Haramboure & Ms. Perez

Ms. Dominguez has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher. The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System - PowerSchool & PowerTeacher, Common Core Standards, Data Analysis, etc.

Ania Valdes - Lead/Mentor for Ms. Torres

Ms. Valdes has extensive experience in the teaching field and has attended various trainings which provide her with the skills to assist any new or veteran teacher. The teacher will mentor the mentee on an ongoing basis with Classroom Management, Student information System -PowerSchool & PowerTeacher, Common Core Standards, Data Analysis, etc.

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 following steps will be considered by the school's MTSS/RtI Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS/RtI Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavior data while evaluating progress by:

Standards based Curriculum and assessments

Implement Response to Intervention problem solving process and monitoring progress of interventions

Through enrichment opportunities beyond the Reading materials using accelerated computer programs

2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.

3. Bi-monthly team meetings focusing on data with the MTSS/RtI Leadership Team.

The MTSS/RtI Leadership Team will meet on a bi-monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/Professional development meetings.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions grouping Kindergarten through second, third through five, monitored by the RtI liaisons.

6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walkthroughs and data results.

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

RECS MTSS Team is made up of:

- Principal- The principal provides the team leadership through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting

student achievement, school safety, school culture, literacy, attendance, student social/emotional well being,

and prevention of student failure through early intervention. All aligned with the School-wide goals on School Improvement Plan.

- Assistant Principal - The assistant principal works with the team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, works on building staff support, internal capacity, and sustainability over time.

- Curriculum Resource Teacher -The curriculum resource teacher works with the administration and teachers to share the common goal of improving instruction for all students.

- Class Teachers - Each department selects a teacher to represent their grade level on the MTSS/RtI.

Special Area Teachers - This team of dedicated teachers meet and select 2/3 teachers to represent them on the MTSS/RtI.

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

The MTSS/RtI Team will meet on a biweekly basis to determine the progress of students. Administration will be part of the decision making. Data from various sources will be looked at and instructional focus will be adjusted accordingly.

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data is reviewed and monitored for Tier I, Tier 2, and Tier 3 students. Gifted students' data is also reviewed to ensure that the curriculum is challenging. Progress Monitoring and Reporting Network (PMRN) Assessment and FAIR scores are also reviewed. CSUSA Discovery Education Benchmark data is reviewed in the fall and winter. FAIR will also be used for data review and adjustments to the curriculum. This occurs bi-weekly by the lead teachers and administration and twice a month for the staff.

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

The MTSS/RtI Team will meet on a bi-weekly basis to determine the progress of students. Administration will be part of the decision making. Data from various sources will be looked at and instructional focus will be adjusted accordingly. Parents are informed of students progress on daily basis with our web-based PowerSchool Student Information System, student agendas, parent conferences, etc.

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: 8,000**

Instruction in core academic subjects, enrichment activities, teacher collaboration, planning and professional development.

Computer Labs and teacher classrooms are available before and after school for students to work on individualized computer programs aimed at increasing student academic performance. (e.g. Study Island, Reading Plus, Voyager etc.)

Also, our academic daily core program is an extended day for all of our students.

Kinder - 1st grade students receive an extra 45 minutes each day. They attend school from 8:30 am - 2:45 p.m.

2nd - 3rd grade students receive an extra 15 minutes each day. They attend school from 8:30 am - 3:05 p.m.

4th - 5th grade students receive an extra 20 minutes each day. They attend school from 8:30 am - 3:25 p.m.

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?

Data is collected regularly through, PMRN, CSUSA Discovery Benchmarks, Reading Plus, Study Island and Voyager reports.

Monitor attendance and participation of these programs throughout the year.

Who is responsible for monitoring implementation of this strategy?

Administration

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

Name	Title
Ana Cordal	Principal
Maria Torres	Assistant Principal
Lanny Dominguez	Kindergarten Lead
Ania Valdes	1st Grade Lead
Betsy Garcia	2nd Grade Lead
Anna Vinageras	3rd Grade Lead
Lisette Cuesta	4th Grade Lead
Christine Rodriguez	5th Grade Lead
Nathalie Pena	Curriculum Resource Teacher
Elena Lopez	Special Area Lead

How the school-based LLT functions

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers ~~indicating~~ indicating needs for professional development. Teachers will meet with department colleagues and grade level colleagues to review delivery of instruction and Common Core Vocabulary/Standards.

Major initiatives of the LLT

Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with FAIR and Discovery Interim Assessments. Teachers will determine which lessons to implement according to student data results and needs. Teachers will include lessons in their lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Grade Level/Department Leads will play a vital role in the development of Instructional Focus. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through student assessments.

Every Teacher Contributes to Reading Instruction

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

Literacy is an important focus in every subject at the elementary school level. Teachers integrate literacy throughout all subjects including electives, mathematics, language arts and content areas. Monthly literacy meetings develop themed projects along with classroom novels which are integrated in the curriculum. The Reading Plus program is also integrated throughout the Language Arts and Social Studies classes. Classroom libraries are available in all Language Arts classes. Each teacher has a classroom library. Weekly walkthroughs are conducted to monitor implementation. We also have a school-wide and CSUSA company-wide reading goal that each student will read a minimum of 30 - 50 (depending on the grade level) books for this school year.

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

Prior to the opening of school, tours are conducted providing families the opportunity to visit their future school. All incoming Kindergarten students are assessed upon entering. Assessments used are FAIR, FLKRS, CSUSA Discovery Benchmarks, etc. After careful review of data, the LLT Team determines and identifies areas of strengths and weakness. Strategies for intervention and enrichment are implemented.

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	85%	83%	No	87%
American Indian		0%		
Asian		0%		
Black/African American	83%	0%	No	85%
Hispanic	83%	82%	Yes	84%
White	94%	88%	No	95%
English language learners	81%	74%	Yes	83%
Students with disabilities	47%	30%	No	52%
Economically disadvantaged	77%	72%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	26%	29%
Students scoring at or above Achievement Level 4	249	57%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		81%	83%

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)	92	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	70	46%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	67	44%	50%

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	116	76%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	84%	82%	Yes	86%
American Indian		0%		
Asian		0%		
Black/African American	75%		No	78%
Hispanic	83%	82%	Yes	85%
White	91%	88%	Yes	92%
English language learners	78%	76%	No	81%
Students with disabilities	70%	70%	Yes	73%
Economically disadvantaged	77%	71%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	37%	40%
Students scoring at or above Achievement Level 4	196	45%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	29%	30%
Students scoring at or above Achievement Level 4	76	57%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			0%
Students scoring at or above Level 7			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)	3		4
Participation in STEM-related experiences provided for students	3	3%	4%

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	51	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	19	2%	1%
Students who are not proficient in reading by third grade	29	19%	17%
Students who receive two or more behavior referrals	6	1%	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

Parents are required to volunteer 30 service hours per family

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All families will complete their required 30 hours of service	650	100%	100%

Area 10: Additional Targets**Additional targets for the school**

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 4 percentage points to 87%.
- G2.** Our Writing goal for the 2013-2014 school year is to increase by 2 percentage points to 78%.
- G3.** Our Math goal for the 2013-2014 school year is to increase our proficiency by 4 percentage points to 86%.
- G4.** Our Science goal for the 2013-2014 school year is to increase the percentage of students scoring SCIENCE FCAT 2.0 Level 3 by 1 percentage point to 87%.
- G5.** Our STEM goal for the 2013-2014 school year is to establish a Science Club for students in grades K thru 5 and increase the participation in the Fairchild Tropical Challenge Project.
- G6.** Our goal this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 3 %.
- G7.** Our goal for the 2013-2014 school year is to increase parent participation by 1 percent.

Goals Detail

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 4 percentage points to 87%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- The resources that we will use in order to meet our Reading goal will be the Imagine It Reading Series, Voyager Intervention materials, online resources (Reading Plus, Spelling City, Ticket -to-Read, MobyMax, FCAT Explorer and Discovery Education) Daily Task Cards, teacher made assessments, quizzes, and quarterly CSUSA Discovery Benchmarks.

Targeted Barriers to Achieving the Goal

- As demonstrated on the 2013 FCAT 2.0 Reading sub-test the White and SWD subgroups did not meet their AMO targets.
- Students achieving a Level 3 on the 2013 FCAT 2.0 demonstrated deficiency in the Informational Text/Research Process category.
- Students achieving a Level 4 or above on the 2013 FCAT 2.0 demonstrated deficiency in the Literary Analysis Fiction and Non Fiction category.
- Students making Learning Gains on the 2013 FCAT 2.0 demonstrated a deficiency in the Informational Text/Research Process.
- Students in lowest 25% making learning gains on the FCAT 2.0 demonstrated a deficiency in the Vocabulary category.
- Based on the 2013 CELLA data, 61% of students were proficient in the Listening and speaking category.
- Based on the 2013 CELLA data, 46% of students were proficient in the Reading category.
- Based on the 2013 CELLA data, 44% of students were proficient in the Writing category.

Plan to Monitor Progress Toward the Goal

Review monthly CSUSA writing prompts (school-wide writing program) and CSUSA pre-post Writing Tests.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessments: CSUSA Benchmark assessments, Summative assessments: Reading , 2014 FCAT 2.0

G2. Our Writing goal for the 2013-2014 school year is to increase by 2 percentage points to 78%.

Targets Supported

- Writing

Resources Available to Support the Goal

- CSUSA Writing Prompts, Zaner-Bloser Writing Books and Spelling City. and Write Source

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Writing the use of precise vocabulary and grammar.

Plan to Monitor Progress Toward the Goal

Review the results of the CSUSA writing prompts using the Florida Writing Rubric and monitor progress and adjust strategies as necessary.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative assessments: CSUSA Benchmark assessments, Summative assessments: Writing , 2014 FCAT 2.0

G3. Our Math goal for the 2013-2014 school year is to increase our proficiency by 4 percentage points to 86%.

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

- Envision, FCAT Explorer and Gizmos

Targeted Barriers to Achieving the Goal

- Students achieving a Level 3 on the Math 2013 FCAT 2.0 demonstrated deficiency in the Number Operations and Problems category.
- Students achieving a Level 4 or above on the Math 2013 FCAT 2.0 demonstrated deficiency in the Geometry and Measurement category.
- Students making Learning Gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.
- Students in lowest 25% making learning gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.

Plan to Monitor Progress Toward the Goal

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessments: CSUSA Benchmark assessments, Summative assessments: Math , 2014 FCAT 2.0

G4. Our Science goal for the 2013-2014 school year is to increase the percentage of students scoring SCIENCE FCAT 2.0 Level 3 by 1 percentage point to 87%.

Targets Supported

- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Discovery Education and Pearson Science Series

Targeted Barriers to Achieving the Goal

- Students achieving a Level 3 on the Science 2013 FCAT 2.0 demonstrated deficiency in the Physical Science category.
- Students achieving a Level 4 or above on the Math 2013 FCAT 2.0 demonstrated deficiency in the Physical Science category

Plan to Monitor Progress Toward the Goal

Review the results of assessments and data to monitor progress and adjust strategies as necessary.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessments: CSUSA Benchmark assessments, Summative assessments: Science, 2014 FCAT 2.0

G5. Our STEM goal for the 2013-2014 school year is to establish a Science Club for students in grades K thru 5 and increase the participation in the Fairchild Tropical Challenge Project.

Targets Supported

- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Fairchild Tropical Gardens, Science lab equipment, Discovery Education

Targeted Barriers to Achieving the Goal

- Lack of STEM experiences for students.

Plan to Monitor Progress Toward the Goal

Develop Science club using the STEM strategies- use of Technology and Math.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Science Club and registration for Fairchild Challenge

G6. Our goal this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 3 %.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Parent Link, Student Agenda, Powerschool

Targeted Barriers to Achieving the Goal

- Maintain consistent communication with parents regarding the importance of arriving on time and being in school every day.

Plan to Monitor Progress Toward the Goal

Monitor daily attendance and tardies.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Attendance and tardy roster.

G7. Our goal for the 2013-2014 school year is to increase parent participation by 1 percent.

Targets Supported

- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- PTO, Parent Link, PowerSchool

Targeted Barriers to Achieving the Goal

- Parent work schedules conflict with school activities.

Plan to Monitor Progress Toward the Goal

Schedule more family-oriented activities and events. Encourage parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Parent sign-ins, Powerschool reports and PTO enrollment list

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 4 percentage points to 87%.

G1.B1 As demonstrated on the 2013 FCAT 2.0 Reading sub-test the White and SWD subgroups did not meet their AMO targets.

G1.B1.S1 Identify students within the Hispanic, White and SWD subgroups who are not proficient and place in appropriate interventions within the first two weeks of the 2013-2014 school year.

Action Step 1

Identify which students within the Subgroups need remediation through data analysis and place them in an intervention program related to vocabulary development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 19 - August 26, 2013

Evidence of Completion

List of students and student data

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

Following the CSUSA educational Model, Bi-Weekly assessment data will be utilized to modify instruction as needed

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Assessments, Benchmarks, Generated Data Reports

Plan to Monitor Effectiveness of G1.B1.S1

Following the CSUSA educational Model, Bi-Weekly assessment data will be utilized to modify instruction as needed

Person or Persons Responsible

LLT and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessments, Benchmarks, Generated Data Reports

G1.B2 Students achieving a Level 3 on the 2013 FCAT 2.0 demonstrated deficiency in the Informational Text/Research Process category.

G1.B2.S1 Utilize real-world documents such as reference books, appropriate text, brochures, fliers, articles, and websites so students can draw on text features/structure to locate, interpret, and organize information. Include Reading Plus, Time for Kids, FCAT 2.0 Task cards (grades 3-5).

Action Step 1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and assessments

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

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT and MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and assessments

Plan to Monitor Effectiveness of G1.B2.S1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT and MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data

G1.B3 Students achieving a Level 4 or above on the 2013 FCAT 2.0 demonstrated deficiency in the Literary Analysis Fiction and Non Fiction category.

G1.B3.S1 Ensure the implementation of appropriate classroom strategies including: •Graphic organizers •Concept maps •Signal/key words •Vocabulary development activities •Availability of a wide variety of reading material representing various genres and styles •Include Reading Plus and reading activities in grades 2-5.

Action Step 1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and assessments

Facilitator:

Reading Plus 4.0

Participants:

All teachers

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

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

MTSS & LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student data and Reading Reports

Plan to Monitor Effectiveness of G1.B3.S1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

MTSS & LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data, Assessments and reports

G1.B4 Students making Learning Gains on the 2013 FCAT 2.0 demonstrated a deficiency in the Informational Text/Research Process.

G1.B4.S1 Utilize real-world documents such as reference books, appropriate text, brochures, fliers, articles, and websites so students can draw on text features/structure to locate, interpret, and organize information. Reading Plus, Time for Kids, FCAT 2.0 Task cards (grades 3-5), activities in grades 2-5.

Action Step 1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, assessments and data

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

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT & MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work, assessment and data

Plan to Monitor Effectiveness of G1.B4.S1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT & MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data and data reports

G1.B5 Students in lowest 25% making learning gains on the FCAT 2.0 demonstrated a deficiency in the Vocabulary category.

G1.B5.S1 Expand the implementation of vocabulary development activities across grade levels, including word games, word walls, and other grade level appropriate activities. Include MobyMax, Reading Plus, Voyager activities in grades 2-5.

Action Step 1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student work, assessments, data

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

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT & MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments and data

Plan to Monitor Effectiveness of G1.B5.S1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

LLT & MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data and student reports

G1.B6 Based on the 2013 CELLA data, 61% of students were proficient in the Listening and speaking category.

G1.B6.S1 Implement the Language experience Approach in the classroom such as: Provide students with the Experience/Motivation-An experience story is based on an experience the teacher and student share.

Action Step 1

Implementing the CSUSA EDUCATIONAL model by reviewing data found on computer-based programs such as Reading Plus and English-in-Flash

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student data

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

Implementing the CSUSA EDUCATIONAL model by reviewing data found on computer-based programs such as Reading Plus and English-in-Flash

Person or Persons Responsible

ESOL Coordinator and Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data and reports

Plan to Monitor Effectiveness of G1.B6.S1

Implementing the CSUSA EDUCATIONAL model by reviewing data found on computer-based programs such as Reading Plus and English-in-Flash

Person or Persons Responsible

ESOL Coordinator and Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data and reports

G1.B7 Based on the 2013 CELLA data, 46% of students were proficient in the Reading category.

G1.B7.S1 Students need to be provided with meaningful activities to relate to existing prior knowledge. Teachers must plan activities to provide students relevant context.

Action Step 1

Implementing the CSUSA Educational model by reviewing data found on computer-based programs such as Reading Plus, English in a Flash and CSUSA Benchmark reports.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student data and reports

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

Implementing the CSUSA Educational model by reviewing data found on computer-based programs such as Reading Plus, English in a Flash and CSUSA Benchmark reports.

Person or Persons Responsible

Teachers and ESOL Coordinator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data and reports

Plan to Monitor Effectiveness of G1.B7.S1

Implementing the CSUSA Educational model by reviewing data found on computer-based programs such as Reading Plus, English in a Flash and CSUSA Benchmark reports.

Person or Persons Responsible

ESOL Coordinator and MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student data and reports

G1.B8 Based on the 2013 CELLA data, 44% of students were proficient in the Writing category.

G1.B8.S1 Teachers will provide students with several visual writing models such as: Venn diagrams, story maps and picture books to develop their writing skills.

Action Step 1

Review monthly CSUSA writing prompts (school-wide writing program) and CSUSA pre-post Writing Tests.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and assessments

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

Review monthly CSUSA writing prompts (school-wide writing program) and CSUSA pre-post Writing Tests.

Person or Persons Responsible

Teachers & MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Review monthly CSUSA writing prompts (school-wide writing program) and CSUSA pre-post Writing Tests.

Person or Persons Responsible

MTSS & Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and assessments

G2. Our Writing goal for the 2013-2014 school year is to increase by 2 percentage points to 78%.

G2.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Writing the use of precise vocabulary and grammar.

G2.B1.S1 Expand the implementation of using vocabulary, writing conventions and grammar.

Action Step 1

Review the results of the CSUSA writing prompts using the Florida Writing Rubric and monitor progress and adjust strategies as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples

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

Review the results of the CSUSA writing prompts using the Florida Writing Rubric and monitor progress and adjust strategies as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing assessments

Plan to Monitor Effectiveness of G2.B1.S1

Review the results of the CSUSA writing prompts using the Florida Writing Rubric and monitor progress and adjust strategies as necessary.

Person or Persons Responsible

MTSS & Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing data

G3. Our Math goal for the 2013-2014 school year is to increase our proficiency by 4 percentage points to 86%.

G3.B1 Students achieving a Level 3 on the Math 2013 FCAT 2.0 demonstrated deficiency in the Number Operations and Problems category.

G3.B1.S1 Provide context for mathematical exploration and the development of student understanding of Number Operations and Problems. Provide students with online resources such as FCAT 2.0 Explorer, Gizmos, etc to challenge and stimulate higher order thinking skills.

Action Step 1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student assignments and assessments

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

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Weekly

Evidence of Completion

Student assignments, assessments and reports

Plan to Monitor Effectiveness of G3.B1.S1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

MTSS and Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments and data

G3.B2 Students achieving a Level 4 or above on the Math 2013 FCAT 2.0 demonstrated deficiency in the Geometry and Measurement category.

G3.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.

Action Step 1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student assignments and assessments

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

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Weekly

Evidence of Completion

Student assignments and assessments

Plan to Monitor Effectiveness of G3.B2.S1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students data and assessments

G3.B3 Students making Learning Gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.

G3.B3.S1 Provide students with meaningful real-world opportunities to experience analysis of data. This will include but not be limited to the following: Newspaper articles and sale items, Web-based math programs such as Gizmos, Study Island, and cooperative learning groups. .

Action Step 1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student activities, assessments, reports

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

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments and data

Plan to Monitor Effectiveness of G3.B3.S1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

MTSS and Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments, data and reports

G3.B4 Students in lowest 25% making learning gains on the Math 2013 FCAT 2.0 demonstrated a deficiency in the Geometry and Measurement category.

G3.B4.S1 Provide students with meaningful real-world opportunities to experience analysis of data. This will include but not be limited to the following: Newspaper articles and sale items, Web-based math programs such as Gizmos, Study Island, and cooperative learning groups.

Action Step 1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student activities, assignments and assessments

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

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Weekly

Evidence of Completion

Students assessments and data

Plan to Monitor Effectiveness of G3.B4.S1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments, data and reports

G4. Our Science goal for the 2013-2014 school year is to increase the percentage of students scoring SCIENCE FCAT 2.0 Level 3 by 1 percentage point to 87%.

G4.B1 Students achieving a Level 3 on the Science 2013 FCAT 2.0 demonstrated deficiency in the Physical Science category.

G4.B1.S1 Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce higher-order thinking skills.

Action Step 1

Review the results of assessments and data to monitor progress and adjust strategies as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student assessments and lab reports.

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

Review the results of assessments and data to monitor progress and adjust strategies as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Weekly

Evidence of Completion

Student assessments and lab reports

Plan to Monitor Effectiveness of G4.B1.S1

Review the results of assessments and data to monitor progress and adjust strategies as necessary.

Person or Persons Responsible

Teachers and MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments, data and reports

G4.B2 Students achieving a Level 4 or above on the Math 2013 FCAT 2.0 demonstrated deficiency in the Physical Science category

G4.B2.S1 Provide students additional opportunities to practice hands-on science activities. Students will be exposed to challenging interactive activities on the Internet with the Discovery Education program . In addition, print materials will be available to stimulate the students thinking skills.

Action Step 1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student activities, assessments, lab reports

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

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Science Teachers and MTSS

Target Dates or Schedule

Weekly

Evidence of Completion

Student assessments and lab reports

Plan to Monitor Effectiveness of G4.B2.S1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Science Teachers and MTSS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student assessments, lab reports and data

G5. Our STEM goal for the 2013-2014 school year is to establish a Science Club for students in grades K thru 5 and increase the participation in the Fairchild Tropical Challenge Project.

G5.B1 Lack of STEM experiences for students.

G5.B1.S1 Develop a Science Club for the students and register in the Fairchild Tropical Garden challenge.

Action Step 1

Develop Science club using the STEM strategies- use of Technology and Math.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science Club and registration for Fairchild Challenge

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

Develop Science club using the STEM strategies- use of Technology and Math.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Develop Science club using the STEM strategies- use of Technology and Math.

Plan to Monitor Effectiveness of G5.B1.S1

Develop Science club using the STEM strategies- use of Technology and Math.

Person or Persons Responsible

Science Teachers and MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Science Club and registration for Fairchild Challenge

G6. Our goal this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 3 %.

G6.B1 Maintain consistent communication with parents regarding the importance of arriving on time and being in school every day.

G6.B1.S1 Continue to have open communication with parents regarding attendance requirements using Powerschool, PTO, and Parentlink. Parental contract indicates attendance requirements.

Action Step 1

Monitor daily attendance and tardies.

Person or Persons Responsible

Registrar

Target Dates or Schedule

Daily

Evidence of Completion

Attendance and Tardy roster

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

Monitor daily attendance and tardies.

Person or Persons Responsible

Registrar and Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Attendance and tardy roster.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor daily attendance and tardies.

Person or Persons Responsible

Registrar and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance and tardy roster

G7. Our goal for the 2013-2014 school year is to increase parent participation by 1 percent.

G7.B1 Parent work schedules conflict with school activities.

G7.B1.S1 Schedule more family-oriented activities and events. Encourage parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Action Step 1

Schedule more family-oriented activities and events. Encourage parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-ins, Powerschool reports and PTO enrollment list

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

Schedule more family-oriented activities and events. Encourage parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-ins, Powerschool reports and PTO enrollment list

Plan to Monitor Effectiveness of G7.B1.S1

Schedule more family-oriented activities and events. Encourage parents to join PTO. Vary time schedules for activities throughout the year that are more to parent schedules.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-ins, Powerschool reports and PTO enrollment list

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

NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 4 percentage points to 87%.

G1.B3 Students achieving a Level 4 or above on the 2013 FCAT 2.0 demonstrated deficiency in the Literary Analysis Fiction and Non Fiction category.

G1.B3.S1 Ensure the implementation of appropriate classroom strategies including: •Graphic organizers •Concept maps •Signal/key words •Vocabulary development activities •Availability of a wide variety of reading material representing various genres and styles •Include Reading Plus and reading activities in grades 2-5.

PD Opportunity 1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Facilitator

Reading Plus 4.0

Participants

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 4 percentage points to 87%.	\$28,142
G2.	Our Writing goal for the 2013-2014 school year is to increase by 2 percentage points to 78%.	\$9,500
G3.	Our Math goal for the 2013-2014 school year is to increase our proficiency by 4 percentage points to 86%.	\$6,000
G4.	Our Science goal for the 2013-2014 school year is to increase the percentage of students scoring SCIENCE FCAT 2.0 Level 3 by 1 percentage point to 87%.	\$4,100
Total		\$47,742

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
FTE	\$47,742	\$47,742
Total	\$47,742	\$47,742

Budget Details

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

G1. Our Reading goal for the 2013-2014 school year is to increase the students reading proficiency by 4 percentage points to 87%.

G1.B1 As demonstrated on the 2013 FCAT 2.0 Reading sub-test the White and SWD subgroups did not meet their AMO targets.

G1.B1.S1 Identify students within the Hispanic, White and SWD subgroups who are not proficient and place in appropriate interventions within the first two weeks of the 2013-2014 school year.

Action Step 1

Identify which students within the Subgroups need remediation through data analysis and place them in an intervention program related to vocabulary development.

Resource Type

Evidence-Based Program

Resource

Treasures, Weekly Reader, Scholastic, Wordly Wise, Sadlier Vocabulary Workshop, Common Core Practice, Voyager, Study Island, American Legacy, English in a Flash,

Funding Source

FTE

Amount Needed

\$21,492

G1.B2 Students achieving a Level 3 on the 2013 FCAT 2.0 demonstrated deficiency in the Informational Text/Research Process category.

G1.B2.S1 Utilize real-world documents such as reference books,appropriate text,brochures, fliers,articles, and websites so students can draw on text features/structure to locate, interpret, and organize information.Include Reading Plus, Time for Kids, FCAT 2.0 Task cards (grades 3-5).

Action Step 1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Resource Type

Evidence-Based Program

Resource

Time For Kids

Funding Source

FTE

Amount Needed

\$1,000

G1.B3 Students achieving a Level 4 or above on the 2013 FCAT 2.0 demonstrated deficiency in the Literary Analysis Fiction and Non Fiction category.

G1.B3.S1 Ensure the implementation of appropriate classroom strategies including: •Graphic organizers •Concept maps •Signal/key words •Vocabulary development activities •Availability of a wide variety of reading material representing various genres and styles •Include Reading Plus and reading activities in grades 2-5.

Action Step 1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Resource Type

Evidence-Based Program

Resource

Vocabulary Spelling City

Funding Source

FTE

Amount Needed

\$1,650

G1.B4 Students making Learning Gains on the 2013 FCAT 2.0 demonstrated a deficiency in the Informational Text/Research Process.

G1.B4.S1 Utilize real-world documents such as reference books, appropriate text, brochures, fliers, articles, and websites so students can draw on text features/structure to locate, interpret, and organize information. Reading Plus, Time for Kids, FCAT 2.0 Task cards (grades 3-5), activities in grades 2-5.

Action Step 1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Resource Type

Evidence-Based Program

Resource

Reading Plus

Funding Source

FTE

Amount Needed

\$4,000

G2. Our Writing goal for the 2013-2014 school year is to increase by 2 percentage points to 78%.

G2.B1 The area of deficiency as noted on the administration of the 2013 FCAT 2.0 Writing the use of precise vocabulary and grammar.

G2.B1.S1 Expand the implementation of using vocabulary, writing conventions and grammar.

Action Step 1

Review the results of the CSUSA writing prompts using the Florida Writing Rubric and monitor progress and adjust strategies as necessary.

Resource Type

Evidence-Based Program

Resource

Graphic Organizers, Zaner Bloser Spelling Connection, Write Source

Funding Source

FTE

Amount Needed

\$9,500

G3. Our Math goal for the 2013-2014 school year is to increase our proficiency by 4 percentage points to 86%.

G3.B1 Students achieving a Level 3 on the Math 2013 FCAT 2.0 demonstrated deficiency in the Number Operations and Problems category.

G3.B1.S1 Provide context for mathematical exploration and the development of student understanding of Number Operations and Problems. Provide students with online resources such as FCAT 2.0 Explorer, Gizmos, etc to challenge and stimulate higher order thinking skills.

Action Step 1

Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Resource Type

Evidence-Based Program

Resource

Study Island, Triumph Learning, Buckle Down,

Funding Source

FTE

Amount Needed

\$6,000

G4. Our Science goal for the 2013-2014 school year is to increase the percentage of students scoring SCIENCE FCAT 2.0 Level 3 by 1 percentage point to 87%.

G4.B1 Students achieving a Level 3 on the Science 2013 FCAT 2.0 demonstrated deficiency in the Physical Science category.

G4.B1.S1 Provide students enhanced opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands on laboratory activity and classroom discussion to reinforce higher-order thinking skills.

Action Step 1

Review the results of assessments and data to monitor progress and adjust strategies as necessary.

Resource Type

Evidence-Based Program

Resource

Lakeshore Daily Science Activities, Study Island, Florida Coach Science Practice Tests,

Funding Source

FTE

Amount Needed

\$4,100