2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Gardens Academy

9010 NW 178TH LN
Hialeah, FL 33018
305-512-9775
http://matergardens.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	52%

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

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Mater Gardens Academy

Principal
Lourdes Isla Marrero/Robert Blanche

School Advisory Council chair
Lynnette Leoncio

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

Name	Title

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

Parent- Ained Diaz
Alternate parent- Jenny Mora
Student- Alyssa Castro
Alternate student –Jhianyn Herrera
BCR- Ray Rivera
Teacher – Evelyn Gomez-Herrera, Ivette Blazquez, Lety Garcia, Hector Capo,
Alternate teacher - Lety Bustillo
Educational support- Frank Castillo, Cristina Castro
Principal – Lourdes Isla-Marrero

Involvement of the SAC in the development of the SIP

The SAC committee is involved in the development of the school improvement plan as the body responsible for the final decision making regarding reviewing the information in the School Improvement Plan and ensuring, for accountability purposes, the plan is executed throughout the school year.

Activities of the SAC for the upcoming school year

The SAC will be hosting at least 4 meetings per school year (one per grading period) in order to monitor the progress in the implementation of the School Improvement Plan. The SAC will be reviewing data and

School Improvement Plan progress during those meetings. The SAC will additionally assist in coordinating the school-wide tutoring program for students (related to the funding).

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

The projected use of the school improvement funds will be to implement the school-wide tutoring program for the students in the lowest 25%, where $5 will be allocated per student.

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:

Lourdes Isla Marrero/Robert Blanche		
Principal	Years as Administrator: 9	Years at Current School: 7
Credentials	• BS- Elementary Education (grades 1-6) from Nova Southeastern University • MS- TESOL from Nova Southeastern University • Educational Leadership Certification from Nova Southeastern University • English for Speakers of Other Languages (ESOL) endorsement	
Performance Record	2013 – A Rdg. Proficiency, 76 % Math Proficiency, 85 % Rdg. Lrg. Gains, 83 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 80 points Rdg. AMO – Met Math AMO– Met 2012 – A Rdg. Proficiency, 75% Math Proficiency, 85% Rdg. Lrg. Gains, 89 points Math Lrg. Gains, 97 points Rdg. Imp. of Lowest 25% - 97 points Math Imp. of Lowest 25% - 98 points Rdg. AMO – Met Math AMO– Met 2011- A Rdg. Proficiency, 81% Math Proficiency, 87% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 85 points Rdg. AYP – Not Met Math AYP– Not Met 2010- A Rdg. Proficiency, 84% Math Proficiency, 86% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% -	

63 points
Rdg. AYP – Not Met
Math AYP– Not Met
2009- A
Rdg. Proficiency, 86%
Math Proficiency, 84%
Rdg. Lrg. Gains, 76 points
Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% - 87 points
Math Imp. of Lowest 25% - 80 points
Rdg. AYP – Not Met
Math AYP– Not Met

Pilar Fernandez Rives		
Asst Principal	Years as Administrator: 1	Years at Current School: 6

Credentials	• BS- Elementary Education (grades K-6) from Barry University • MS- Secondary Social Studies Education (grades 6-12) from Florida International University • Ed.S- Educational Leadership from Nova Southeastern University • English for Speakers of Other Languages (ESOL) endorsement • Reading endorsement
Performance Record	2013 – A Rdg. Proficiency, 76 % Math Proficiency, 85 % Rdg. Lrg. Gains, 83 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 80 points Rdg. AMO – Met Math AMO– Met 2012 – A Rdg. Proficiency, 75% Math Proficiency, 85% Rdg. Lrg. Gains, 89 points Math Lrg. Gains, 97 points Rdg. Imp. of Lowest 25% - 97 points Math Imp. of Lowest 25% - 98 points Rdg. AMO – Met Math AMO– Met 2011- A Rdg. Proficiency, 81% Math Proficiency, 87% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 85 points Rdg. AYP – Not Met Math AYP– Not Met 2010- A Rdg. Proficiency, 84% Math Proficiency, 86% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 57 points

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Math Proficiency, 84%
Rdg. Lrg. Gains, 76 points
Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% - 87 points
Math Imp. of Lowest 25% - 80 points
Rdg. AYP – Not Met
Math AYP– Not Met

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Evelyn Gomez-Herrera		
Full-time / School-based	Years as Coach: 5	Years at Current School: 7

Areas	Reading/Literacy
Credentials	• BS- Elementary Education (grades K-6) from University of Miami • MS- Reading Education from University of Miami • English for Speakers of Other Languages (ESOL) endorsement
Performance Record	2013 – A Rdg. Proficiency, 76 % Math Proficiency, 85 % Rdg. Lrg. Gains, 83 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 80 points Rdg. AMO – Met Math AMO– Met 2012 – A Rdg. Proficiency, 75% Math Proficiency, 85% Rdg. Lrg. Gains, 89 points Math Lrg. Gains, 97 points Rdg. Imp. of Lowest 25% - 97 points Math Imp. of Lowest 25% - 98 points Rdg. AMO – Met Math AMO– Met 2011- A Rdg. Proficiency, 81% Math Proficiency, 87% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 85 points Rdg. AYP – Not Met Math AYP– Not Met 2010- A Rdg. Proficiency, 84% Math Proficiency, 86% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 63 points Rdg. AYP – Not Met

Math AYP– Not Met
2009- A
Rdg. Proficiency, 86%
Math Proficiency, 84%
Rdg. Lrg. Gains, 76 points
Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% - 87 points
Math Imp. of Lowest 25% - 80 points
Rdg. AYP – Not Met
Math AYP– Not Met

Linna Chacon		
Part-time / School-based	Years as Coach: 0	Years at Current School: 7

Areas	Science
Credentials	• BS- Biology from Florida Atlantic University
Performance Record	2013 – A Rdg. Proficiency, 76 % Math Proficiency, 85 % Rdg. Lrg. Gains, 83 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 80 points Rdg. AMO – Met Math AMO– Met 2012 – A Rdg. Proficiency, 75% Math Proficiency, 85% Rdg. Lrg. Gains, 89 points Math Lrg. Gains, 97 points Rdg. Imp. of Lowest 25% - 97 points Math Imp. of Lowest 25% - 98 points Rdg. AMO – Met Math AMO– Met 2011- A Rdg. Proficiency, 81% Math Proficiency, 87% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 85 points Rdg. AYP – Not Met Math AYP– Not Met 2010- A Rdg. Proficiency, 84% Math Proficiency, 86% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 63 points Rdg. AYP – Not Met Math AYP– Not Met 2009- A

Rdg. Proficiency, 86%
Math Proficiency, 84%
Rdg. Lrg. Gains, 76 points
Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% - 87 points
Math Imp. of Lowest 25% - 80 points
Rdg. AYP – Not Met
Math AYP– Not Met

Lynnette Leoncio		
Part-time / School-based	Years as Coach: 6	Years at Current School: 6

Areas	Mathematics
Credentials	• BS- Elementary Education (grades K-6) from St. Thomas University • MS- Reading Education from St. Thomas University • MS- Educational Leadership from St. Thomas University • English for Speakers of Other Languages (ESOL) endorsement
Performance Record	2013 – A Rdg. Proficiency, 76 % Math Proficiency, 85 % Rdg. Lrg. Gains, 83 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 80 points Rdg. AMO – Met Math AMO– Met 2012 – A Rdg. Proficiency, 75% Math Proficiency, 85% Rdg. Lrg. Gains, 89 points Math Lrg. Gains, 97 points Rdg. Imp. of Lowest 25% - 97 points Math Imp. of Lowest 25% - 98 points Rdg. AMO – Met Math AMO– Met 2011- A Rdg. Proficiency, 81% Math Proficiency, 87% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 85 points Rdg. AYP – Not Met Math AYP– Not Met 2010- A Rdg. Proficiency, 84% Math Proficiency, 86% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% -

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2009- A
Rdg. Proficiency, 86%
Math Proficiency, 84%
Rdg. Lrg. Gains, 76 points
Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% - 87 points
Math Imp. of Lowest 25% - 80 points
Rdg. AYP – Not Met
Math AYP– Not Met

Classroom Teachers

# of classroom teachers
29

 # receiving effective rating or higher
28, 97%

 # Highly Qualified Teachers
100%

 # certified in-field
29, 100%

 # ESOL endorsed
26, 90%

 # reading endorsed
3, 10%

 # with advanced degrees
8, 28%

 # National Board Certified
0, 0%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
15, 52%

 # with 6-14 years of experience
11, 38%

 # with 15 or more years of experience
3, 10%

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

The school recruits and retains highly qualified, certified in-field, effective teachers to the school by soliciting possible employee referrals from current employees, by hosting quarterly individual and grade level meetings with the administration team, by assigning mentor teachers for new teachers and allocating weekly meetings between both parties, and by providing professional development opportunities to the teachers in order to enhance pedagogy. The strategies are all monitored by the principal, assistant principal, professional development liaison, and instructional coaches.

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 school's mentoring program/plan assigns beginning teachers with veteran teachers in the same grade level. The mentor, veteran teacher must demonstrate strong communication skills, knowledge of the system and content, effective teaching qualifications, high student achievements evidenced by data, and commitment to professional learning. The planned mentoring activities include monthly meetings to align instruction with the standards and to address questions and concerns, as well as one monthly modeling/demonstration lesson by the mentor in the beginning teacher's classroom and one monthly observation by the beginning teacher in the mentor's classroom.
Mrs. Melissa Fernandez, a first year teacher, will be assigned to the mentor Suzette Jewell, a 6th year teacher. Both teachers teach in the same grade level. Mrs. Jewell's experience in teaching , as well as high proficiency levels, enables her to set forth mentoring for mentee Melissa Fernandez.

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 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

Tier 1(Leadership Team)
• Administrator(s) (Lourdes Isla-Marrero and Pilar Fernandez Rives) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• School reading, math, science, and behavior specialists (Evelyn Gomez-Herrera, Lynnette Leoncio, Linna Chacon)- responsible for providing and monitoring interventions in the specific subject areas.
• Special education personnel (Maria Salgado)- initiates and monitors the progress of students in the system.
• School guidance counselor (Frank Castillo)- meets with students to provide counseling.
• School psychologist (Dagmar De La Ossa)- conducts evaluations for the program

• School social worker (specify name)
• Member of advisory group, community stakeholders, parents (specify names)
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (monthly) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Members of the MTSS Leadership Team (Lourdes Isla-Marrero and Pilar Fernandez Rives) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (Lourdes Isla-Marrero and Pilar Fernandez Rives) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

There will be several data sources and management systems in place in order to access and analyze data and monitor the effectiveness of the core, supplemental, and intensive supports in the subject areas of math, reading, science, writing, and engagement, such as behavior and attendance.
They include the following:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• SuccessMaker Utilization and Progress Reports
• Interim assessments
• State/local assessments
• FCAT 2.0
• Student grades
• School-site specific assessments
Engagement
• 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

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

There will be several data sources and management systems in place in order to access and analyze data and monitor the effectiveness of the core, supplemental, and intensive supports in the subject areas of math, reading, science, writing, and engagement, such as behavior and attendance.
They include the following:
Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• SuccessMaker Utilization and Progress Reports
• Interim assessments
• State/local assessments
• FCAT 2.0
• Student grades
• School-site specific assessments
Engagement
• 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
Management systems
• Data chats with staff on a monthly basis
• Grade level chats discussing data on a quarterly basis
• Parent and teacher conferences

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

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 RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Evelyn Gomez Herrera	reading coach/test chairperson
Frank Castillo	guidance counselor
Doris Ortiz	reading teacher
Maria Garcia	reading teacher
Lynnette Leoncio	math coach
Linna Chacon	science coach
Pilar Fernandez Rives	assistant principal
Lourdes Isla-Marrero	principal

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

Every Teacher Contributes to Reading Instruction

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

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

Mater Gardens assists preschool students in transitioning from early childhood programs to the elementary school program setting by hosting an orientation for incoming kindergarten students and parents prior to the commencement of the school year. Parents are invited to participate in school-wide events, such as Bookabration literacy event, and family nights to support the kindergarteners as they transition into their new role as full-time students.

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	72%	76%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	70%	76%	Yes	73%
White	83%	79%	No	85%
English language learners	54%	59%	Yes	59%
Students with disabilities	53%		No	57%
Economically disadvantaged	68%	74%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	31%	33%
Students scoring at or above Achievement Level 4	138	48%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		83%	85%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	58	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	46	38%	44%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	56	56%	60%
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	79%	85%	Yes	81%
American Indian				
Asian				
Black/African American				
Hispanic	79%	85%	Yes	81%
White	83%	89%	Yes	85%
English language learners	69%	79%	Yes	72%
Students with disabilities	58%		No	63%
Economically disadvantaged	77%	87%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	37%	38%
Students scoring at or above Achievement Level 4	148	48%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		80%	82%

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	38	38%	39%
Students scoring at or above Achievement Level 4	45	45%	46%

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)	1		2
Participation in STEM-related experiences provided for students	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	11	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	34	31%	28%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	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

- number of parent engagement opportunities offered in the school year
- average number of parents in attendance at parent engagement opportunities
- percent of parents who participated in parent engagement opportunities

• percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
• number of parent engagement opportunities offered in the school year	10	75%	85%
• average number of parents in attendance at parent engagement opportunities	250	33%	50%
• percent of parents who participated in parent engagement opportunities	440	55%	65%
• percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	70	35%	50%

Goals Summary

G1. The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 76% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Reading FCAT 2.0 is to maintain the 76% target for student achievement level 3 or above.

G2. The 2012-2013 FCAT Writing Test indicated that 56% of students scored at or above 3.5 on the test. Our goal for the 2013-2014 FCAT Writing Test is to achieve 60% at or above 3.5. This indicates a 4% percentage increase in proficiency.

G3. The results of the 2012-2013 Math FCAT 2.0 Test indicate that 85% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Math FCAT 2.0 is to maintain the 81% target for student achievement level 3 or above.

G4. The results of the 2012-2013 FCAT Science Test indicate that 83% of students scored at achievement level 3 or above on the test. Our goal for the 2013-2014 FCAT Science Test is to increase to the 85% target of achievement level 3 or above.

G5. • The STEM-related experiences will provide students will opportunities to integrate science, math, and engineering concepts into their learning.

G6. The aim is to decrease the amount of incidents occurring for the early warning system, which includes missing instructional time, students receiving behavior referrals, and student retention.

G7. The aim is to increase the parental attendance and engagement at our school.

Goals Detail

G1. The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 76% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Reading FCAT 2.0 is to maintain the 76% target for student achievement level 3 or above.

Targets Supported
- Reading ()

Resources Available to Support the Goal
- During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and SuccessMaker that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 31% of students achieved level 3. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 33% target for student achievement at level 3.

- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 48% of students achieved level 4 or above. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 46% target for student achievement at level 4 or above.

- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 83% of students made learning gains on the FCAT Reading 2.0. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 85% target for students making learning gains.

- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 82% of the students in the lowest 25% made learning gains. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 84% target for students in the lowest 25% making learning gains.

- The results of the 2012-2013 CELLA Test in listening/speaking indicate that 48% of students scored proficient in the listening/speaking portion. Our goal for the 2013-2014 CELLA Test is to increase to the 53% target for students in the listening/speaking portion.

- The results of the 2012-2013 CELLA Test in reading indicate that 34% of students scored proficient in the reading portion. Our goal for the 2013-2014 CELLA Test is to increase to the 41% target for students in the reading portion.

- The results of the 2012-2013 CELLA Test in writing indicate that 38% of students scored proficient in the writing portion. Our goal for the 2013-2014 CELLA Test is to increase to the 44% target for students in the writing portion.

Plan to Monitor Progress Toward the Goal

Review classroom walk-throughs to adjust instruction as needed.

Person or Persons Responsible
Administration.

Target Dates or Schedule:
Weekly classroom walk-throughs.

Evidence of Completion:
Analysis of the observation walk-through forms.

G2. The 2012-2013 FCAT Writing Test indicated that 56% of students scored at or above 3.5 on the test. Our goal for the 2013-2014 FCAT Writing Test is to achieve 60% at or above 3.5. This indicates a 4% percentage increase in proficiency.

Targets Supported
- Writing

Resources Available to Support the Goal
- During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision.

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 56% of students scored at or above 3.5 on the test. Our goal for the 2013-2014 FCAT 2.0 Writing Test is to increase to the 60% target of students scoring at or above 3.5. Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible
Administration and LLT team members.

Target Dates or Schedule:
Weekly classroom walk-throughs, monthly writing prompts, and district interim pre, mid, and post year assessments in September, January, and May.

Evidence of Completion:
Data analysis of the reports.

G3. The results of the 2012-2013 Math FCAT 2.0 Test indicate that 85% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Math FCAT 2.0 is to maintain the 81% target for student achievement level 3 or above.

Targets Supported

- Math ()

Resources Available to Support the Goal

- Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. The daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. Additionally, during differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Also, students will be assigned specific tasks on Successmaker Math that are focused on relating the number concepts and operations to realistic word problems.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Math FCAT 2.0 indicate that 37% of students achieved level 3. Our goal for the 2013-2014 Math FCAT 2.0 is to increase to the 38% target for student achievement at level 3.

- The results of the 2012-2013 Math FCAT 2.0 indicate that 48% of students achieved level 4 or above. Our goal for the 2013-2014 Math FCAT 2.0 is to maintain the 48% target for student achievement at level 4 or above.

- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 80% of students made learning gains on the FCAT Math 2.0. Our goal for the 2013-2014 Math FCAT 2.0 is to increase to the 82% target for students making learning gains.

- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 80% of students in the lowest 25% made learning gains on the FCAT Math 2.0. Our goal for the 2013-2014 Math FCAT 2.0 is to increase to the 82% of students in the lowest 25% to make learning gains.

Plan to Monitor Progress Toward the Goal

Review students' assessments reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Administration and the RtI team.

Target Dates or Schedule:

monthly Successmaker, IXL, and Reflex, district interim assessments in October and January.

Evidence of Completion:

Successmaker, IXL, and Reflex, district interim assessments.

G4. The results of the 2012-2013 FCAT Science Test indicate that 83% of students scored at achievement level 3 or above on the test. Our goal for the 2013-2014 FCAT Science Test is to increase to the 85% target of achievement level 3 or above.

Targets Supported

- Science

Resources Available to Support the Goal

- Students' performance data from the 2013 FCAT Science indicates that the students in grade 5 had the most difficulty with the Nature of Science questions. Students performing at the mastery level of this reporting category will generally be able to evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. By increasing science writing through the use of Cornell note taking and by incorporating process writing where descriptions are based on evidence and writing is graded against a rubric, reasoning will increase as well as achievement in this category. Students will also refer to science current events from the Achieve3000 program to read and respond to the content in Nature of Science. Additionally, students will view and participate in BrainPop interactive videos and activities to increase application and understanding of the concepts.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT Science Test indicate that 38% of students scored at achievement level 3 or above on the test. Our goal is to increase to 39% of students attaining an achievement level of 3 or above for on the 2013-2014 FCAT Science Test.

- The results of the 2012-2013 FCAT Science Test indicate that 45% of students scored at achievement level 3 or above on the test. Our goal is to increase to 46% of students attaining an achievement level of 3 or above for on the 2013-2014 FCAT Science Test.

Plan to Monitor Progress Toward the Goal

Review students' assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible
Administration.

Target Dates or Schedule:
Daily Cornell note-taking, Weekly BrainPop reports, and District Interim Assessments in October and January.

Evidence of Completion:
Cornell note-taking, BrainPop reports, and District Interim Assessments.

G5. • The STEM-related experiences will provide students will opportunities to integrate science, math, and engineering concepts into their learning.

Targets Supported
- STEM

Resources Available to Support the Goal
- • The strategies will include participating in the Miami-Dade County STEM EXPO and hosting an in-house "Invention Convention" where grade levels (K-1) and students (2-5) have to apply STEM concepts to create inventions. A plan and timeline for the development of the projects will be available and closely monitored by the Leadership Team, along with the science and math department chairpersons and grade level chairpersons.

Targeted Barriers to Achieving the Goal
- The STEM-related experiences will provide students will opportunities to integrate science, math, and engineering concepts into their learning. Our school participated in 1 STEM-related experience for the 2012-2013 school year and our goal is to increase to 2 STEM-related experiences for the 2013-2014 school year.

- The STEM-related experiences will provide students will opportunities to integrate science, math, and engineering concepts into their learning. Our school had 60% of students participate the STEM-related experience for the 2012-2013 school year and our goal is to increase to 75% of students participating in the STEM-related experiences for the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs and provide information on the STEM-project rubric to monitor progress and adjust instruction as needed.

Person or Persons Responsible
Administration.

Target Dates or Schedule:
Weekly classroom walk-throughs and analysis of the rubric progression.

Evidence of Completion:
FORMATIVE: STEM project rubric.

G6. The aim is to decrease the amount of incidents occurring for the early warning system, which includes missing instructional time, students receiving behavior referrals, and student retention.

Targets Supported
- EWS

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
-

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. The aim is to increase the parental attendance and engagement at our school.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers.

Targeted Barriers to Achieving the Goal
- The goal is to increase the number of parent engagement opportunities offered in the school from 10 activities in 2012-2013 to 11 activities in 2013-2014 school year.

- The goal is to increase the average number of parents in attendance at parent engagement opportunities from 33% in 2012-2013 to 55% average number of parents in attendance for the 2013-2014 school year.

- The goal is to increase the percent of parents who participated in parent engagement opportunities from 55% in 2012-2013 school year to 65% for the 2013-2014 school year.

- The goal is to increase the percent of students in the lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities from 35% in 2012-2013 to 50% in 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

meetings.

Person or Persons Responsible
Administration.

Target Dates or Schedule:
monthly.

Evidence of Completion:
sign-in sheets and logs, as well as implementation of meetings.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 76% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Reading FCAT 2.0 is to maintain the 76% target for student achievement level 3 or above.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 31% of students achieved level 3. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 33% target for student achievement at level 3.

G1.B1.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and SuccessMaker, as well as quarterly novel readings, that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

Action Step 1

Students will also be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and SuccessMaker, and Quarterly novels that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Weekly Reading Wonders; Monthly SuccessMaker, Lexia, and Accelerated Reader reports; Quarterly novels; District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Reading Wonders; SuccessMaker, Lexia, and Accelerated Reader reports, Novels, District Interim Assessments SUMMATIVE: 2014 FCAT 2.0

Facilitator:

McGraw Hill representative, Lexia Learning webinar,

Participants:

K-5 grade chairpersons, All K-5 teachers

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration, LLT, and the MTSS/RtI team members.

Target Dates or Schedule

Weekly classroom walk-throughs, Weekly Reading Wonders, Monthly SuccessMaker, Lexia, and Accelerated Reader reports, Quarterly novels, District Interim Assessments in October and January.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walk-throughs, Interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly classroom walk-throughs, Weekly Reading Wonders, Monthly SuccessMaker, Lexia, and Accelerated Reader reports, Quarterl novels assessments and District Interim Assessments.

Evidence of Completion

FORMATIVE: Classroom walk through reports, Reading Wonders, SuccessMaker, Lexia, and Accelerated Reader reports, Novels and District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

G1.B2 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 48% of students achieved level 4 or above. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 46% target for student achievement at level 4 or above.

G1.B2.S1 Students will be assigned specific tasks McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader, and quarterly novels that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts. Additionally, during differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

Students will be assigned specific tasks McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader, and quarterly novels that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Weekly Reading Wonders, Monthly Lexia and Accelerated Reader reports, Quarterly novel assessments, District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Reading wonders assessments, Lexia and Accelerated Reader reports, novel evaluations, interim assessments SUMMATIVE: 2014 FCAT 2.0

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration, LLT, and the MTS/RtI team members.

Target Dates or Schedule

Weekly classroom walk-throughs, Weekly Reading Wonders, Monthly Lexia and Accelerated Reader reports, Quarterly novel assessments, District Interim Assessments in October and January.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G1.B2.S1

Classroom walk-throughs, Interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly classroom walk-throughs, Weekly Reading Wonders, Monthly Lexia and Accelerated Reader reports, Quarterly Novels, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Classroom walk-through reports, Reading Wonders, Lexia and Accelerated Reader, Quarterly Novels, and District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

G1.B3 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 83% of students made learning gains on the FCAT Reading 2.0. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 85% target for students making learning gains.

G1.B3.S1 Students will be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader, and quarterly novels that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

Students will be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and quarterly novels that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Weekly Reading Wonders, Monthly Lexia and Accelerated Reader reports, Quarterly Novel based assessments, and District Interim Assessments in October and January

Evidence of Completion

FORMATIVE: Reading Wonders, Lexia and Accelerated Reader reports, Quarterly novels, and District Interim Assessments SUMMATIVE: 2014 FCAT 2.0

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

Classroom walk-throughs and data reports from instruments.

Person or Persons Responsible

Administration, LLT, and the MTSS/RtI team members.

Target Dates or Schedule

Weekly classroom walk-throughs, Weekly Reading Wonders, Monthly Successmaker, Lexia, and Accelerated Reader reports, District Interim Assessments.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G1.B3.S1

Classroom walk-throughs, Interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs, Weekly Reading Wonders, Monthly Lexia and Accelerated Reader reports, Quarterly Novels, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Classroom walk-through reports. Reading Wonders, Lexia and Accelerated Reader reports, Quarterly Novels, and District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

G1.B4 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 82% of the students in the lowest 25% made learning gains. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 84% target for students in the lowest 25% making learning gains.

G1.B4.S1 Students will be assigned specific tasks on McGraw Hill Reading Wonders digital program, Voyager Passport, Lexia Learning, Accelerated Reader and SuccessMaker, as well as quarterly novels, that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

Students will be assigned specific tasks on McGraw Hill Reading Wonders digital program, Voyager Passport, Lexia Learning, Accelerated Reader and Successmaker, as well as quarterly novels, that are focused on interpreting elements of story structure.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Weekly Reading Wonders and Voyager Passport, Monthly Lexia, Accelerated Reader, and Successmaker reports, Quarterly novels, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Reading Wonders, Voyager Passport, Lexia, Accelerated Reader, and Successmaker reports, novel assessments, and District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration, LLT, and the MTSS/RtI team members.

Target Dates or Schedule

Weekly classroom walk-throughs, Weekly Reading Wonders and Voyager Passport, Monthly Success, Lexia, and Accelerated Reader reports, Quarterly novels, and District Interim Assessments in October and January.

Evidence of Completion

Data analysis of reports.

Plan to Monitor Effectiveness of G1.B4.S1

Classroom walk-throughs, interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily classroom walk-throughs, Weekly Reading Wonders and Voyager Passport, Monthly Successmaker, Lexia, and Accelerated Reader reports, Quarterly novel assessments, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Classroom walk-through reports, Reading Wonders and Voyager Passport, Successmaker, Lexia, and Accelerated Reader reports, novels, and district interim assessments. SUMMATIVE: 2014 FCAT 2.0

G1.B5 The results of the 2012-2013 CELLA Test in listening/speaking indicate that 48% of students scored proficient in the listening/speaking portion. Our goal for the 2013-2014 CELLA Test is to increase to the 53% target for students in the listening/speaking portion.

G1.B5.S1 Students require additional opportunities to practice academic listening and speaking through the implementation of these strategies: During instruction, students will be provided the opportunity to work in cooperative learning groups. Students will also be exposed to modeling and demonstration during instruction. Students will participate in teacher lead discussion and think aloud activities.

Action Step 1

Students will be provided the opportunity to work in cooperative learning groups. Students will also be exposed to modeling and demonstration during instruction. Students will participate in teacher lead discussion and think aloud activities.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Daily instruction time.

Evidence of Completion

SUMMATIVE: 2014 CELLA test.

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

Classroom walk-throughs.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs.

Evidence of Completion

Analysis of the observation walk-through forms.

Plan to Monitor Effectiveness of G1.B5.S1

Classroom walk-throughs.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs.

Evidence of Completion

Analysis of the observation walk-through forms.

G1.B6 The results of the 2012-2013 CELLA Test in reading indicate that 34% of students scored proficient in the reading portion. Our goal for the 2013-2014 CELLA Test is to increase to the 41% target for students in the reading portion.

G1.B6.S1 During instruction, the teacher will vary the complexity of the assignments. The students will also be exposed to vocabulary with context clues. Additionally, the students will utilize graphic organizers to aid in the retelling and summarizing of text.

Action Step 1

During instruction, the teacher will vary the complexity of the assignments. The students will also be exposed to vocabulary with context clues. Additionally, the students will utilize graphic organizers to aid in the retelling and summarizing of text.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Daily instruction time.

Evidence of Completion

SUMMATIVE: 2014 CELLA test.

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

Classroom walk-throughs.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs.

Evidence of Completion

Analysis of the observation walk-through forms.

Plan to Monitor Effectiveness of G1.B6.S1

Classroom walk-throughs.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs.

Evidence of Completion

Analysis of the observation walk-through forms.

G1.B7 The results of the 2012-2013 CELLA Test in writing indicate that 38% of students scored proficient in the writing portion. Our goal for the 2013-2014 CELLA Test is to increase to the 44% target for students in the writing portion.

G1.B7.S1 During instruction, the teacher will vary the complexity of the assignments. The students will also be exposed to vocabulary with context clues. Additionally, the students will utilize graphic organizers to aid in the retelling and summarizing of text

Action Step 1

During instruction, the teacher will vary the complexity of the assignments. The students will also be exposed to vocabulary with context clues. Additionally, the students will utilize graphic organizers to aid in the retelling and summarizing of text.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Daily instruction.

Evidence of Completion

SUMMATIVE: 2014 CELLA test.

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

Classroom walk-throughs.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs.

Evidence of Completion

Analysis of the observation walk-through forms.

Plan to Monitor Effectiveness of G1.B7.S1

Classroom walk-throughs.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs.

Evidence of Completion

Analysis of the observation walk-through forms.

G2. The 2012-2013 FCAT Writing Test indicated that 56% of students scored at or above 3.5 on the test. Our goal for the 2013-2014 FCAT Writing Test is to achieve 60% at or above 3.5. This indicates a 4% percentage increase in proficiency.

G2.B1 The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 56% of students scored at or above 3.5 on the test. Our goal for the 2013-2014 FCAT 2.0 Writing Test is to increase to the 60% target of students scoring at or above 3.5. Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

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

Action Step 1

During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Classroom reading and language arts teachers.

Target Dates or Schedule

Monthly writing prompts and district interim pre, mid, and post year assessments in September, January, and May.

Evidence of Completion

FORMATIVE: writing prompts, District Interim Assessment SUMMATIVE: 2014 FCAT Writing Test

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs, monthly writing prompts, and district interim pre, mid, and post year assessments in September, January, and May.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration and LLT team members.

Target Dates or Schedule

Weekly classroom walk-throughs, monthly writing prompts, and district interim pre, mid, and post year assessments in September, January, and May.

Evidence of Completion

Data analysis of the reports.

G3. The results of the 2012-2013 Math FCAT 2.0 Test indicate that 85% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Math FCAT 2.0 is to maintain the 81% target for student achievement level 3 or above.

G3.B1 The results of the 2012-2013 Math FCAT 2.0 indicate that 37% of students achieved level 3. Our goal for the 2013-2014 Math FCAT 2.0 is to increase to the 38% target for student achievement at level 3.

G3.B1.S1 Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. The daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. Additionally, during differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Also, students will be assigned specific tasks on Successmaker Math that are focused on relating the number concepts and operations to realistic word problems.

Action Step 1

Students' performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. The students will also use journals on a daily basis to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will be assigned specific tasks on Successmaker Math, Reflex Math, and IXL that are focused on relating the number concepts and operations to realistic word problems.

Person or Persons Responsible

classroom mathematics teacher.

Target Dates or Schedule

Daily journal checks, monthly Successsmaker, Reflex, and IXL programs, District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: journal checks, Successsmaker, Reflex, and IXL programs, District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration and RtI members.

Target Dates or Schedule

Weekly walk-throughs, monthly Successmaker, Reflex, and IXL reports, District Interim Assessments in October and January.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G3.B1.S1

Classroom walk-throughs, interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly classroom walk-throughs, Monthly Successmaker, Reflex, and IXL, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: classroom walk-throughs, Successmaker, Reflex, and IXL, and district interim assessments. SUMMATIVE: 2014 FCAT 2.0

G3.B2 The results of the 2012-2013 Math FCAT 2.0 indicate that 48% of students achieved level 4 or above. Our goal for the 2013-2014 Math FCAT 2.0 is to maintain the 48% target for student achievement at level 4 or above.

G3.B2.S1 Students' performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations.Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also participate in IXL, Reflex, and Successmaker.

Action Step 1

Students' performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also participate in IXL, Reflex, and Successmaker

Person or Persons Responsible

Classroom math teachers.

Target Dates or Schedule

Daily journal, monthly IXL, Reflex, and Successmaker reports, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: IXL, Reflex, and Successmaker reports, and District Interim Assessments.
SUMMATIVE: 2014 FCAT 2.0

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly classroom walk-throughs, Monthly IXL, Reflex, and Successmaker reports, District Interim Assessments in October and January.

Evidence of Completion

Data analysis of reports.

Plan to Monitor Effectiveness of G3.B2.S1

Classroom walk-throughs, interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Daily classroom walk-throughs, monthly IXL, Successmaker, Reflex, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: walk-throughs, IXL, Successmaker, and Reflex, and district interim assessments.
SUMMATIVE: 2014 FCAT 2.0

G3.B3 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 80% of students made learning gains on the FCAT Math 2.0. Our goal for the 2013-2014 Math FCAT 2.0 is to increase to the 82% target for students making learning gains.

G3.B3.S1 Students performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also participate in IXL, Reflex, and Successmaker.

Action Step 1

Students performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations.Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also participate in IXL, Reflex, and Successmaker.

Person or Persons Responsible

Classroom math teachers.

Target Dates or Schedule

Monthly IXL, Reflex, and Successmaker reports, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: IXL, Reflex, and Successmaker SUMMATIVE: 2014 FCAT 2.0

Action Step 2

Students performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations.Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Person or Persons Responsible

Classroom math teachers.

Target Dates or Schedule

Evidence of Completion

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Monthly IXL, Reflex, and Successmaker reports, District Interim Assessments in October and January.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G3.B3.S1

Classroom walk-throughs, interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Daily classroom walk-throughs, Monthly IXL, Successmaker, and Reflex reports, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Classroom walk-throughs, IXL, Successmaker, and Reflex, and District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

G3.B4 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 80% of students in the lowest 25% made learning gains on the FCAT Math 2.0. Our goal for the 2013-2014 Math FCAT 2.0 is to increase to the 82% of students in the lowest 25% to make learning gains.

G3.B4.S1 Students performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. The IXL, Successmaker, and Reflex programs will be used.

Action Step 1

Students performance data from the 2013 FCAT performance data indicates that there is a deficiency in number operations. Those students need multiple opportunities to apply number operations and problems to real-world scenerios. Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. The IXL, Successmaker, and Reflex programs will be used.

Person or Persons Responsible

Classroom math teachers.

Target Dates or Schedule

Weekly classroom walk-throughs, Monthly IXL, Succesmaker, and Reflex reports, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: IXL, Successmaker, and Reflex and District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs, Monthly IXL, Reflex, and Successmaker reports; and District Interim Assessments in October and January.

Evidence of Completion

Data analysis of reports.

Plan to Monitor Effectiveness of G3.B4.S1

Classroom walk-throughs, interim assessments, data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs, monthly IXL, Successmaker, and Reflex reports, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: IXL, Reflex, and Successmaker and District Interim Assessments. SUMMATIVE: 2014 FCAT 2.0

G4. The results of the 2012-2013 FCAT Science Test indicate that 83% of students scored at achievement level 3 or above on the test. Our goal for the 2013-2014 FCAT Science Test is to increase to the 85% target of achievement level 3 or above.

G4.B1 The results of the 2012-2013 FCAT Science Test indicate that 38% of students scored at achievement level 3 or above on the test. Our goal is to increase to 39% of students attaining an achievement level of 3 or above for on the 2013-2014 FCAT Science Test.

G4.B1.S1 As noted in the 2013 FCAT Science 2.0 assessment, the students in grade 5 had the most difficulty with the Nature of Science questions. Students performing at the mastery level of this reporting category will generally be able to evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. By increasing science writing through the use of Cornell note taking and by incorporating process writing where descriptions are based on evidence and writing is graded against a rubric, reasoning will increase as well as achievement in this category. Additionally, students will view and participate in BrainPop interactive videos and activities to increase application and understanding of the concepts.

Action Step 1

By increasing science writing through the use of Cornell note taking and by incorporating process writing where descriptions are based on evidence and writing is graded against a rubric, reasoning will increase as well as achievement in this category. Additionally, students will view and participate in BrainPop interactive videos and activities to increase application and understanding of the concepts.

Person or Persons Responsible

classroom science teachers.

Target Dates or Schedule

Daily Cornell note-taking, Weekly BrainPop assessments, District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Cornell note-taking rubric, Weekly BrainPop assessments, and District Interim Assessments. SUMMATIVE: 2014 FCAT Science Test

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs, Daily Cornell note-taking, Weekly BrainPop reports, and District Interim Assessments in October and January.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G4.B1.S1

Classroom walk-throughs, interim assessments, and data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly classroom walk-throughs, Daily Cornell note-taking, BrainPop weekly data reports, and District Interim Assessments results from October and January.

Evidence of Completion

FORMATIVE: Classroom walk-throughs, BrainPop reports, and District Interim Assessment results. SUMMATIVE: 2014 FCAT Science Test

G4.B2 The results of the 2012-2013 FCAT Science Test indicate that 45% of students scored at achievement level 3 or above on the test. Our goal is to increase to 46% of students attaining an achievement level of 3 or above for on the 2013-2014 FCAT Science Test.

G4.B2.S1 As noted in the 2013 FCAT Science 2.0 assessment, the students in grade 5 had the most difficulty with the Nature of Science questions. Students performing at the mastery level of this reporting category will generally be able to evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. By increasing science writing through the use of Cornell note taking and by incorporating process writing where descriptions are based on evidence and writing is graded against a rubric, reasoning will increase as well as achievement in this category. Students will also refer to science current events from the Achieve3000 program to read and respond to the content in Nature of Science. Additionally, students will view and participate in BrainPop interactive videos and activities to increase application and understanding of the concepts.

Action Step 1

By increasing science writing through the use of Cornell note taking and by incorporating process writing where descriptions are based on evidence and writing is graded against a rubric, reasoning will increase as well as achievement in this category. Students will also refer to science current events from the Achieve3000 program to read and respond to the content in Nature of Science. Additionally, students will view and participate in BrainPop interactive videos and activities to increase application and understanding of the concepts.

Person or Persons Responsible

Classroom science teachers.

Target Dates or Schedule

Daily Cornell note-taking, Monthly Achieve3000 reports, Weekly BrainPop, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Cornell note-taking, Achieve3000 reports, BrainPop, and District Interim Assessments. SUMMATIVE: 2014 Science FCAT

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

Classroom walk-throughs and data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Daily Cornell note-taking, Monthly Achieve3000 reports, Weekly BrainPop reports, and District Interim Assessments in October and January.

Evidence of Completion

Data analysis of the reports.

Plan to Monitor Effectiveness of G4.B2.S1

Classroom walk-throughs, interim assessments, and data reports from the instruments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Daily Cornell note-taking, Monthly Achieve3000 reports, Weekly BrainPop reports, and District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Cornell note-taking, Achieve3000 reports, BrainPop reports, and District Interim Assessments. SUMMATIVE: 2014 Science FCAT Test

G5. • The STEM-related experiences will provide students will opportunities to integrate science, math, and engineering concepts into their learning.

G5.B1 The STEM-related experiences will provide students will opportunities to integrate science, math, and engineering concepts into their learning. Our school participated in 1 STEM-related experience for the 2012-2013 school year and our goal is to increase to 2 STEM-related experiences for the 2013-2014 school year.

G5.B1.S1 The strategies will include participating in the Miami-Dade County STEM EXPO and hosting an in-house "Invention Convention" where grade levels (K-1) and students (2-5) have to apply STEM concepts to create inventions. A plan and timeline for the development of the projects will be available and closely monitored by the Leadership Team, along with the science and math department chairpersons and grade level chairpersons.

Action Step 1

The strategies will include participating in the Miami-Dade County STEM EXPO and hosting an in-house "Invention Convention" where grade levels (K-1) and students (2-5) have to apply STEM concepts to create inventions. A plan and timeline for the development of the projects will be available and closely monitored by the Leadership Team, along with the science and math department chairpersons and grade level chairpersons.

Person or Persons Responsible

Classroom science teachers.

Target Dates or Schedule

STEM Exhibition in January.

Evidence of Completion

FORMATIVE: STEM project rubric.

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

Classroom walk-throughs and rubric reports.

Person or Persons Responsible

Administration and science department heads.

Target Dates or Schedule

Weekly classroom walk-throughs.

Evidence of Completion

FORMATIVE: STEM project rubric.

Plan to Monitor Effectiveness of G5.B1.S1

Classroom walk-throughs and rubric reports.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly walk-throughs.

Evidence of Completion

FORMATIVE: STEM project rubric.

G6. The aim is to decrease the amount of incidents occurring for the early warning system, which includes missing instructional time, students receiving behavior referrals, and student retention.

G6.B1

G6.B1.S1 our school will aim to decrease the number of behavior through the implementation of meeting with the student services department on a monthly basis to analyze the behavior referrals on record and communicating action plans to address those behaviors, whether in form of peer mediation or individual conferencing. • Monthly recognition will be awarded as a "Super Stingray" (named after our mascot) award where students displaying excellent character values and serving as models of positive behavior will be recognized.

Action Step 1

our school will aim to decrease the number of behavior through the implementation of meeting with the student services department on a monthly basis to analyze the behavior referrals on record and communicating action plans to address those behaviors, whether in form of peer mediation or individual conferencing. • Monthly recognition will be awarded as a "Super Stingray" (named after our mascot) award where students displaying excellent character values and serving as models of positive behavior will be recognized.

Person or Persons Responsible

the assistant principal, Mrs. Pilar Fernandez Rives, the guidance counselor, Mr. Frank Castillo,

Target Dates or Schedule

monthly

Evidence of Completion

• The monitoring of attendance for fidelity, effectiveness, and progress will take place by the assistant principal, Mrs. Pilar Fernandez Rives, the guidance counselor, Mr. Frank Castillo, and will involve the MTSS/RtI team as necessary.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. The aim is to increase the parental attendance and engagement at our school.

G7.B1 The goal is to increase the number of parent engagement opportunities offered in the school from 10 activities in 2012-2013 to 11 activities in 2013-2014 school year.

G7.B1.S1 Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Action Step 1

Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Person or Persons Responsible

ESOL Chairperson

Target Dates or Schedule

monthly

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings

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

meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

monthly

Evidence of Completion

sign-in sheets and logs, and implementation of meetings

Plan to Monitor Effectiveness of G7.B1.S1

meetings.

Person or Persons Responsible

Principal.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

G7.B2 The goal is to increase the average number of parents in attendance at parent engagement opportunities from 33% in 2012-2013 to 55% average number of parents in attendance for the 2013-2014 school year.

G7.B2.S1 Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Action Step 1

Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Person or Persons Responsible

ESOL Chairperson.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

Plan to Monitor Fidelity of Implementation of G7.B2.S1

meetings.

Person or Persons Responsible

Administration.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

Plan to Monitor Effectiveness of G7.B2.S1

meetings.

Person or Persons Responsible

Administration.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

G7.B3 The goal is to increase the percent of parents who participated in parent engagement opportunities from 55% in 2012-2013 school year to 65% for the 2013-2014 school year.

G7.B3.S1 Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Action Step 1

Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Person or Persons Responsible

ESOL Chairperson.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

Plan to Monitor Fidelity of Implementation of G7.B3.S1

meetings.

Person or Persons Responsible

Administration.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

Plan to Monitor Effectiveness of G7.B3.S1

meetings.

Person or Persons Responsible

Administration.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

G7.B4 The goal is to increase the percent of students in the lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities from 35% in 2012-2013 to 50% in 2013-2014 school year.

G7.B4.S1 Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Action Step 1

Participation in school wide activities by parents of English Language Learners (ELL) was limited due to language. In order to increase parental attendance and engagement, our school will offer bilingual meeting options hosted by bilingual teachers. The ESOL chairperson, Mrs. Fernandez Rives, and reading coach, Mrs. Gomez-Herrera, will monitor the implementation of the bilingual parent meetings. The strategy will be monitored by reviewing sign-in sheets/logs to determine the number of limited English proficient parents attending the school events.

Person or Persons Responsible

ESOL Chairperson.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

Plan to Monitor Fidelity of Implementation of G7.B4.S1

meetings.

Person or Persons Responsible

Administration.

Target Dates or Schedule

monthly.

Evidence of Completion

sign-in sheets and logs, as well as implementation of meetings.

Plan to Monitor Effectiveness of G7.B4.S1

    Person or Persons Responsible

    Target Dates or Schedule

    Evidence of Completion

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 76% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Reading FCAT 2.0 is to maintain the 76% target for student achievement level 3 or above.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 31% of students achieved level 3. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 33% target for student achievement at level 3.

G1.B1.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and SuccessMaker, as well as quarterly novel readings, that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

PD Opportunity 1

Students will also be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and SuccessMaker, and Quarterly novels that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

Facilitator

McGraw Hill representative, Lexia Learning webinar,

Participants

K-5 grade chairpersons, All K-5 teachers

Target Dates or Schedule

Weekly Reading Wonders; Monthly SuccessMaker, Lexia, and Accelerated Reader reports; Quarterly novels; District Interim Assessments in October and January.

Evidence of Completion

FORMATIVE: Reading Wonders; SuccessMaker, Lexia, and Accelerated Reader reports, Novels, District Interim Assessments SUMMATIVE: 2014 FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 76% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Reading FCAT 2.0 is to maintain the 76% target for student achievement level 3 or above.	$61,321
	Total	$61,321

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Operation	$61,321	$61,321
Total	$61,321	$61,321

Budget Details

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

G1. The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 76% of students in the grades 3-5 achieved level 3 or above proficiency. Our goal for the 2013-2014 Reading FCAT 2.0 is to maintain the 76% target for student achievement level 3 or above.

G1.B1 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 31% of students achieved level 3. Our goal for the 2013-2014 Reading FCAT 2.0 Test is to increase to the 33% target for student achievement at level 3.

G1.B1.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will also be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and SuccessMaker, as well as quarterly novel readings, that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

Action Step 1

Students will also be assigned specific tasks on McGraw Hill Reading Wonders digital program, Lexia Learning, Accelerated Reader and SuccessMaker, and Quarterly novels that are focused on interpreting elements of story structure within and across texts; identifying the presence of language to describe; using text features to comprehend the purpose in texts.

Resource Type

Evidence-Based Program

Resource

McGraw Reading Wonders digital program Accelerated Reader

Funding Source

Operation

Amount Needed

$61,321