



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gloria Floyd Elementary School

12650 SW 109TH AVE

Miami, FL 33176

305-255-3934

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
69%

Alternative/ESE Center
No

Charter School
No

Minority Rate
90%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Gloria Floyd Elementary School

Principal

Todd Morrow W

School Advisory Council chair

Angelina Gul

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

| Name | Title |
|---------------|------------------------------|
| Todd Morrow | Principal |
| Maria Valerio | Assistant Principal |
| Angelina Gul | Primary Reading Liaison |
| Latha Murali | Intermediate Reading Liaison |
| Rosanna Munoz | ESE Department Chair |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 5, Educational Support- ,1 student – 1, BCR – 3, Alternates- 1 each category.

Involvement of the SAC in the development of the SIP

The SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget. Special attention to budget expenditures was given to providing tutoring for students in need of assistance.

Activities of the SAC for the upcoming school year

The SAC will review the SIP quarterly to examine areas of strength and weakness in targeted data. The SAC will allocated funds and resources to improve student performance on FCAT and provide guidance as the school prepares for the upcoming PARCC.

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

The majority of funds will be used to purchase hourly tutors for students at risk and in the lowest 25 percent of the population. Additional funds are set aside for materials and resources for intervention and Common Core implementation.

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:

Todd Morrow W

Principal

Years as Administrator: 12

Years at Current School: 2

Credentials

Masters of Science
in Education with an emphasis in Reading
Educational Leadership and Supervision
Bachelor of Science in Elementary Education

Performance Record

2013 – School Grade B
Rdg. Levels 3-5, 62%
Math levels 3-5, 70%
Rdg. Lrg. Gains, 76%
Math Lrg. Gains, 72%
Rdg. Imp. of Lowest 25% - 70%
Math Imp. of Lowest 25% - 58%
Rdg. AMO progress –73%
Math AMO progress–73%
2012 – School Grade C
Rdg. Levels 3-5, 35%
Math Levels 3-5, 40%
Rdg. Lrg. Gains, 70%
Math Lrg. Gains, 70%
Rdg. Imp. of Lowest 25% - 76%
Math Imp. of Lowest 25% - 67%
Rdg. AMO progress –42%
Math AMO progress–38%
School Grades
11 10 09
D C C
High Standards – Rdg 55% 62% 63%
High Standards - Math 51% 62% 59%
Lrng Gains-Rdg 57% 53% 53%
Lrng Gains-Math 48% 64% 64%
Gains-R-25 47% 46% 46%
Gains-M-25 50% 66% 66%

| Maria Valerio | | |
|----------------------|---------------------------|----------------------------|
| Asst Principal | Years as Administrator: 9 | Years at Current School: 3 |

| | |
|---------------------------|--|
| Credentials | Elem. Ed, Gifted, Ed Leadership |
| Performance Record | 2013 – School Grade B Rdg. Levels 3-5, 62% Math Levels 3-5, 70% Rdg. Lrg. Gains, 76% Math Lrg. Gains, 72% Rdg. Imp. of Lowest 25% - 70% Math Imp. of Lowest 25% - 58% Rdg. AMO progress–73% Math AMO progress–73% 2012 – School Grade A Rdg. Levels 3-5, 69% Math Levels 3-5, 72% Rdg. Lrg. Gains, 72% Math Lrg. Gains, 68% Rdg. Imp. of Lowest 25% - 79% Math Imp. of Lowest 25% - 75% Rdg. AMO progress –71% Math AMO progress–70% 11 10 09 School Grades B A D High Standards – Rdg 77% 69% 46% High Standards - Math 76% 67% 49% Lrng Gains-Rdg 62% 70% 58% Lrng Gains-Math 61% 57% 61% Gains-R-25 53% 66% 58% Gains-M-25 60% 69% 54% |

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers
46

receiving effective rating or higher

46, 100%

Highly Qualified Teachers

78%

certified in-field

46, 100%

ESOL endorsed

37, 80%

reading endorsed

3, 7%

with advanced degrees

17, 37%

National Board Certified

4, 9%

first-year teachers

1, 2%

with 1-5 years of experience

3, 7%

with 6-14 years of experience

25, 54%

with 15 or more years of experience

17, 37%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Open positions are advertised through the district HR portal. Administration interviews eligible candidates from the interview pool and selects finalists based on certification, experience, and

qualifications of the position. Staff is retained based on areas of certification and expertise, as well as statement of interest from the staff member. (Principal)

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

New teachers and teachers in need of improvement are provided mentors. At this time, the only teacher needing a mentor is a new teacher, Ms. Perez who is paired with the SPED Autism Department Chair, Ms. Bendezu. Teachers are paired based on assignment and grade level. Mentor teachers have proven themselves to be highly effective teachers. (Principal)

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

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 Gloria Floyd Elementary MTSS Team will meet on a monthly basis to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The team will use Tier 1, 2, and 3 Problem Solving processes to systematically examine available data with the goal of increasing student achievement.

The Gloria Floyd Elementary MTSS/Rtl Team will meet quarterly to assess instruction and interventions in proportion to the student needs. Below are some of the levels of support:

1. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The team will 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. Also, the team will 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.
2. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavior supports to groups of targeted students who need additional instruction and/or behavioral support. The team will review Tier 2 data and evaluate whole group and individual student progress, as well as select students for SST Tier 3 intervention.
3. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual's rate of progress academically and/or behaviorally. SST will be recommended for students not demonstrating adequate progress at this level of intervention. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

Todd Morrow (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff,

ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities and SIP goals.

Maria Valerio (Assistant Principal): Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities regarding strategies outlined in the SIP.

Angelina Gul, Jennifer Whipple, Miriam Calderin, Ann Singh, Nicole Gonzalez, Jill Prince (Grade Level Chairs) (Pre-K/K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Rosanna, Munoz, Latha Murali (Exceptional Student Education (ESE) Teachers): Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching, collaboration, and goal setting.

Angelina Gul, Chiquita Walker, Jorge Manzur (Reading Liaison, Mathematics and Science Liaisons): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring as per the SIP.

Golnaz Sami, Ana Fernandez (Counselors/Psychologists): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. They monitor the RtI process, collaborate with teachers, and attend or conduct meetings with parents to review data and discuss educational strategies for intervention/remediation of SIP goals.

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

The Gloria Floyd Elementary MTSS Leadership Team will monitor and adjust the school's academic goals through data gathering and data analysis and provide feedback to the School Advisory Council during the development and monitoring of the SIP. The Gloria Floyd Elementary MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention during RtI discussions and meetings. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

The Gloria Floyd Elementary MTSS Leadership Team will provide levels of support and interventions to students based on data.

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

The Gloria Floyd Elementary MTSS/RtI Team will use data to guide instructional decisions and system procedures for all students in order to adjust the delivery of curriculum and instruction to meet the specific needs of students, adjust the allocation of school-based resources, drive decisions regarding targeted professional development, and identify and implement interventions for targeted students.

Managed data will include:

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive

Assessment Test (FCAT 2.0), and SuccessMaker

Progress Monitoring: PMRN, FCAT 2.0 Simulation, District Interim Assessment, SuccessMaker, Reading Plus; Monitor Behavior through SCM/Cognos, detentions, teacher referrals, attendance and FAB/BIP implementation

Midyear: District mid-year assessment, Florida Assessments for Instruction in Reading (FAIR)

End of year: FAIR, Interim Assessments, FCAT 2.0, CELLA, SuccessMaker, and Reading Plus

Data will also be monitored on an ongoing basis for students in Rtl through bi-weekly monitoring of participation in SuccessMaker, Reading Plus, Accelerated Reader, and Wonders intervention.

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

Monthly meetings with grade levels will facilitate discussion of student achievement on a regular, on-going basis. Professional development will focus on a tiered approach to collegial conversation through vertical teaming. The Leadership Team will: attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training; monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and will provide levels of support and interventions to students based on data. Parents will receive quarterly data review sheets that outline students' progress toward benchmark mastery.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,800

1. Daily intensive instruction in core subjects - Reading (twice a week) and Math (twice a week)- to increase instructional time in deficient benchmarks for grades 3-5.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the Annual Measurable Objectives. The LLT will participate in the analysis of student data (on a quarterly basis) and interpret various reports that drive instructional implications across the curriculum. In addition, the LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, Reading Plus and reading contests. The team will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 2,400

2. After school tutorial for select students in the lowest 25% in Reading.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the Annual Measurable Objectives. The LLT will participate in the analysis of student data (on a quarterly basis) and interpret various reports that drive instructional implications across the curriculum

Who is responsible for monitoring implementation of this strategy?

Counselor, LLT

Strategy: Before or After School Program

Minutes added to school year: 720

3. Enrichment sessions in hands-on Science (utilizing Gizmos) for 5th grade students performing at levels 4 and 5 in Reading and/or Math.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The Literacy Leadership Team will create goals, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of the Annual Measurable Objectives. The team will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

| Name | Title |
|---------------|-------------------------|
| Todd Morrow | Principal |
| Maria Valerio | Assistant Principal |
| Angelina Gul | Primary Reading Liaison |

| Name | Title |
|-----------------|------------------------------|
| Latha Murali | Intermediate Reading Liaison |
| Chiquita Walker | Math Liaison |
| Jorge Manzur | Science Liaison |
| Cornelius Hines | UTD Steward |
| Rosa Bendezu | SPED Teacher |

How the school-based LLT functions

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, 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 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 Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

Reading Leadership Teams 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.

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

Flyers are distributed to local PREK programs to invite 4 year olds to visit the school each Spring. Parents and students are encouraged to attend the Kindergarten orientation in mid-May to prepare incoming Kindergarteners for the upcoming school year. In addition, students and parents are invited to a fall K orientation that occurs the week before school starts. Finally, Open House offers an opportunity for parents to understand key components of Kindergarten transition. Students in Kindergarten are assessed annually with the FLKRS and FAIR to determine concept mastery in reading. In addition, Interim Assessments measure mastery in Mathematics and Science.

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 | 73% | 62% | No | 76% |
| American Indian | | 0% | | |
| Asian | 93% | 82% | No | 93% |
| Black/African American | 69% | 50% | No | 72% |
| Hispanic | 73% | 66% | No | 76% |
| White | 79% | 56% | No | 81% |
| English language learners | 67% | 52% | No | 70% |
| Students with disabilities | 59% | 29% | No | 63% |
| Economically disadvantaged | 68% | 60% | No | 72% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 75 | 28% | 31% |
| Students scoring at or above Achievement Level 4 | 93 | 35% | 36% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 76% | 78% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 70% | 73% |

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) | 81 | 55% | 60% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 56 | 39% | 45% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 47 | 32% | 39% |

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 | 40 | 43% | 49% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 73% | 70% | No | 75% |
| American Indian | | 0% | | |
| Asian | 85% | 91% | Yes | 87% |
| Black/African American | 69% | 56% | No | 72% |
| Hispanic | 73% | 73% | Yes | 76% |
| White | 74% | 69% | No | 77% |
| English language learners | 65% | 67% | Yes | 69% |
| Students with disabilities | 58% | 38% | No | 62% |
| Economically disadvantaged | 69% | 66% | No | 72% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 78 | 29% | 31% |
| Students scoring at or above Achievement Level 4 | 108 | 40% | 41% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 72% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 58% | 62% |

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 | 28 | 31% | 34% |
| Students scoring at or above Achievement Level 4 | 18 | 20% | 21% |

Florida Alternate Assessment (FAA)

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

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

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 4 | | 5 |
| Participation in STEM-related experiences provided for students | 290 | 50% | 55% |

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 | 36 | 5% | 4% |
| Students retained, pursuant to s. 1008.25, F.S. | 42 | 7% | 6% |
| Students who are not proficient in reading by third grade | 48 | 56% | 50% |
| Students who receive two or more behavior referrals | 33 | 6% | 5% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 4 | 1% | 1% |

Area 9: Parent Involvement

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

Parental involvement targets for the school

The school will offer meetings/workshops before, during and after school. Furthermore, incentives will be used to enhance attendance at these workshops.

Parent nights will be utilized each quarter to bring parents into the school.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|-------------------------------|---------------|---------------|---------------|
| Open House | 339 | 58% | 60% |
| Science Night | 55 | 9% | 10% |
| Volunteer Breakfast | 18 | 3% | 5% |
| Discovery plays/presentations | 68 | 12% | 15% |
| Spring Festival | 245 | 42% | 44% |

Goals Summary

- G1.** The results of the 2012 – 2013 FCAT 2.0 Reading Test indicate that 62% of students achieved level 3 proficiency or higher. Our goal for the 2013 -2014 school year is to increase level 3 student proficiency or higher from 62% to 76%.
- G2.** The results of the 2012-2013 FCAT Writing Test indicate that 43% of students scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 49%.
- G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 5 percentage points to 75%.
- G4.** The results of the 2012 - 2013 FCAT 2.0 Science assessment indicate that 31% of 5th Grade students achieved proficiency (FCAT Level 3). Our goal for the 2013 - 2014 FCAT 2.0 Science assessment is to increase the level of proficiency from 31% to 34%.
- G5.** Our goal for the 2013-2014 school year is to increase the number of students participating in enrichment Mathematics and Science clubs and programs to 55%.
- G6.** Identify students who are retained or who are not proficient in reading by third grade and provide intervention strategies and support; reduce the percent of students not proficient in reading by third grade from 56% to 50%.
- G7.** To increase parent involvement from an average of 26% to 30% at parent events and workshops.

Goals Detail

G1. The results of the 2012 – 2013 FCAT 2.0 Reading Test indicate that 62% of students achieved level 3 proficiency or higher. Our goal for the 2013 -2014 school year is to increase level 3 student proficiency or higher from 62% to 76%.

Targets Supported

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

Resources Available to Support the Goal

- Wonders from McGraw Hill - District adopted Reading Series Success Maker Reading Plus Accelerated Reader Classroom collection of leveled books

Targeted Barriers to Achieving the Goal

- The results of the 2012 - 2013 FCAT 2.0 indicate that the Asian subgroup did not make their 2012 - 2013 AMO. Our goal for the 2013 - 2014 school year is to increase the level of proficiency from 82% to 93%.

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data weekly and adjust instruction as needed. The MTSS team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers, LLT, and MTSS team Weekly and Monthly Assessments

Target Dates or Schedule:

Weekly and Monthly Assessments

Evidence of Completion:

Formative: FAIR, weekly teacher generated assessments, computer assisted reports from FCAT Explorer, Success Maker, and District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G2. The results of the 2012-2013 FCAT Writing Test indicate that 43% of students scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 49%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Anchor Papers provided by the District Mentor Text Wonders from McGraw Hill - District adopted Reading Series

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with creating and drafting narrative accounts. The areas of deficiency as noted on the 2013 FCAT 2.0 Writing Test include grammar and conventions. Students lack the necessary skills in English Grammar and punctuation.

Plan to Monitor Progress Toward the Goal

score papers in order to monitor student progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Teachers, LLT, and MTSS team.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly writing prompts, District Interim Assessment.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 5 percentage points to 75%.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Manipulatives to introduce concepts through discovery and demonstrate understanding of concepts taught. Success Maker Math Online activities that can be accessed through www.thinkcentral.com

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3 through 5 was Fractions. The White subgroup did not make their 2012 – 2013 AMO in the reporting category – Number Base Ten and Fractions. Our goal for the 2013-2014 school year is to increase their level of proficiency from 69% to 77%.

Plan to Monitor Progress Toward the Goal

Teachers will review assessment data weekly and adjust instruction as needed. The MTSS team will review data biweekly and make recommendations based on needs assessment. Data from District Interim reports will be used to monitor student progress.

Person or Persons Responsible

Teachers, LT, and MTSS team.

Target Dates or Schedule:

Weekly and monthly

Evidence of Completion:

Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G4. The results of the 2012 - 2013 FCAT 2.0 Science assessment indicate that 31% of 5th Grade students achieved proficiency (FCAT Level 3). Our goal for the 2013 - 2014 FCAT 2.0 Science assessment is to increase the level of proficiency from 31% to 34%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Gizmos, Florida Achieves, FCAT Explorer

Targeted Barriers to Achieving the Goal

- The areas where students experienced the most difficulty are in Reporting Category1: The Nature of Science and Reporting Category 2: Earth & Space Science. The results of the 2012-2013 FCAT 2.0 ScienceTest indicate that only 20 % of students achieved proficiency at Level 4 or 5. Our goal for the 2013 - 2014 school year is to increase the level of proficiency from 20% to 21%.

Plan to Monitor Progress Toward the Goal

The MTSS team will review data and make recommendations based on needs assessment.

Person or Persons Responsible

Administration, MTSS team .

Target Dates or Schedule:

Weekly and Monthly

Evidence of Completion:

Date from District Interim reports will be used to monitor student progress. The results from the FCAT 2.0 Science 2013 - 2014 assessment will be used to evaluate progress.

G5. Our goal for the 2013-2014 school year is to increase the number of students participating in enrichment Mathematics and Science clubs and programs to 55%.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Gizmos, Edmodo

Targeted Barriers to Achieving the Goal

- Most of the enrichment programs are offered either before or after school; transportation issues are of concern in keeping students after school for clubs/programs. Only 50% of the students population participated in STEM related activities during the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Progress monitoring of data for students participating in extra-curricular science activities.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Interim Assessments (quarterly) Spring 2014 FCAT 2.0 data

G6. Identify students who are retained or who are not proficient in reading by third grade and provide intervention strategies and support; reduce the percent of students not proficient in reading by third grade from 56% to 50%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Wonders Intervention program, SuccessMaker, Accelerated, Reader, hourly tutors

Targeted Barriers to Achieving the Goal

- The data from 2012 - 2013 indicate that 36 students (5%) have missed 10% or more of available instructional time. Our goal for attendance is to reduce missed available instructional time by one percentage point to 4%.

Plan to Monitor Progress Toward the Goal

Review data monthly to check for progress and make recommendations based on needs assessment.

Person or Persons Responsible

Administration/ MTSS team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FORMATIVE: In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)
SUMMATIVE: 2014 FCAT 2.0 results.

G7. To increase parent involvement from an average of 26% to 30% at parent events and workshops.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Business partnerships, community liaison, PTA

Targeted Barriers to Achieving the Goal

- Lack of parental participation for in-school functions such as monthly Parent Academy workshops and evening events.

Plan to Monitor Progress Toward the Goal

Measured parent workshop attendance as well as daily parent volunteer participation.

Person or Persons Responsible

PTA President, Administration

Target Dates or Schedule:

Annually

Evidence of Completion:

Logs of increased attendance at school events.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012 – 2013 FCAT 2.0 Reading Test indicate that 62% of students achieved level 3 proficiency or higher. Our goal for the 2013 -2014 school year is to increase level 3 student proficiency or higher from 62% to 76%.

G1.B1 The results of the 2012 - 2013 FCAT 2.0 indicate that the Asian subgroup did not make their 2012 - 2013 AMO. Our goal for the 2013 - 2014 school year is to increase the level of proficiency from 82% to 93%.

G1.B1.S1 Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Action Step 1

Teachers will help students recognize the characteristics of reliable and valid information. Teachers will help students identify the relationships between two or more ideas or among other textual elements found within or across texts. Teachers will use non-fiction articles and editorials for instruction and use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Teachers, hourly tutors

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, computer assisted reports from FCAT Explorer, Success Maker, and District Interim Assessments

Facilitator:

Wonders Webinars

Participants:

Reading teachers

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

The MTSS will review data and make recommendations based on needs assessment.

Person or Persons Responsible

Administrators, and the Literacy Leadership Team.

Target Dates or Schedule

Quarterly

Evidence of Completion

Review data and make recommendations based on needs assessment. Student scores on FAIR, weekly teacher generated assessments, computer assisted reports from FCAT Explorer, Success Maker, and District Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Will monitor for effectiveness of strategies by reviewing FAIR, weekly teacher generated assessments, computer assisted reports from FCAT Explorer, Success Maker, and District Interim Assessments to check for progress.

Person or Persons Responsible

Administrators, Reading Liaison, and the Literacy Leadership Team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly reports from SuccessMaker, AR, STAR, and Reading Plus.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The results of the 2012-2013 FCAT Writing Test indicate that 43% of students scored level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 49%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with creating and drafting narrative accounts. The areas of deficiency as noted on the 2013 FCAT 2.0 Writing Test include grammar and conventions. Students lack the necessary skills in English Grammar and punctuation.

G2.B1.S1 During writing instruction, students will utilize drafting techniques to sustain narrative writing by: • developing a pre-writing plan to create a picture • using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end • applying transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. During writing instruction, students will write informational / expository essays that contain introductory, body, and concluding paragraphs. Students will: • generate ideas from multiple sources • use graphic organizers to make a plan focused on a main idea • pick a topic from previously compiled lists, or respond to a district expository prompt. Students will participate in small group guided instruction along with peer revision and editing.

Action Step 1

Score papers based on anchor papers and rubric

Person or Persons Responsible

LLT, MTSS, and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Results of Interim Assessment

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

Score papers through peer editing, evaluate results of monthly assessments through data chats

Person or Persons Responsible

LLT, MTSS, and administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Results of monthly writing assessments, and District Interim assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 5 percentage points to 75%.

G3.B1 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3 through 5 was Fractions. The White subgroup did not make their 2012 – 2013 AMO in the reporting category – Number Base Ten and Fractions. Our goal for the 2013-2014 school year is to increase their level of proficiency from 69% to 77%.

G3.B1.S1 Teachers will plan differentiated instruction activities utilizing manipulatives to introduce concepts through discovery in order to demonstrate understanding of concepts taught. Students will: • compare and order fractions, mixed numbers, and decimals in the same or different forms • generate equivalent fractions or simplify fractions to lowest terms • relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Action Step 1

Teachers will plan differentiated instruction activities utilizing manipulatives to introduce concepts through discovery in order to demonstrate understanding of concepts taught..

Person or Persons Responsible

Teachers, hourly tutors

Target Dates or Schedule

Teachers will review data biweekly and make changes in instruction.

Evidence of Completion

Go Math Formative: Mini Benchmark Assessments, Go Math Chapter Tests, District interim data reports, Student authentic work, and District Interim Assessments.

Facilitator:

Success Maker Webinars

Participants:

Math Teachers

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

Review data and make recommendations based on needs assessment.

Person or Persons Responsible

Leadership team, Mtss, Grade Level / Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Student scores on weekly benchmark assessments, computer assisted reports from FCAT Explorer and Success Maker, and results of District Interim assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Review assessment data weekly, computer reports from Success Maker, and District Interim assessments to check for progress.

Person or Persons Responsible

Math Liaison, Grade Level, and Department Level Chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports from Success Maker, and results from Edusoft.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The results of the 2012 - 2013 FCAT 2.0 Science assessment indicate that 31% of 5th Grade students achieved proficiency (FCAT Level 3). Our goal for the 2013 - 2014 FCAT 2.0 Science assessment is to increase the level of proficiency from 31% to 34%.

G4.B1 The areas where students experienced the most difficulty are in Reporting Category1: The Nature of Science and Reporting Category 2: Earth & Space Science. The results of the 2012- 2013 FCAT 2.0 ScienceTest indicate that only 20 % of students achieved proficiency at Level 4 or 5. Our goal for the 2013 - 2014 school year is to increase the level of proficiency from 20% to 21%.

G4.B1.S1 Provide students the opportunity to participate in hands on essential labs biweekly based on specific content objectives. Infuse the use of technology (FCAT Explorer, FCAT Focus & Gizmos), and increase opportunities for students to apply abstract scientific concepts in a variety of scenarios. Implement inquiry – based hands on activities / labs to address benchmarks where students demonstrate deficiencies. Provide time during grade level & department meetings to share best practices.

Action Step 1

Teachers will Plan collaboratively on a weekly basis using the District Pacing Guide • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Utilize district developed science resources (see supplemental page in Pacing Guide) to support NGSSS and gap benchmarks. • Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini Benchmark Assessments, District Baseline and Interim data reports. Teacher-generated assessments correlating to benchmarks/ standards. Summative: Results from 2013 - 2014 FCAT 2.0 Science Assessment

Facilitator:

Gizmo workshops, when available

Participants:

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

Review data to determine effectiveness of strategies implemented.

Person or Persons Responsible

Mtss, Grade Level / Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Plan to Monitor Effectiveness of G4.B1.S1

Review assessment data weekly, and results from District Interim assessments to check for progress.

Person or Persons Responsible

Administration, Grade Level/Department Chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Results from FCAT 2013 - 2014 FCAT Science Assessment

G5. Our goal for the 2013-2014 school year is to increase the number of students participating in enrichment Mathematics and Science clubs and programs to 55%.

G5.B1 Most of the enrichment programs are offered either before or after school; transportation issues are of concern in keeping students after school for clubs/programs. Only 50% of the students population participated in STEM related activities during the 2012-2013 school year.

G5.B1.S1 Provide an enrichment program to the top 40% of students in Science and math in 5th grade. Encourage school wide participation in the school Science Fair to emphasize critical thinking and problem solving skills. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.

Action Step 1

Monitor weekly participation in science labs and hands-on science experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lab journals and notebooks.

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

Classroom walk-throughs and observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work reflecting hands-on science experiences and experiments.

Plan to Monitor Effectiveness of G5.B1.S1

Progress monitoring of data for students enrolled in clubs or enrichment programs.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs, Interim Assessments (quarterly)

G6. Identify students who are retained or who are not proficient in reading by third grade and provide intervention strategies and support; reduce the percent of students not proficient in reading by third grade from 56% to 50%.

G6.B1 The data from 2012 - 2013 indicate that 36 students (5%) have missed 10% or more of available instructional time. Our goal for attendance is to reduce missed available instructional time by one percentage point to 4%.

G6.B1.S1 Work with the counselor to increase on task behaviors. Hourly tutoring instructing students to identify Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order.

Action Step 1

Assist students to read and comprehend literature and informational text at the high end of text complexity independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Person or Persons Responsible

Teacher and Tutor

Target Dates or Schedule

Daily

Evidence of Completion

Weekly assessment tests

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

Review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.

Person or Persons Responsible

Administration/MTSS team

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)

Plan to Monitor Effectiveness of G6.B1.S1

Review assessment data monthly and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)

G7. To increase parent involvement from an average of 26% to 30% at parent events and workshops.

G7.B1 Lack of parental participation for in-school functions such as monthly Parent Academy workshops and evening events.

G7.B1.S1 The school will offer meetings/workshops before, during and after School. Incentives will be used to enhance attendance at these workshops as well as night time events.

Action Step 1

Initiate parent involvement workshops and participation opportunities.

Person or Persons Responsible

PTA/Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets/volunteer logs

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

Review attendance logs for meetings as well as sign in sheets for school based workshops and monitor daily parent volunteer logs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Daily parent volunteer logs.

Plan to Monitor Effectiveness of G7.B1.S1

Monitor percent of attendance/participation at parent workshops and attendance at evening events.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Effectiveness will be measured by parent workshop attendance sign in sheets as well as daily parent volunteer logs

Coordination and Integration

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

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

Title III funds and resources will be utilized to provide tutoring services to ESL students after school.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

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

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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 FCAT 2.0 Reading Test indicate that 62% of students achieved level 3 proficiency or higher. Our goal for the 2013 -2014 school year is to increase level 3 student proficiency or higher from 62% to 76%.

G1.B1 The results of the 2012 - 2013 FCAT 2.0 indicate that the Asian subgroup did not make their 2012 - 2013 AMO. Our goal for the 2013 - 2014 school year is to increase the level of proficiency from 82% to 93%.

G1.B1.S1 Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

PD Opportunity 1

Teachers will help students recognize the characteristics of reliable and valid information. Teachers will help students identify the relationships between two or more ideas or among other textual elements found within or across texts. Teachers will use non-fiction articles and editorials for instruction and use a two-column note to list conclusions and supporting evidence to teach.

Facilitator

Wonders Webinars

Participants

Reading teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, computer assisted reports from FCAT Explorer, Success Maker, and District Interim Assessments

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 5 percentage points to 75%.

G3.B1 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3 through 5 was Fractions. The White subgroup did not make their 2012 – 2013 AMO in the reporting category – Number Base Ten and Fractions. Our goal for the 2013-2014 school year is to increase their level of proficiency from 69% to 77%.

G3.B1.S1 Teachers will plan differentiated instruction activities utilizing manipulatives to introduce concepts through discovery in order to demonstrate understanding of concepts taught. Students will: • compare and order fractions, mixed numbers, and decimals in the same or different forms • generate equivalent fractions or simplify fractions to lowest terms • relate halves, fourths, tenths, and hundredths to percents, and vice versa.

PD Opportunity 1

Teachers will plan differentiated instruction activities utilizing manipulatives to introduce concepts through discovery in order to demonstrate understanding of concepts taught..

Facilitator

Success Maker Webinars

Participants

Math Teachers

Target Dates or Schedule

Teachers will review data biweekly and make changes in instruction.

Evidence of Completion

Go Math Formative: Mini Benchmark Assessments, Go Math Chapter Tests, District interim data reports, Student authentic work, and District Interim Assessments.

G4. The results of the 2012 - 2013 FCAT 2.0 Science assessment indicate that 31% of 5th Grade students achieved proficiency (FCAT Level 3). Our goal for the 2013 - 2014 FCAT 2.0 Science assessment is to increase the level of proficiency from 31% to 34%.

G4.B1 The areas where students experienced the most difficulty are in Reporting Category1: The Nature of Science and Reporting Category 2: Earth & Space Science. The results of the 2012- 2013 FCAT 2.0 ScienceTest indicate that only 20 % of students achieved proficiency at Level 4 or 5. Our goal for the 2013 - 2014 school year is to increase the level of proficiency from 20% to 21%.

G4.B1.S1 Provide students the opportunity to participate in hands on essential labs biweekly based on specific content objectives. Infuse the use of technology (FCAT Explorer, FCAT Focus & Gizmos), and increase opportunities for students to apply abstract scientific concepts in a variety of scenarios. Implement inquiry – based hands on activities / labs to address benchmarks where students demonstrate deficiencies. Provide time during grade level & department meetings to share best practices.

PD Opportunity 1

Teachers will Plan collaboratively on a weekly basis using the District Pacing Guide • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Utilize district developed science resources (see supplemental page in Pacing Guide) to support NGSSS and gap benchmarks. • Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Facilitator

Gizmo workshops, when available

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini Benchmark Assessments, District Baseline and Interim data reports. Teacher-generated assessments correlating to benchmarks/ standards. Summative: Results from 2013 - 2014 FCAT 2.0 Science Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|---------|
| G1. | The results of the 2012 – 2013 FCAT 2.0 Reading Test indicate that 62% of students achieved level 3 proficiency or higher. Our goal for the 2013 -2014 school year is to increase level 3 student proficiency or higher from 62% to 76%. | \$1,500 |
| G3. | The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 5 percentage points to 75%. | \$1,500 |
| Total | | \$3,000 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Personnel | Total |
|----------------|-----------|---------|
| EESAC | \$3,000 | \$3,000 |
| Total | \$3,000 | \$3,000 |

Budget Details

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

G1. The results of the 2012 – 2013 FCAT 2.0 Reading Test indicate that 62% of students achieved level 3 proficiency or higher. Our goal for the 2013 -2014 school year is to increase level 3 student proficiency or higher from 62% to 76%.

G1.B1 The results of the 2012 - 2013 FCAT 2.0 indicate that the Asian subgroup did not make their 2012 - 2013 AMO. Our goal for the 2013 - 2014 school year is to increase the level of proficiency from 82% to 93%.

G1.B1.S1 Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Action Step 1

Teachers will help students recognize the characteristics of reliable and valid information. Teachers will help students identify the relationships between two or more ideas or among other textual elements found within or across texts. Teachers will use non-fiction articles and editorials for instruction and use a two-column note to list conclusions and supporting evidence to teach.

Resource Type

Personnel

Resource

Hourly tutors

Funding Source

EESAC

Amount Needed

\$1,500

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 70% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 5 percentage points to 75%.

G3.B1 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3 through 5 was Fractions. The White subgroup did not make their 2012 – 2013 AMO in the reporting category – Number Base Ten and Fractions. Our goal for the 2013-2014 school year is to increase their level of proficiency from 69% to 77%.

G3.B1.S1 Teachers will plan differentiated instruction activities utilizing manipulatives to introduce concepts through discovery in order to demonstrate understanding of concepts taught. Students will: • compare and order fractions, mixed numbers, and decimals in the same or different forms • generate equivalent fractions or simplify fractions to lowest terms • relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Action Step 1

Teachers will plan differentiated instruction activities utilizing manipulatives to introduce concepts through discovery in order to demonstrate understanding of concepts taught..

Resource Type

Personnel

Resource

Hourly tutors

Funding Source

EESAC

Amount Needed

\$1,500