



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ben Sheppard Elementary School

5700 W 24TH AVE

Hialeah, FL 33016

305-556-2204

<http://bensheppard.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 B	2012-13 A	2011-12 B	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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	23
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	32
Part III: Coordination and Integration	46
Appendix 1: Professional Development Plan to Support Goals	48
Appendix 2: Budget to Support Goals	56

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

Ben Sheppard Elementary School

Principal

Eduardo J. Tagle

School Advisory Council chair

Juliette Hinds

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

Name	Title
Eduardo Tagle	Principal
Alicia Brown	Assistant Principal
Angela Zayas	Assistant Principal
David Osborn	Reading Coach
Maria Alvarez	Math Coach
Pura Ruiz	Science Coach
Juliette Hinds	EESAC Chair
Heliana Ramirez	Media Specialist
Linh Ly	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

Our members include one Principal, one Alternate Principal, 5 teachers, 1 alternate teacher, the UTD designated steward, 5 parents, 2 alternate parents, 3 business community representative, 1 student, 1 alternate student, 1 educational support, 1 alternate educational support.

Involvement of the SAC in the development of the SIP

Our members worked collaboratively with teachers in subcommittees to develop the goals and strategies to complete the different sections of the SIP.

Activities of the SAC for the upcoming school year

The activities for this upcoming school year will include monitoring implementation of the SIP, collecting and analyzing data in reference to student achievement, and providing assistance with the transition to the CCSS.

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

The funds will be used to support and enhance instruction through assistance with the purchase of the Accelerated Reader program, substitute coverage for teachers to attend professional development, and miscellaneous expenses to maintain and repair existing technology. A budget of \$2,999.00 will be allocated from the School Advisory Council towards these expenses.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eduardo J. Tagle

Principal

Years as Administrator: 14

Years at Current School: 4

Credentials

Doctorate in Ed. Leadership, Modified ED.S. in Ed. Leadership, M.S. in Social Studies Ed., B.S. in Social Studies; Professional Educator's: Social Studies 5-9 and Leadership K-12

Performance Record

2013 – School Grade - I
 Rdg. Proficiency, 59%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25%
 67 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO – 59%
 Math AMO– 65%
 2012 – School Grade - B
 Rdg. Proficiency, 52%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –52%
 Math AMO –59%
 2010-2011
 Grade: A
 AYP: No
 High Standards Reading: 79%
 High Standards Math: 81%
 Learning Gains-Reading: 69%
 Learning Gains-Math: 65%
 Gains-Reading-lowest 25%: 66%
 Gains-Math-lowest 25%: 72%
 2009-2010
 Grade: A
 AYP: No
 High Standards Reading.: 76%
 High Standards Math: 78%
 Learning Gains-Reading: 72%
 Learning Gains-Math: 64%
 Gains-Reading-lowest 25%: 70%
 Gains-Math-lowest 25%: 66%
 2008-2009
 Grade: A
 AYP: Yes
 High Standards Reading.: 83%

High Standards Math: 87%
Learning Gains-Reading: 72%
Learning Gains-Math: 63%
Gains-Reading-lowest 25%: 70%
Gains-Math-lowest 25%: 68%
2007-2008
Grade: A
AYP: Yes
High Standards Reading.: 81%
High Standards Math: 80%
Learning Gains-Reading: 67%
Learning Gains-Math: 68%
Gains-Reading-lowest 25%: 63%
Gains-Math-lowest 25%: 70%
2006-2007
Grade: B
AYP: Yes
High Standards Reading.: 81%
High Standards Math: 76%
Learning Gains-Reading: 66%
Learning Gains-Math: 54%
Gains-Reading-lowest 25%: 56%
Gains-Math-lowest 25%: 61%

Alicia Brown

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

BS-Secondary Education, Old Dominion University
 Master of Science-Educational Leadership- Nova Southeastern University
 Certification-Educational Leadership, State of Florida

Performance Record

2013 – School Grade - I
 Rdg. Proficiency, 59%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25%
 67 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO – 59%
 Math AMO– 65%
 2012 – School Grade - B
 Rdg. Proficiency, 52%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –52%
 Math AMO –59%
 2010-2011
 Grade: D
 AYP: No
 High Standards Reading.: 49%
 High Standards Math: 42%
 Learning Gains-Reading: 56%
 Learning Gains-Math: 54%
 Gains-Reading-lowest 25%: 62%
 Gains-Math-lowest 25%: 66%
 2009-2010
 Grade: C
 AYP: No
 High Standards Reading: 48%
 High Standards Math: 43%
 Learning Gains-Reading: 55%
 Learning Gains-Math:62%
 Gains-Reading-lowest 25%: 56%
 Gains-Math-lowest 25%: 66%
 2008-2009
 Grade: C
 AYP: No

High Standards Reading.: 49%
High Standards Math: 43%
Learning Gains-Reading: 60%
Learning Gains-Math: 59%
Gains-Reading-lowest 25%: 72%
Gains-Math-lowest 25%: 66%
2007-2008

Grade: C
AYP: No

High Standards Reading.: 52%
High Standards Math: 49%
Learning Gains-Reading: 58%
Learning Gains-Math: 63%
Gains-Reading-lowest 25%: 64%
Gains-Math-lowest 25%: 64%
2006-2007

Grade: C
AYP: No

High Standards Reading.: 55%
High Standards Math: 55%
Learning Gains-Reading: 52%
Learning Gains-Math: 60%
Gains-Reading-lowest 25%: 55%
Gains-Math-lowest 25%: 58%

Angela Zayas

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Masters in Reading
 Certification in Educational Leadership
 B.A. in Elementary/Early Childhood Education

Performance Record

2013 – School Grade - I
 Rdg. Proficiency, 59%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25%
 67 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO – 59%
 Math AMO– 65%
 2012 – School Grade - B
 Rdg. Proficiency, 52%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –52%
 Math AMO –59%
 2010-2011
 Grade: A
 AYP: No
 High Standards Reading: 87%
 High Standards Math: 79%
 Learning Gains-Reading: 70%
 Learning Gains-Math:69%
 Gains-Reading-lowest 25%: 74%
 Gains-Math-lowest 25%: 65%
 2009-2010
 Grade: A
 AYP: No
 High Standards Reading.: 73%
 High Standards Math: 76%
 Learning Gains-Reading: 70%
 Learning Gains-Math: 62%
 Gains-Reading-lowest 25%: 74%
 Gains-Math-lowest 25%: 59%
 2008-2009
 Grade: A
 AYP: Yes
 High Standards Reading.: 69%

High Standards Math: 71%
 Learning Gains-Reading: 70%
 Learning Gains-Math: 68%
 Gains-Reading-lowest 25%: 64%
 Gains-Math-lowest 25%: 68%
 2007-2008
 Grade: B
 AYP: Yes
 High Standards Reading.: 62%
 High Standards Math: 64%
 Learning Gains-Reading: 68%
 Learning Gains-Math:69%
 Gains-Reading-lowest 25%: 63%
 Gains-Math-lowest 25%: 68%
 2006-2007
 Grade: B
 AYP: No
 High Standards Reading.: 59%
 High Standards Math: 64%
 Learning Gains-Reading: 71%
 Learning Gains-Math: 72%
 Gains-Reading-lowest 25%: 65%
 Gains-Math-lowest 25%: 81%

Asst Principal	Years as Administrator:	Years at Current School:
----------------	-------------------------	--------------------------

Credentials

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

David Osborn		
Part-time / District-based	Years as Coach: 11	Years at Current School: 20
Areas	Reading/Literacy	
Credentials	B.S. in Elementary Education, ESOL Endorsement	
Performance Record	<p>2013 – School Grade - I Rdg. Proficiency, 59% Math Proficiency, 65% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% 67 points Math Imp. of Lowest 25% - 65 points Rdg. AMO – 59% Math AMO– 65%</p> <p>2012 – School Grade -B Rdg. Proficiency, 52% Math Proficiency, 59% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% 74 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –52% Math AMO –59%</p> <p>2011 – School Grade - A Rdg. Proficiency, 79% Math Proficiency, 81% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% 66 points Math Imp. of Lowest 25% - 72 points Rdg. AMO – n/a Math AMO– n/a</p> <p>2010 – School Grade - A Rdg. Proficiency, 76% Math Proficiency, 78% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% 70 points Math Imp. of Lowest 25% - 66 points Rdg. AMO – n/a Math AMO– n/a</p>	

2009 – School Grade -A
 Rdg. Proficiency, 83%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25%
 70 points
 Math Imp. of Lowest 25% -
 68 points
 Rdg. AMO – n/a
 Math AMO– n/a

Classroom Teachers

of classroom teachers

75

receiving effective rating or higher

78, 104%

Highly Qualified Teachers

76%

certified in-field

71, 95%

ESOL endorsed

62, 83%

reading endorsed

8, 11%

with advanced degrees

33, 44%

National Board Certified

3, 4%

first-year teachers

2, 3%

with 1-5 years of experience

3, 4%

with 6-14 years of experience

34, 45%

with 15 or more years of experience

36, 48%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Ben Sheppard Elementary will recruit and retain highly qualified, certified in-field, and effective teachers by providing various levels of support to the teachers. The principal will attend job fairs to recruit highly qualified teachers.

New teachers will be assigned a mentor teacher by the assistant principals.

Monthly Professional Learning Communities (PLC) to address teacher and student needs will be provided by the coaches and assistant principals.

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

The Ben Sheppard Elementary comprehensive mentoring program will be implemented as follows:
Qualifications for mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Selection criteria for mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a

MINT certified site-based mentor.

Help for 2nd and 3rd year teachers:

- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, 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 MTSS Leadership Team at Ben Sheppard Elementary will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Principal (Dr. Eduardo Tagle): Establishes a common vision for the implementation of data-driven instruction and the use of databased decision making. Ascertains that the school-based team is implementing MTSS/Rtl and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/Rtl implementation, and communicates with staff and parents regarding school-based MTSS/Rtl plans and activities.

Assistant Principals (Angela Zayas, Alicia Brown): Assist the Principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aide the Principal in the supervision of the MTSS/Rtl team and its implementation of all processes. Support the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members.

Communicate with staff and parents regarding school-based MTSS/Rtl plans and activities.

Reading Coach (David Osborn): Provide essential leadership for the school's research-based curriculum programs. Create, supervise, and deliver long-term staff professional development processes that support both the development and implementation of the school core content standards and programs. Identify and analyze

existing research on scientifically based strategies as well as intervention approaches. Analyze current data

in order to identify systematic patterns of students needs while working with district/region/school personnel

to develop appropriate intervention strategies. Assist with the school's screening process in order to provide

early intervening services for children considered "at risk"; facilitate the design and implementation of all progress monitoring, data collection, and data analysis.

School Psychologist (Eilen Aguilera): participates in collection, interpretation and analysis of data, assists in the selection of

screening activities, and assists in the development of supplemental and intensive intervention plans.

SPED Representative (Sara Othon): Provides insight into Special Education practices, shares research-based instructional strategies for the differentiated instruction of SPED students, participates in student data collection,

integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

ELL Representative (Estela Shelley): Provides insight into ELL practices, shares research-based instructional strategies for the differentiated instruction of ELL students, participates in student data collection, integrates core

instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

Counselor (Maria Mira): Present insight on the cognitive, social, psychological, and physical development of students that

may influence academic success. Offer quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention. Link child-serving and community agencies

to the schools and families to support the child's academic, emotional, behavioral, and social success.

Classroom Teacher: Provides insight into classroom practices, shares research-based instructional

strategies

for the differentiated instruction of their students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with various teachers (ELL/ SPED)

through such activities as consultation, collaboration and co-teaching.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

An informational review session will be provided for all teachers during the opening of school faculty meeting

in order to review the MTSS/Rtl model as an essential element to our curriculum program, and to reinforce

its significance for student achievement.

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
 2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
 3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. Plan to Support:
 1. Align policies and procedures across all classrooms, grade levels, and departments.
 2. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide educational services.
 3. Ongoing communication with stakeholders and celebrating success through weekly grade level meetings and regularly scheduled faculty meetings.
- Parent Resource Center will be made available to assist parents in understanding this process through Parent Workshops and resource materials.

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: 2,400

Teachers will participate in Professional Learning Communities, focused on implementation of Common Core Standards and best practices based on their teaching assignment. Selected students will be given the opportunity to participate in intervention programs in deficient subject areas.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Data will be collected and analyzed after the administration of District Benchmark Assessments. Data chats will be conducted by subject areas and instruction will be adjusted based on results.

Who is responsible for monitoring implementation of this strategy?

LLT will be responsible for monitoring the proper implementation.

Literacy Leadership Team (LLT)

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

Name	Title
Eduardo Tagle	Principal
Angela Zayas	Assistant Principal
Alicia Brown	Assistant Principal

Name	Title
David Osborn	Reading Coach
Sara Othon	SPED Representative
Heliana Ramirez	Media Specialist
Estela Shelley	ELL Representative
Pat Crawford	Pre-K Grade Chair
Orietta Waksman	K Grade Chair
Loria Ashley	1st Grade Chair
Linh Ly	2nd Grade Chair
Dayri Lugo	3rd Grade Chair
Christine Millares-Fernandez	4th Grade Chair
Maria Alvarez	5th Grade Chair
Pura Ruiz	5th Grade Chair

How the school-based LLT functions

The LLT meetings will be conducted by the principal. The team will meet on a regular basis to discuss and analyze students' data and determine strengths and weaknesses. Academic plans and programmatic decisions will be made based on the areas where students demonstrate deficiencies. The team will reexamine the plans and decisions on an ongoing basis throughout the school year. In addition, the team will also engage in meaningful discussions related to professional development and strategies that would increase student literacy. Moreover, members of the committee will share expertise in reading, writing, science, and mathematics instruction and maintaining the fidelity of curriculum implementation.

Major initiatives of the LLT

The major initiatives of the LLT this year will be:

- Identification of model classrooms at each grade level to create a collaborative environment that fosters sharing and learning
- Planning professional development based on student assessment data and conduct weekly grade level meetings to analyze data to improve teaching and student achievement
- Aligning supplemental materials to the New Generation Sunshine State Standards/Common Core State Standards
- Providing team members that are skilled and committed to improving literacy with leadership opportunities within their grade levels/departments.
- Create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

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

Title I Administration assists Ben Sheppard Elementary School by providing supplemental funds beyond the

State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young

children with a variety of meaningful learning experiences, in environments that give them opportunities to

create knowledge through initiatives shared with supportive adults.

At Ben Sheppard Elementary School, all incoming kindergarten students are assessed in order to ascertain

individual needs and to assist in the development of interventions. All students are assessed within the areas

of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness

Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers.

In addition, the Oral Language Proficiency Survey (OLPS) and the Comprehensive English Language Learning Assessment (CELLA) are administered to students whose home language is other than English. All new kindergarten students are assessed for school readiness with these instruments.

Additional screening data will be collected through the administration of the Florida Assessments for Instruction in Reading (FAIR) and its three specific measures: Broad Screen, Broad Diagnostic Inventory, and Targeted Diagnostic Inventory. This data will be analyzed and disaggregated in order to diagnose and prescribe appropriate Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions. The mid-year administration of the FAIR will also provide data that will assist teachers with the modifications of the classroom instruction and the interventions.

Ben Sheppard Elementary participates in the "Welcome to Kindergarten" program to build partnerships with

local early education programs, including the in-school pre-kindergarten program. Through this undertaking,

school staff will plan workshops for the administrators of neighboring daycares and pre-schools in order to

discuss kindergarten readiness expectations. Additionally, discussion forums will afford parents the opportunity to learn literacy and parenting strategies. Finally, in-school articulation meetings will be scheduled to discuss effective instructional methods and developmental expectations of pre-kindergarten students as they transition to kindergarten.

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	62%	59%	Yes	66%
American Indian				
Asian				
Black/African American				
Hispanic	62%	59%	Yes	66%
White				
English language learners	53%	47%	No	58%
Students with disabilities	37%	38%	Yes	43%
Economically disadvantaged	61%	58%	Yes	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	27%	33%
Students scoring at or above Achievement Level 4	139	30%	33%

Learning Gains

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

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)	226	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	168	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	157	29%	36%

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	88	55%	60%
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	67%	65%	Yes	70%
American Indian				
Asian				
Black/African American				
Hispanic	68%	65%	Yes	71%
White				
English language learners	61%	61%	Yes	65%
Students with disabilities	43%	27%	Yes	49%
Economically disadvantaged	66%	64%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	23%	28%
Students scoring at or above Achievement Level 4	187	40%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	34%	37%
Students scoring at or above Achievement Level 4	32	21%	22%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		12
Participation in STEM-related experiences provided for students	120	60%	75%

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	81	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	69	7%	6%
Students who are not proficient in reading by third grade	92	59%	53%
Students who receive two or more behavior referrals	111	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

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**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic through all developed essential laboratories.
- G2.** 2013 FCAT 2.0 data indicates the percentage of students achieving at or above proficiency was 59%. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students achieving at or above proficiency by 7 percentage points.
- G3.** The results of the 2013 FCAT 2.0 Writing Test indicates that 55% of students in fourth grade achieved a level 3.5 and above. For the 2013-2014 school year our goal is to increase students achieving a score of 3.5 or higher by 5 percentage points.
- G4.** During the 2012-2013 school year the percentage of students achieving at or above proficiency was 65%. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points.
- G5.** In order to emphasize/engage students in the problem solving process for the 2013-2014 academic year, we need to increase the number of students participating in project based learning and STEM.
- G6.** Student academic development and success are correlated to student attendance. In monitoring Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of instruction.

Goals Detail

G1. Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic through all developed essential laboratories.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- MDCPS Pacing Guides and Instructional technology resources including Gizmos, FCAT Explorer, Brain Pop, and Discovery Education will be utilized for instruction. These technology based programs provide interactive simulations in science for teachers and students to utilize in grades 3-5 that are designed as supplemental curriculum materials to support state standards. The Science Lab will also be utilized to provide students the opportunity to conduct hands-on explorations.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, students in grade five scoring at achievement level 3 had the most difficulty in the area of Physical Science.
- As noted on the 2013 Science FCAT 2.0, students in grade five scoring at achievement level 4-5 had the most difficulty in the area of Physical Science.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. 2013 FCAT 2.0 data indicates the percentage of students achieving at or above proficiency was 59%. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students achieving at or above proficiency by 7 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- During differentiated instruction, students will receive instruction in teacher led center using McGraw-Hill Wonders Reading Program to address the identified deficiency. Students will be involved in collaborative conversations to access tools author's use such as literary devices and figurative language. Additional programs that will be used for this instruction include SuccessMaker, Reading Plus, Imagine Learning, and Accelerated Reader. In addition, reading graphic organizers and the Reciprocal Teaching Chart will be embedded throughout whole group and small group instruction to support student understanding of grade level text. Webb's Depth of Knowledge and Revised Bloom's Taxonomy Wheel will be used to plan and guide instruction along with strategies on how to implement higher order thinking questions.

Targeted Barriers to Achieving the Goal

- 2013 FCAT 2.0 performance data indicates that students in the ELL subgroup are deficient in Reporting Category 1-Figurative Language, Vocabulary (NGSS); Students experience difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects when using grade level texts (NGSSS); Determine the meaning of words in a story or poem, particularly focusing on the use of nonliteral language and explain how it suggests meaning (CCSS, ELA-Literacy.RL3.5).
- 2013 FCAT 2.0 performance data indicates that students in the Learning Gains subgroup are deficient in Reporting Category 2- Main Idea. Students experience difficulty understanding the analytical meaning of text as well as determining the essential message of a text. (CCSS, ELA-Informational Text.RI3.1 & 3.2).
- 2013 FCAT 2.0 performance data indicates that students Achieving Levels 3 are deficient in Reporting Category 2-Identify Text Structure or Organizational Patterns. This identified area of deficiency includes comparison/contrast, cause/effect, and sequence of events and also to explain how it impacts meaning in text. (CCSS, ELA-Informational Text-Craft and Structure.RI3.8 & 3.3).

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will disaggregate the data from SuccessMaker Reading Intervention Program as well as District and school-wide assessments. Data Chats will be conducted quarterly with teachers and students.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student authentic work, Lesson Plans, school-wide assessments, District Assessments and 2014 FCAT 2.0.

G3. The results of the 2013 FCAT 2.0 Writing Test indicates that 55% of students in fourth grade achieved a level 3.5 and above. For the 2013-2014 school year our goal is to increase students achieving a score of 3.5 or higher by 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- The McGraw-Hill Wonders program and student Writing Response Journals will support students on how to implement the writing process effectively. The writing rubric will provide teachers and students with guidelines and expectations for achieving the goal of scoring a 6. Writing Anchor sets will provide model samples of expository and narrative pieces to be used as a guide throughout writing instruction.

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experience difficulty in writing narrative accounts within an engaging plot with well developed supporting details.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will analyze student writing scores during quarterly data chats.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Students monthly writing scores

G4. During the 2012-2013 school year the percentage of students achieving at or above proficiency was 65%. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points.

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

- Daily use of the Go Math series and student journals to answer questions about math operations including “how and why” will assist in developing skills. As students become increasingly proficient, and ability to solve complex problems will increase. Math manipulative kits provide students an opportunity to apply and practice what has been taught with a hands-on approach. Weekly access to the Math Computer Lab and computers in the classroom will provide students with Differentiated Instruction using technology. The IXL program, SuccessMaker, Think Central, and FCAT Explorer will be incorporated to accelerate mathematical abilities.

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0 Mathematics Assessment, students in our SWD subgroup demonstrate a deficiency in fractions.
- According to the results of the 2013 FCAT 2.0 Mathematics Assessments, students scoring at levels 3 demonstrate difficulty with mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, and comparison.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will analyze the data from the technology-based programs including SuccessMaker, IXL, Think Central and FCAT Explorer, as well as District and school-wide assessments. Data Chats will be conducted quarterly with teachers and students.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments (Monthly technology programs reports, District Interim Assessments), Summative Assessment (2014 FCAT 2.0), Student authentic work and Lesson Plans

G5. In order to emphasize/engage students in the problem solving process for the 2013-2014 academic year, we need to increase the number of students participating in project based learning and STEM.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- MDCPS Pacing Guides and Instructional technology resources including Gizmos, FCAT Explorer, Brain Pop, and Discovery Education will be utilized for instruction. These technology based programs provide interactive simulations in science for teachers and students to utilize in grades 3-5 that are designed as supplemental curriculum materials to support state standards. The Science Lab will also be utilized to provide students the opportunity to conduct hands-on explorations.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, students in grade five scoring at achievement level 3 had the most difficulty in the area of Physical Science.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will examine the data from technology based programs as well as district and school-wide assessments. Data Chats will be conducted quarterly with teachers and students. Instruction will be modified in order to meet specific needs of students.

Person or Persons Responsible

LLT/Classroom Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Science journal, reports of technology usage, and assessment data

G6. Student academic development and success are correlated to student attendance. In monitoring Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of instruction.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- A reward system will be established to recognize students for perfect attendance and outstanding citizenship through the “Do the Right Thing” project. After school tutorial programs will be established to address students’ areas of need. Participation in these programs will be explained to parents as being beneficial in helping students become high achievers.

Targeted Barriers to Achieving the Goal

- Parents take students out of the country because no family to give assistance.

Plan to Monitor Progress Toward the Goal

Absences will decrease

Person or Persons Responsible

Teacher

Target Dates or Schedule:

Daily

Evidence of Completion:

Higher student attendance

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. 2013 FCAT 2.0 data indicates the percentage of students achieving at or above proficiency was 59%. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students achieving at or above proficiency by 7 percentage points.

G2.B1 2013 FCAT 2.0 performance data indicates that students in the ELL subgroup are deficient in Reporting Category 1-Figurative Language, Vocabulary (NGSS); Students experience difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects when using grade level texts (NGSSS); Determine the meaning of words in a story or poem, particularly focusing on the use of nonliteral language and explain how it suggests meaning (CCSS, ELA-Literacy.RL3.5).

G2.B1.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during differentiated instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. Students will be involved in collaborative conversations to access tools Author's use such as Literary Devices and Figurative Language.

Action Step 1

Small Group Instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Authentic Work, Lesson Plans, and Assessments

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data, along with Classroom Data in order to monitor students' academic progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim and Classroom Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, the LLT will disaggregate the data from SuccessMaker Reading Intervention Program as well as District and school-wide assessments. Data Chats will be conducted quarterly with teachers and students. Instruction will be modified in order to meet specific needs of students.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student authentic work, Lesson Plans, school-wide assessments and District Assessments.

G2.B2 2013 FCAT 2.0 performance data indicates that students in the Learning Gains subgroup are deficient in Reporting Category 2- Main Idea. Students experience difficulty understanding the analytical meaning of text as well as determining the essential message of a text. (CCSS, ELA-Informational Text.RI3.1 & 3.2).

G2.B2.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during differentiated instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. Students will practice using and identifying details from the passage to determine main idea, plot and purpose.

Action Step 1

Small Group Instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Authentic Work, Lesson Plans, and Assessments

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data, along with Classroom Data in order to monitor students' academic progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim and Classroom Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the FCIM, the LLT will disaggregate the data from SuccessMaker Reading Intervention Program as well as District and school-wide assessments. Data Chats will be conducted quarterly with teachers and students. Instruction will be modified in order to meet specific needs of students.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student authentic work, Lesson Plans, school-wide assessments and District Assessments.

G2.B3 2013 FCAT 2.0 performance data indicates that students Achieving Levels 3 are deficient in Reporting Category 2-Identify Text Structure or Organizational Patterns. This identified area of deficiency includes comparison/contrast, cause/effect, and sequence of events and also to explain how it impacts meaning in text. (CCSS, ELA-Informational Text-Craft and Structure.RI3.8 & 3.3).

G2.B3.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during differentiated instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. Teachers will utilize teacher read-alouds, teacher-student modeling which include collaborative conversation and the "I do, we do, you do" model. Students will practice returning to the text to support and verify their answers through their reading text assignments.

Action Step 1

Small Group Instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Authentic Work, Lesson Plans, and Assessments

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data, along with Classroom Data in order to monitor students' academic progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim and Classroom Assessments

Plan to Monitor Effectiveness of G2.B3.S1

Utilizing the FCIM, the LLT will disaggregate the data from SuccessMaker Reading Program, Accelerated Reader, Reading Plus, as well as District and school-wide assessments. Data Chats will be conducted quarterly with teachers and students. Instruction will be modified in order to meet specific needs of students.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student authentic work, Lesson Plans, school-wide assessments and District Assessments.

G3. The results of the 2013 FCAT 2.0 Writing Test indicates that 55% of students in fourth grade achieved a level 3.5 and above. For the 2013-2014 school year our goal is to increase students achieving a score of 3.5 or higher by 5 percentage points.

G3.B1 Student performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experience difficulty in writing narrative accounts within an engaging plot with well developed supporting details.

G3.B1.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during writing instruction. Teachers will scaffold students through the writing process. The students will develop a writing plan and respond to narrative prompts. The students' papers will include: main idea, descriptive details, characters, sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidence in monthly narrative writing prompts.

Action Step 1

Through the pre-writing plan, students will be able to include the main idea, descriptive details, figurative language and transitional words/phrases in order to complete a writing piece scoring a 3.5 or above using a rubric.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student writing pieces and school-wide monthly writing assessments

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Utilizing the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly student writing samples

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, monthly writing will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing students pieces and notebooks

G4. During the 2012-2013 school year the percentage of students achieving at or above proficiency was 65%. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points.

G4.B1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, students in our SWD subgroup demonstrate a deficiency in fractions.

G4.B1.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom that will provide opportunities for students in the SWD subgroup to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Use of manipulatives/models and engaging opportunities for practice during whole group and small group instruction while integrating technology

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student Authentic Work/Journals, Lesson Plans, District & School-based Assessments, Reports from technology based programs (SuccessMaker, Think Central, IXL, FCAT Explorer)

Facilitator:

Math Coach

Participants:

Classroom Teacher

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data, along with Classroom Data in order to monitor students' academic progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work folders/journals, Interim and Classroom Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, monthly and interim assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student authentic work, Lesson Plans, Formative Assessments (Monthly technology programs reports, District Interim Assessments) and Summative Assessment (2014 FCAT 2.0)

G4.B2 According to the results of the 2013 FCAT 2.0 Mathematics Assessments, students scoring at levels 3 demonstrate difficulty with mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, and comparison.

G4.B2.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom during Differentiated Instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. These deficiencies will also be remediated through the use of technology based programs such as IXL, SuccessMaker, Think Central and FCAT Explorer. Students will incorporate the daily use of journals to answer questions about math operations including "how and why". As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

Action Step 1

Use of manipulatives/models and engaging opportunities for practice during whole group and small group instruction while integrating technology

Person or Persons Responsible

LLT and Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Authentic Work/Journals, Lesson Plans, District & School-based Assessments, Reports from technology based programs (SuccessMaker, Think Central, IXL, FCAT Explorer)

Facilitator:

Math Coach

Participants:

Math Teachers

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data, along with Classroom Data in order to monitor students' academic progress.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work folders/journals, District Interims and Classroom Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, monthly and interim assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work, Lesson Plans, Formative Assessments (Monthly technology programs reports, District Interim Assessments) and Summative Assessment (2014 FCAT 2.0)

G5. In order to emphasize/engage students in the problem solving process for the 2013-2014 academic year, we need to increase the number of students participating in project based learning and STEM.

G5.B1 As noted on the 2013 Science FCAT 2.0, students in grade five scoring at achievement level 3 had the most difficulty in the area of Physical Science.

G5.B1.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom to provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry based activities that allow for testing hypothesis, data, and explanation of variables.

Action Step 1

Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Brain Pop, and Discovery Ed.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reports of Technology program usage

Facilitator:

Science Coach, Media Specialist

Participants:

Teachers

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of school and district assessment data, along with classroom Data in order to monitor students' academic progress. Print and review reports of technology usage.

Person or Persons Responsible

LLT and classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Science journal, reports of technology usage, and assessment data

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM, the LLT will examine the data from technology based programs as well as district and school-wide assessments. Data Chats will be conducted quarterly with teachers and students. Instruction will be modified in order to meet specific needs of students.

Person or Persons Responsible

LLT and classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Science journal, reports of technology usage, and assessment data

G6. Student academic development and success are correlated to student attendance. In monitoring Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of instruction.

G6.B1 Parents take students out of the country because no family to give assistance.

G6.B1.S1 Teachers will participate in a professional development activity to implement the reward system established to recognize students for perfect attendance and outstanding citizenship through the “Do the Right Thing” project in the classroom. After school tutorial programs will be established to address students’ areas of need. Participation in these programs will be explained to parents as being beneficial in helping students become high achievers.

Action Step 1

Monitor attendance and refer

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Gradebook

Facilitator:

School Psychologist, Counselor, Assistant Principal

Participants:

Teacher

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

Review attendance bulletin

Person or Persons Responsible

Teacher, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G6.B1.S1

Review referrals from teacher

Person or Persons Responsible

Teacher, Counselor, Asst. Principal

Target Dates or Schedule

Montly

Evidence of Completion

Referrals

Coordination and Integration

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

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

Title I, Part A

Ben Sheppard Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom teacher and through tutorial programs offered both during and after school. Summer school was offered to all third grade students that were retained. The district coordinates with Title II and Title III in ensuring that staff development is provided. Curriculum Coaches work with school administration to develop and evaluate the school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment and intervention approaches and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The curriculum coaches also assist the administration with whole school screening programs that

provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and monitoring the implementation. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services and support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Ben Sheppard Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met.

Ben Sheppard Elementary School coordinates services with the district to support the Educational Alternative

Outreach program and Drop-out Prevention programs.

We are a Title II district and Ben Sheppard Elementary School uses supplemental funds provided by the district for improving basic education as follows:

- training for add-on endorsement programs such as Reading, Gifted, ESOL
- training for Professional Development Liaisons focusing on the development and facilitation of Professional

Learning Community (PLC) and Lesson Study Group implementation and protocols.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-5)
- reading and supplementary instructional materials(K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-5, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment,

attendance, and transportation of homeless students.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Ben Sheppard Elementary will identify a school based homeless coordinator to be trained on the McKinney-

Vento Law ensuring appropriate services are provided to the homeless students.

Ben Sheppard Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part

of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to

provide in school and afterschool tutorials for students not meeting state standards.

The counselor at Ben Sheppard Elementary School provide classroom teachers with lessons from the TRUST program which focus on conflict resolution and problem-solving as it relates to drugs and alcohol, stress, suicide, isolation, family violence and other crisis. Third grade students participate in the "My Very Own Book About Me" program and curriculum.

- 1) Ben Sheppard Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program which includes, breakfast, lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

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.

G2. 2013 FCAT 2.0 data indicates the percentage of students achieving at or above proficiency was 59%. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students achieving at or above proficiency by 7 percentage points.

G2.B1 2013 FCAT 2.0 performance data indicates that students in the ELL subgroup are deficient in Reporting Category 1-Figurative Language, Vocabulary (NGSS); Students experience difficulties in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects when using grade level texts (NGSSS); Determine the meaning of words in a story or poem, particularly focusing on the use of nonliteral language and explain how it suggests meaning (CCSS, ELA-Literacy.RL3.5).

G2.B1.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during differentiated instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. Students will be involved in collaborative conversations to access tools Author's use such as Literary Devices and Figurative Language.

PD Opportunity 1

Small Group Instruction

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Authentic Work, Lesson Plans, and Assessments

G2.B2 2013 FCAT 2.0 performance data indicates that students in the Learning Gains subgroup are deficient in Reporting Category 2- Main Idea. Students experience difficulty understanding the analytical meaning of text as well as determining the essential message of a text. (CCSS, ELA-Informational Text.RI3.1 & 3.2).

G2.B2.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during differentiated instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. Students will practice using and identifying details from the passage to determine main idea, plot and purpose.

PD Opportunity 1

Small Group Instruction

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Authentic Work, Lesson Plans, and Assessments

G2.B3 2013 FCAT 2.0 performance data indicates that students Achieving Levels 3 are deficient in Reporting Category 2-Identify Text Structure or Organizational Patterns. This identified area of deficiency includes comparison/contrast, cause/effect, and sequence of events and also to explain how it impacts meaning in text. (CCSS, ELA-Informational Text-Craft and Structure.RI3.8 & 3.3).

G2.B3.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during differentiated instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. Teachers will utilize teacher read-alouds, teacher-student modeling which include collaborative conversation and the "I do, we do, you do" model. Students will practice returning to the text to support and verify their answers through their reading text assignments.

PD Opportunity 1

Small Group Instruction

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Authentic Work, Lesson Plans, and Assessments

G3. The results of the 2013 FCAT 2.0 Writing Test indicates that 55% of students in fourth grade achieved a level 3.5 and above. For the 2013-2014 school year our goal is to increase students achieving a score of 3.5 or higher by 5 percentage points.

G3.B1 Student performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experience difficulty in writing narrative accounts within an engaging plot with well developed supporting details.

G3.B1.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during writing instruction. Teachers will scaffold students through the writing process. The students will develop a writing plan and respond to narrative prompts. The students' papers will include: main idea, descriptive details, characters, sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidence in monthly narrative writing prompts.

PD Opportunity 1

Through the pre-writing plan, students will be able to include the main idea, descriptive details, figurative language and transitional words/phrases in order to complete a writing piece scoring a 3.5 or above using a rubric.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student writing pieces and school-wide monthly writing assessments

G4. During the 2012-2013 school year the percentage of students achieving at or above proficiency was 65%. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points.

G4.B1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, students in our SWD subgroup demonstrate a deficiency in fractions.

G4.B1.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom that will provide opportunities for students in the SWD subgroup to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Use of manipulatives/models and engaging opportunities for practice during whole group and small group instruction while integrating technology

Facilitator

Math Coach

Participants

Classroom Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student Authentic Work/Journals, Lesson Plans, District & School-based Assessments, Reports from technology based programs (SuccessMaker, Think Central, IXL, FCAT Explorer)

G4.B2 According to the results of the 2013 FCAT 2.0 Mathematics Assessments, students scoring at levels 3 demonstrate difficulty with mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, and comparison.

G4.B2.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom during Differentiated Instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. These deficiencies will also be remediated through the use of technology based programs such as IXL, SuccessMaker, Think Central and FCAT Explorer. Students will incorporate the daily use of journals to answer questions about math operations including "how and why". As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

PD Opportunity 1

Use of manipulatives/models and engaging opportunities for practice during whole group and small group instruction while integrating technology

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Authentic Work/Journals, Lesson Plans, District & School-based Assessments, Reports from technology based programs (SuccessMaker, Think Central, IXL, FCAT Explorer)

G5. In order to emphasize/engage students in the problem solving process for the 2013-2014 academic year, we need to increase the number of students participating in project based learning and STEM.

G5.B1 As noted on the 2013 Science FCAT 2.0, students in grade five scoring at achievement level 3 had the most difficulty in the area of Physical Science.

G5.B1.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom to provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry based activities that allow for testing hypothesis, data, and explanation of variables.

PD Opportunity 1

Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Brain Pop, and Discovery Ed.)

Facilitator

Science Coach, Media Specialist

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reports of Technology program usage

G6. Student academic development and success are correlated to student attendance. In monitoring Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of instruction.

G6.B1 Parents take students out of the country because no family to give assistance.

G6.B1.S1 Teachers will participate in a professional development activity to implement the reward system established to recognize students for perfect attendance and outstanding citizenship through the "Do the Right Thing" project in the classroom. After school tutorial programs will be established to address students' areas of need. Participation in these programs will be explained to parents as being beneficial in helping students become high achievers.

PD Opportunity 1

Monitor attendance and refer

Facilitator

School Psychologist, Counselor, Assistant Principal

Participants

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Gradebook

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	2013 FCAT 2.0 data indicates the percentage of students achieving at or above proficiency was 59%. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students achieving at or above proficiency by 7 percentage points.	\$21,189
G4.	During the 2012-2013 school year the percentage of students achieving at or above proficiency was 65%. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points.	\$2,015
G5.	In order to emphasize/engage students in the problem solving process for the 2013-2014 academic year, we need to increase the number of students participating in project based learning and STEM.	\$9,200
Total		\$32,404

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
District and School	\$23,204	\$23,204
District and School/EESAC	\$9,200	\$9,200
Total	\$32,404	\$32,404

Budget Details

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

G2. 2013 FCAT 2.0 data indicates the percentage of students achieving at or above proficiency was 59%. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students achieving at or above proficiency by 7 percentage points.

G2.B3 2013 FCAT 2.0 performance data indicates that students Achieving Levels 3 are deficient in Reporting Category 2-Identify Text Structure or Organizational Patterns. This identified area of deficiency includes comparison/contrast, cause/effect, and sequence of events and also to explain how it impacts meaning in text. (CCSS, ELA-Informational Text-Craft and Structure.RI3.8 & 3.3).

G2.B3.S1 Teachers will participate in professional development activities that provide instructional strategies in the classroom during differentiated instruction. Students will receive instruction in the Teacher Led Center to address the identified deficiencies. Teachers will utilize teacher read-alouds, teacher-student modeling which include collaborative conversation and the "I do, we do, you do" model. Students will practice returning to the text to support and verify their answers through their reading text assignments.

Action Step 1

Small Group Instruction

Resource Type

Technology

Resource

Edusoft, Reading Plus, Accelerated Reader, SuccesMaker

Funding Source

District and School

Amount Needed

\$21,189

G4. During the 2012-2013 school year the percentage of students achieving at or above proficiency was 65%. Our goal for the 2013-2014 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points.

G4.B1 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, students in our SWD subgroup demonstrate a deficiency in fractions.

G4.B1.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom that will provide opportunities for students in the SWD subgroup to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Use of manipulatives/models and engaging opportunities for practice during whole group and small group instruction while integrating technology

Resource Type

Technology

Resource

Explore Learning Gizmos (Grades 3-5) Mathematics/Science, IXL

Funding Source

District and School

Amount Needed

\$2,015

G5. In order to emphasize/engage students in the problem solving process for the 2013-2014 academic year, we need to increase the number of students participating in project based learning and STEM.

G5.B1 As noted on the 2013 Science FCAT 2.0, students in grade five scoring at achievement level 3 had the most difficulty in the area of Physical Science.

G5.B1.S1 Teachers will participate in professional development activities to provide instructional strategies in the classroom to provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry based activities that allow for testing hypothesis, data, and explanation of variables.

Action Step 1

Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Brain Pop, and Discovery Ed.)

Resource Type

Technology

Resource

Discovery (K-5) Mathematics, Science, Social Studies, Brain Pop

Funding Source

District and School/EESAC

Amount Needed

\$9,200