



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

James H. Bright Elementary/J.W. Johnson
Elementary

2530 W 10TH AVE

Hialeah, FL 33010

305-885-1683

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

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

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

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

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

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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

James H. Bright Elementary/J.W. Johnson Elem

Principal

Maritza Garcia M

School Advisory Council chair

Ubaldo Interian

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

Name	Title
Maritza M. Garcia	Principal
Lisette Garcia	Assistant Principal
Leslie Longfield	Assistant Principal
Gladys Rodriguez	Reading Coach
Lourdes Nuñez	SPED Chair
Marta Rios	Guidance Counselor
Niurka Martinez	Math Liaison

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, Alternate Principal: 1, UTD Steward: 1, Teachers: 5, Alternate Teacher: 1, Educational Support Employee: 1, Alternate Educational Support: 1, Parents: 4, Alternate Parent: 1, Student: 1, Alternate Student: 1, Business/Community Representative: 4

Involvement of the SAC in the development of the SIP

The EESAC chair assisted with the writing of the school improvement plan. The EESAC members have also been given the opportunity to express their opinion and share strategies to utilize on the school improvement plan. The EESAC members have been provided with an update on the school improvement plan and will continue to oversee the implementation of the school improvement plan

throughout the school year. The members of the EESAC will also be allowed to suggest changes and additions to the school improvement plan if needed.

Activities of the SAC for the upcoming school year

The schools EESAC will be reviewing the school improvement plan on an on-going basis. The EESAC will also be responsible for reviewing school data and providing feedback and strategies in order to make sure the school improvement plan is carried out as written. The EESAC members will also be responsible for making updates to the school improvement plan if changes are needed.

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

School improvement funds will be utilized as follows.....

\$2,999.00 will be utilized to purchase items for our school attendance program. Students are motivated to come to school on a daily basis and have 100% attendance in order to qualify for the attendance raffle at the end of each quarter.

\$1500.00 will be utilized to purchase tutoring materials for students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maritza Garcia M

Principal

Years as Administrator: 18

Years at Current School: 7

Credentials

Spec Learn Disab, Mntl Hndcp, Ed. Leadership

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 41%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 70 %
 Math Lrg. Gains, 46%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 54%
 Rdg. AMO –No
 Math AMO–No
 2012 – School Grade – B
 Rdg. Proficiency, 48%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 58%
 Math Lrg. Gains, 54%
 Rdg. Imp. of Lowest 25% - 60%
 Math Imp. of Lowest 25% - 48%
 Rdg. AMO –No
 Math AMO–No
 '11, '10, '09
 School Grade: A, A, A
 AYP: N, N, Y
 High Standards Rdg.: 76, 65, 69
 High Standards Math: 78, 71, 71
 Lrng Gains-Rdg.: 64, 70, 70
 Lrng Gains-Math: 47, 68, 68
 Gains-Rdg-25%: 64, 64, 64
 Gains-Math-25%: 56, 68, 68

Lisette M. Garcia

Asst Principal

Years as Administrator: 9

Years at Current School: 8

Credentials

Elementary Ed/ESOL, MS/Ed. Computing/Technology, Ed. Leadership

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 41%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 70 %
 Math Lrg. Gains, 46%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 54%
 Rdg. AMO – No
 Math AMO – No
 2012 – School Grade – B
 Rdg. Proficiency, 48%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 58%
 Math Lrg. Gains, 54%
 Rdg. Imp. of Lowest 25% - 60%
 Math Imp. of Lowest 25% - 48%
 Rdg. AMO –No
 Math AMO–No
 '11, '10, '09
 School Grade: A, A, A
 AYP: N, N, Y
 High Standards Rdg.: 76, 65, 69
 High Standards Math: 78, 71, 71
 Lrng Gains-Rdg.: 64, 70, 70
 Lrng Gains-Math: 47, 68, 68
 Gains-Rdg-25%: 64, 64, 64
 Gains-Math-25%: 56, 68, 68

Leslie J. Longfield

Asst Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Physical Education,
Educational Leadership

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 41%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 70 %
 Math Lrg. Gains, 46%
 Rdg. Imp. of Lowest 25% - 72%
 Math Imp. of Lowest 25% - 54%
 Rdg. AMO – No
 Math AMO – No
 2012 – School Grade – B
 Rdg. Proficiency, 48%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 58%
 Math Lrg. Gains, 54%
 Rdg. Imp. of Lowest 25% - 60%
 Math Imp. of Lowest 25% - 48%
 Rdg. AMO –No
 Math AMO–No
 '11, '10, '09
 School Grade: C, NA, NA
 AYP: N, Y, Y
 High Standards Rdg.: 50, 35, 70
 High Standards Math: 62, 71, 38
 Lrng Gains-Rdg.: 59, NA, NA
 Lrng Gains-Math: 68, NA, NA
 Gains-Rdg-25%: 66, NA, NA
 Gains-Math-25%: 75, NA, NA

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Gladys Rodriguez		
Full-time / School-based	Years as Coach: 13	Years at Current School: 21
Areas	Reading/Literacy	
Credentials	ELEM ED, READING, ESOL	
Performance Record	2013 – School Grade – C Rdg. Proficiency, 41% Rdg. Lrg. Gains, 70% Rdg. Imp. of Lowest 25% - 72% Rdg. AMO –No 2012 – School Grade – B Rdg. Proficiency, 48% Rdg. Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 60 points Rdg. AMO –No '11, '10, '09 School Grade: A, A, A AYP: N, N, Y High Standards Rdg.: 76, 65, 69 Lrng Gains-Rdg.: 64, 70, 70 Gains-Rdg-25%: 64, 64, 64	

Classroom Teachers

# of classroom teachers	60
# receiving effective rating or higher	60, 100%
# Highly Qualified Teachers	72%
# certified in-field	57, 95%
# ESOL endorsed	48, 80%
# reading endorsed	8, 13%
# with advanced degrees	19, 32%
# National Board Certified	4, 7%
# first-year teachers	2, 3%

with 1-5 years of experience

11, 18%

with 6-14 years of experience

24, 40%

with 15 or more years of experience

23, 38%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 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

1. Partnering new teachers with veteran staff (MINT PROGRAM); Assistant Principal
2. Interview Committee: Department Chairperson and National Board Certified Teachers; Principal
3. List open positions on the e-recruiting website to insure the applicants have the required in-field certification and are highly qualified; Principal
4. Participation in professional learning communities through New Educator Support Team (NEST); Assistant Principal

Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations.

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

James H. Bright Elementary/J.W. Johnson Elementary uses the district's Mentoring and Induction for New Teachers (MINT) program for new teachers. MINT is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities. The program provides sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers. Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions,

participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations. The assistant principal oversees beginning teachers at the school and meets with the teachers and their mentors once a month to discuss important topics and provide assistance.

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

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

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

The MTSS Leadership Team at James H. Bright/J. W. Johnson Elementary uses 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?
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?
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 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 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

- Administrator(s) at James H. Bright/J.W. Johnson Elementary, Maritza M. Garcia (Principal) and Lisette M. Garcia (Assistant Principal) 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: Gladys Rodriguez, Niurka Martinez, Maria Fonseca
- Special education personnel: Lourdes Nuñez
- School guidance counselor: Marta Rios
- School psychologist: Lourdes Pola
- School social worker: Yanissel Malespin
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team (Gladys Rodriguez, Niurka Martinez, Maria Fonseca, Lourdes Nuñez, Marta Rios, Yanissel Malespin) 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 members of the Leadership Team (Lourdes Pola), Tier 2 Team (Gladys Rodriguez, Niurka Martinez, Maria Fonseca, Lourdes Nuñez, Marta Rios, Yanissel Malespin), 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

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

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

James H. Bright and J.W. Johnson Elementary Schools use Edusoft as the data management system. The following data management systems will be used to summarize the tiered data:

- Baseline Data: FLKRS (Florida Kindergarten Readiness Screener), Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT 2.0)
- Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), AIMSweb, Curriculum Based Measurement (CBM), FCAT 2.0 Simulation
- Midyear: Florida Assessments for Instruction in Reading (FAIR) End of year: FAIR, AIMSweb, FCAT 2.0
- Frequency of Data Days: District Interim Assessments will take place during the months of October, January, April.
- All other data analysis will take place quarterly throughout the year

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

James H. Bright/ J.W. Johnson Elementary 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 implementation of interventions using McGraw Hill Wonders Intervention Tool, and Waterford Early Literacy. MTSS Leadership Team will also examine data on regular basis from FAIR Assessments, and SuccessMaker Reports to reach a rating of at least 80% MTSS implementation in the school.

James H. Bright/J. W. Johnson Elementary 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: Before or After School Program**Minutes added to school year:** 500

James H. Bright Elementary/ J.W. Johnson Elementary provides teachers and administrators with opportunities to gain skills and knowledge through professional development opportunities. Teachers participate in school, district, and state/national level workshops. The partnership with the University of Florida allows teachers to participate in Professional Learning Communities (PLC). Two teachers are currently earning their Master's Degree through the University of Florida i3 Program.

Once funds are available, students will be selected to participate in a before school and after school tutoring program.

Math tutoring will be provided. AmericaReads tutors assist our first and second grade students in reading skills. Interventionists address the lowest 25% in reading for grades 3-5 during school hours. We have self-contained Gifted in 2nd grade, the Extended Foreign Language Program in K-5. ELL students are serviced with the ELL Teacher. ESE students are pulled-out to be serviced in Reading and Math.

Earth Club students learn environmental skills, social/economic skills and maintain the school's garden and recycling program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected and analyzed by classroom teachers and coaches. During data chats with the administration, coaches, and teachers, instructional decisions and revisions are made to enhance student learning. Students are responsible for identifying their strengths and areas of improvement. FAIR Data and Interims Data are analyzed quarterly. During planning, teachers review biweekly assessment results to address secondary benchmarks.

Who is responsible for monitoring implementation of this strategy?

School Assistant Principals

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

Name	Title
Gladys Rodriguez	Reading Coach
Edna Figueroa	Media Specialist
Cristina Rodriguez	Teacher
Milagros Alvarez	Teacher
Maria Teruel	Teacher
Bernadette Alonso	Teacher
Laura Espada	Teacher

Name	Title
Mileidy Alonso	Teacher
Odalys Quesada	SPED Teacher

How the school-based LLT functions

Monthly meetings are held and minutes are sent to staff members, Professional Development activities are discussed and delivered to staff, Quarterly Reading Activities for students take place, and assessment data is reviewed. Reading Activities (vocabulary word of the week, Monthly reading strategies, Spelling Bee, community Members conduct Read Alouds for Dr. Seuss Day, Gator T.V.). Highlights include reading strategies and book talks, Scholastic Book Fair twice a year, Media Needs, Young Author's night.

Major initiatives of the LLT

Initiatives include developing the Accelerated Reader Program and promoting book circulation in the Media Center, promoting Literacy Club, continue providing Reading/Writing professional development opportunities, continue with Literacy events, and continue Data Analysis meetings with Administration.

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

There are various Pre-Kindergarten programs available at James H. Bright's Primary Learning Center located at J.W. Johnson including, Head Start, Pre-Kindergarten Special Education, and Title I High Scope programs. These programs are designed to increase a child's potential for growth and independence in the areas of communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Opportunities are provided for active, concrete experiences where the child makes decisions, develops imagination, acquires skills, develops a positive self-concept, and learn to interact with other children. In order to determine student readiness rates observational assessment tools are utilized to make the transition into Kindergarten easier. The Devereux Early Childhood Assessment (DECA) is used to identify patterns of development in behaviors and social skills that students should be able to demonstrate. The Battelle Diagnostic Inventory (BDI-2) is another norm referenced based assessment that assists teachers in identifying student development in the following areas; gross motor, fine motor, cognitive, and language. Students must demonstrate their abilities to count, write, match, identify, and move objects. Pre-Kindergarten teachers receive professional development in these assessments and are responsible for ensuring that the needs of the students are being met. When the children transition to Kindergarten, the Florida Kindergarten Readiness Diagnostic (FLKRS) assessment is given in order to further evaluate the effectiveness of the Pre-Kindergarten program as well as individual strengths and needs of the students. Parents are encouraged to participate in Pre-school programs and receive a monthly calendar with events and activities to complete in the home. Additional resources and tips are also provided by teachers and the Community Involvement Specialists to ensure that the transition process is an effective and positive change. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPIY)

Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	46%	No	66%
American Indian				
Asian				
Black/African American	50%	29%	No	55%
Hispanic	63%	47%	No	66%
White				
English language learners	57%	37%	No	61%
Students with disabilities	46%	53%	Yes	51%
Economically disadvantaged	62%	46%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	23%	41%
Students scoring at or above Achievement Level 4	70	18%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		9%
Students scoring at or above Level 7	10	77%	77%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	272	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	70	72%	75%

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)	184	43%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	79	19%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	89	21%	29%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	66	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	57%	No	71%
American Indian				
Asian				
Black/African American	83%	50%	No	85%
Hispanic	67%	58%	No	70%
White				
English language learners	63%	54%	No	66%
Students with disabilities	37%	54%	Yes	43%
Economically disadvantaged	67%	57%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	24%	37%
Students scoring at or above Achievement Level 4	107	28%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		9%
Students scoring at or above Level 7	10	77%	77%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	178	46%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	52	54%	59%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

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	24	17%	22%
Students scoring at or above Achievement Level 4	15	11%	13%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	62	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	42	5%	4%
Students who are not proficient in reading by third grade	88	67%	60%
Students who receive two or more behavior referrals	154	19%	18%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	24	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

see PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Overall results for 2013 indicate that 46% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 20 percentage points to 66%.
- G2.** Based on the analysis of student achievement data, 55% of students in grade 4 achieved mastery on the 2013 Writing FCAT 2.0 Assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 60%.
- G3.** Overall results for 2013 indicate that 57% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 14 percentage points to 71%.
- G4.** Overall results for 2013 indicate that 28% of our 5th grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 Science by 7 percentage points to 35%.
- G5.** Overall results for 2013 indicate that students need to be exposed to more STEM opportunities.
- G6.** Overall results for 2013 indicate that our school needs to reduce EWS by an average of 7 percentage points in each category.

Goals Detail

G1. Overall results for 2013 indicate that 46% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 20 percentage points to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Common Core Exemplar Texts
- Flocabulary
- Read and Succeed Comprehension: Practice, Assess, and Diagnose Text
- McGraw Hill Wonders Textbook Unique Learning
- Unique Learning i-Ready
- i-Ready TeachTown
- TeachTown
- SuccessMaker Reading
- Interventionist

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicate that 23% of students achieved a level 3 proficiency. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 18 percentage points to 41%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 18% of students achieved a level 4 proficiency or higher. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 9 percentage points to 27%.
- The result of the 2013 Florida Alternate Assessment Reading Test indicates that 8% of students achieved a level 4, 5, or 6 proficiency. Students' performance data from the 2013 Florida Alternate Assessment indicates that students require additional support in demonstrating knowledge of the alphabetic principles and applying grade level phonics skills in reading text. Students require additional instruction and exposure in the areas of reading. Students need to be able to engage several times in the same selection in order to build familiarity. The implementation of these strategies will allow our school to increase level 4, 5, and 6 student proficiency by 1 percentage point to 9%.
- The result of the 2013 Florida Alternate Assessment Reading Test indicates that 77% of students achieved a proficiency level of 7 or higher. Students' performance data from the 2013 Florida Alternate Assessment indicates that students require additional opportunities and support in the area of reading. More exposure to fiction, nonfiction and informational text is needed in order for students to identify the differences effectively. The implementation of these

strategies will allow our school to increase level 7 or higher student proficiency by 1 percentage point to 8%.

- The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students achieved learning gains in reading. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 73%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 72% of students in the lowest 25% achieved learning gains in reading. Our goal for the 2013-2014 school year is to increase learning gains in reading by 3 percentage points to 75%. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 75%.
- The results of the 2013 CELLA Listening/Speaking Test indicate that 43% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 49%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that the Black, Hispanic, ELL, and Economically Disadvantaged subgroups did not meet the set target for 2013. This occurred as a result of a deficiency in Reading Application across all grade levels. Students in these subgroups require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by an average of 20 percentage points helping these subgroups meet set target for the 2014 school year..
- The results of the 2013 CELLA Reading Test indicate that 19% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 27%.
- The results of the 2013 CELLA Writing Test indicate that 21% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 29%.

Plan to Monitor Progress Toward the Goal

School administration and reading coach will review monthly assessment data reports gathered from the monthly prompts to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

School Administration, Reading Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Baseline, Mid-Year, and Post Writing Assessment

G2. Based on the analysis of student achievement data, 55% of students in grade 4 achieved mastery on the 2013 Writing FCAT 2.0 Assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 60%.

Targets Supported

- Writing

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- 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

School administration and reading coach will review monthly assessment data reports gathered from the monthly prompts to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

School Administration, Reading Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Baseline, Mid-Year, and Post Writing Assessment

G3. Overall results for 2013 indicate that 57% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 14 percentage points to 71%.

Targets Supported

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

Resources Available to Support the Goal

- Gizmos, Math Boot Camp Series, SuccessMaker

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 24% of students achieved a proficiency level 3. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 13 percentage points to 37%. As well as increase proficiency in all AMO subgroups.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 28% of students achieved a proficiency level 4 or higher. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 6 percentage points to 34%.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 46% of students achieved learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics by 5 percentage points to 51%.
- The results of the 2013 Florida Alternate Assessment Mathematics Test indicate that 8% of students achieved a proficiency level 4, 5, or 6. Our goal for the 2013-2014 school year is to increase level 4, 5, and 6 student proficiency by 1 percentage point.
- The results of the 2013 Florida Alternate Assessment Mathematics Test indicate that 77% of students achieved a proficiency level 7 or higher. Our goal for the 2013-2014 school year is to increase level 7 or higher student proficiency by 1 percentage point.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 54% of students in the lowest 25% achieved learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics by 5 percentage points to 59%.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that the Black, Hispanic, ELL, and Economically Disadvantaged subgroups did not meet the set target for the 2013 school year. Our goal for the 2013-2014 school year is to increase proficiency in these subgroups by at least 20 percentage points.

Plan to Monitor Progress Toward the Goal

School administration will collect and evaluate data from monthly math assessments, District Interims, and SuccessMaker reports in order to drive instruction. If the data demonstrates a positive trend then changes in strategies will not be needed. However, if the data demonstrates a negative trend then administration will decide what strategies will need to be changed and implemented.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule:

Monthly

Evidence of Completion:

District Interims, SuccessMaker Report, Monthly Math Assessments

G4. Overall results for 2013 indicate that 28% of our 5th grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 Science by 7 percentage points to 35%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Gizmos, Science Boot Camp Series, Discovery Education

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science Test indicate that 17% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 22%.
- The results of the 2013 FCAT 2.0 Science Test indicate that 11% of students achieved level 4 or higher proficiency. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 2 percentage points to 13%.

Plan to Monitor Progress Toward the Goal

School administration will evaluate the gathered data and determine what changes need to occur if the data shows a negative trend. Instruction will be aligned based on the data results.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

District Baseline, Fall and Winter Interim Report

G5. Overall results for 2013 indicate that students need to be exposed to more STEM opportunities.**Targets Supported**

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Discovery Education, GIZMOS

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science Test indicate that 17% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 22%.
- The results of the 2013 FCAT 2.0 Science Test indicate that 11% of students achieved level 4 or higher proficiency. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 2 percentage points to 13%.

Plan to Monitor Progress Toward the Goal

School administration will evaluate the gathered data and determine what changes need to occur if the data shows a negative trend. Instruction will be aligned based on the data results.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

District Baseline, Fall and Winter Interim Report

G6. Overall results for 2013 indicate that our school needs to reduce EWS by an average of 7 percentage points in each category.**Targets Supported**

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Based on the 2012-2013 data, 19% of our students received two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce the number of students receiving 2 or more behavior referrals by 1 percentage point to 18%.
- Based on 2012-2013 data, 3% of students received one or more behavior referrals that lead to suspension. For the 2013-2014 school year, our goal is to reduce the number of students being suspended by 1 percentage points, resulting in 2% or less of the students.
- Our goal this year is to decrease the number of students missing 10% or more of instructional time by 1%, which will bring us to the target of 7% or less of students missing instructional time.

Plan to Monitor Progress Toward the Goal

The process used to collect data will be student attendance reports and data of student progress or lack thereof, such as report cards, benchmark assessments, etc,. The Attendance Intervention plan has embedded strategies to address these concerns.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly Reports will measure student attendance and will be correlated to student achievement.

Evidence of Completion:

The end of year attendance reports for the school and the Attendance Intervention Plan will show evidence of compliance.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Overall results for 2013 indicate that 46% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 20 percentage points to 66%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 23% of students achieved a level 3 proficiency. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 18 percentage points to 41%.

G1.B1.S1 Instruction should include the use of literary & informational text, close reading procedure, and graphic organizers to target elements of story structure, character point of view, and plot development.

Action Step 1

Teachers will be provided with various Professional Development opportunities on Common Core updates and different Instructional Strategies that can be utilized in the classroom. This will allow teachers to improve their delivery of the Reading content.

Person or Persons Responsible

Reading Coach, Teachers, LLT, MTSS

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014;

Evidence of Completion

SuccessMaker Reports; FAIR Reports; District Baseline, Fall, and Winter Interim; Implementation of Strategies; Classroom Observations

Facilitator:

Reading Coach, Assistant Principals

Participants:

Reading Coach, Teachers

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

Reading Coach and Assistant Principals will review SuccessMaker Reports as well as FAIR Data. The reading coach will conduct classroom observations in order to observe if the strategies learned are being implemented with fidelity. The Reading Coach will also model sample lessons in order to provide classroom teachers with a model of what reading instruction should look like on a daily basis.

Person or Persons Responsible

School Administration, Reading Coach, LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Implementation of Strategies; SuccessMaker Reports; FAIR Data; Classroom Observations, District Interims

Plan to Monitor Effectiveness of G1.B1.S1

District Interim Data, FAIR Data, and SuccessMaker Reports will be collected and analyzed in order to evaluate student performance. Based on the data results the school administrators and reading coach will determine if the strategies implemented will continue or if changes need to be made in order to achieve better results.

Person or Persons Responsible

Reading Coach, Teachers, School Administrators, LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Successmaker Reports; District Baseline, Fall and Winter Interim; FAIR Data; Classroom Observations; Evidence of implementation of strategies

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 18% of students achieved a level 4 proficiency or higher. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 9 percentage points to 27%.

G1.B2.S1 Instruction should include the use of literary & informational text, close reading procedure, and graphic organizers to target elements of story structure, character point of view, and plot development.

Action Step 1

Through Collaborative Planning, the Reading Coach, and teachers will follow District pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Person or Persons Responsible

Reading Coach, Teachers, School Administration, LLT, MTSS

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Through coach-teacher conferences, classroom observations, and data from reading resources, Interims, and SuccessMaker, evidence of mastery will be determined.

Facilitator:

Reading Coach

Participants:

Reading Coach, Teachers, School Administration

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

As teachers follow the District pacing guide and review the data from Interims, and SuccessMaker, instructional decisions will be made to provide instructional reading strategies and resources to meet the needs of the learners.

Person or Persons Responsible

Administration, Teachers, Reading Coach, LLT, MTSS

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Data collected from Interims and SuccessMaker will be reviewed during data analysis meetings to support the teachers in providing strategies that may target students' needs. Collaboratively, the team will be able to provide educational resources to assist the learner.

Plan to Monitor Effectiveness of G1.B2.S1

Data from Interims, SuccessMaker, and previous FCAT 2.0 and SAT scores will guide instructional decisions. As weekly assessments and observations are completed, lessons will be reviewed to reteach skills and provide additional practices as needed.

Person or Persons Responsible

Administration, Reading Coach, Teachers, LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Interims, and SuccessMaker Data Reports as well as bi-weekly assessments will be reviewed to guide instructional decisions and continue or make changes as needed.

G1.B3 The result of the 2013 Florida Alternate Assessment Reading Test indicates that 8% of students achieved a level 4, 5, or 6 proficiency. Students' performance data from the 2013 Florida Alternate Assessment indicates that students require additional support in demonstrating knowledge of the alphabetic principles and applying grade level phonics skills in reading text. Students require additional instruction and exposure in the areas of reading. Students need to be able to engage several times in the same selection in order to build familiarity. The implementation of these strategies will allow our school to increase level 4, 5, and 6 student proficiency by 1 percentage point to 9%.

G1.B3.S1 Provide students with visual choices similar to the choices provided in the F.A.A by using Unique Learning, i-Ready, and TeachTown.

Action Step 1

Implementation of visual choices through practice materials provided by the state, student exposure to ASD software programs such as Unique Learning, i-Ready, & TeachTown, and Smartboard Instructional delivery will enhance student learning.

Person or Persons Responsible

School Administration, Teachers, SPED Chair, District ASD Curriculum Support Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

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

Classroom walkthroughs, best practices sharing sessions

Person or Persons Responsible

School Administration, SPED Chairperson

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Administrative Walkthrough logs; Monitor software reports.

Plan to Monitor Effectiveness of G1.B3.S1

Analyze the usage reports to ensure each student is meeting set targets. If lack of usage is detected, the teacher will need to make required adjustments.

Person or Persons Responsible

School Administration, SPED Teachers, SPED Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

G1.B4 The result of the 2013 Florida Alternate Assessment Reading Test indicates that 77% of students achieved a proficiency level of 7 or higher. Students' performance data from the 2013 Florida Alternate Assessment indicates that students require additional opportunities and support in the area of reading. More exposure to fiction, nonfiction and informational text is needed in order for students to identify the differences effectively. The implementation of these strategies will allow our school to increase level 7 or higher student proficiency by 1 percentage point to 8%.

G1.B4.S1 Students will be provided with continuous review and practice while they are learning new reading concepts by using Unique Learning, i-Ready, and TeachTown.

Action Step 1

Implementation of visual choices through practice materials provided by the state, student exposure to ASD software programs such as Unique Learning, i-Ready, & TeachTown, and Smartboard Instructional delivery will enhance student learning.

Person or Persons Responsible

Administration, SPED Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

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

Classroom walkthroughs, best practices sharing sessions

Person or Persons Responsible

School Administration, SPED Chairperson

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Administrative Walkthrough logs. Monitor software reports

Plan to Monitor Effectiveness of G1.B4.S1

Analyze the usage reports to ensure each student is meeting set targets. If lack of usage is detected, the teacher will need to make required adjustments.

Person or Persons Responsible

School Administration, SPED Teachers, SPED Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students achieved learning gains in reading. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 73%.

G1.B5.S1 Provide a variety of instructional strategies and activities that include identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information.

Action Step 1

Through Collaborative Planning, the Reading Coach, and teachers will follow district pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Person or Persons Responsible

Reading Coach, Teachers, School Administration, LLT, MTSS

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Through coach-teacher conferences, classroom observations, and data from reading resources, Interims, and SuccessMaker, evidence of mastery will be determined.

Facilitator:

Reading Coach

Participants:

Reading Coach, Teachers, School Administration

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

As teachers follow the district pacing guide and review the data from Interims, and SuccessMaker, instructional decisions will be made to provide instructional reading strategies and resources to meet the needs of the learners.

Person or Persons Responsible

Administration, Teachers, Reading Coach, LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Data collected from Interims and SuccessMaker will be reviewed during data analysis meetings to support the teachers in providing strategies that may target students' needs. Collaboratively, the team will be able to provide educational resources to assist the learner.

Plan to Monitor Effectiveness of G1.B5.S1

Data from Interims, SuccessMaker, and previous FCAT 2.0 and SAT scores will guide instructional decisions. As weekly assessments and observations are completed, lessons will be reviewed to reteach skills and provide additional practices as needed.

Person or Persons Responsible

Administration, Teachers, Reading Coach, LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Interims, and SuccessMaker Data Reports as well as bi-weekly assessments will be reviewed to guide instructional decisions and continue or make changes as needed.

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 72% of students in the lowest 25% achieved learning gains in reading. Our goal for the 2013-2014 school year is to increase learning gains in reading by 3 percentage points to 75%. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 75%.

G1.B6.S1 Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Use literary & informational text, close reading procedure, and graphic organizers to target context clues, analyze words in text, and multiple meanings and synonyms & antonyms.

Action Step 1

Through Collaborative Planning, the Reading Coach, and teachers will follow district pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Person or Persons Responsible

Administration, Reading Coach, Teachers, LLT, MTSS

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Through coach-teacher conferences, classroom observations, and data from reading resources, Interims, and SuccessMaker, evidence of mastery will be determined.

Facilitator:

Reading Coach

Participants:

Reading Coach, Teachers, School Administration

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

As teachers follow the district pacing guide and review the data from Interims, and SuccessMaker, instructional decisions will be made to provide instructional reading strategies and resources to meet the needs of the learners.

Person or Persons Responsible

Administration, Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Data collected from Interims and SuccessMaker will be reviewed during data analysis meetings to support the teachers in providing strategies that may target students' needs. Collaboratively, the team will be able to provide educational resources to assist the learner.

Plan to Monitor Effectiveness of G1.B6.S1

Data from Interims, SuccessMaker, and previous FCAT 2.0 and SAT scores will guide instructional decisions. As weekly assessments and observations are completed, lessons will be reviewed to reteach skills and provide additional practices as needed.

Person or Persons Responsible

Administration, Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interims, and SuccessMaker Data Reports as well as bi-weekly assessments will be reviewed to guide instructional decisions and continue or make changes as needed.

G1.B7 The results of the 2013 CELLA Listening/Speaking Test indicate that 43% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 49%.

G1.B7.S1 •Expose all ELL students to Spanish/English dictionaries, as well as word walls and word mapping. Teachers will utilize ELL strategies such as substitution, expansion, paraphrase, and repetition.

Action Step 1

Provide ELL students with English/Spanish dictionaries, word walls, and vocabulary maps.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations; Strategy reflected in teacher lesson plans

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

Administration will monitor teacher lessons plans.

Person or Persons Responsible

School Administration, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations

Plan to Monitor Effectiveness of G1.B7.S1

Students will show improvement on SuccessMaker or other ELL software such as Imagine Learning and Waterford early Literacy based on reports.

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Imagine Learning, and Waterford Reports

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that the Black, Hispanic, ELL, and Economically Disadvantaged subgroups did not meet the set target for 2013. This occurred as a result of a deficiency in Reading Application across all grade levels. Students in these subgroups require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by an average of 20 percentage points helping these subgroups meet set target for the 2014 school year..

G1.B8.S1 Instruction should include the use of literary & informational text, close reading procedure, and graphic organizers to target elements of story structure, character point of view, and plot development.

Action Step 1

Teachers will be provided with various Professional Development opportunities on Common Core updates and different Instructional Strategies that can be utilized in the classroom. This will allow teachers to improve their delivery of the Reading content.

Person or Persons Responsible

Reading Coach, Teachers, LLT, MTSS

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014;

Evidence of Completion

SuccessMaker Reports; FAIR Reports; District Baseline, Fall, and Winter Interim; Implementation of Strategies; Classroom Observations

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

Reading Coach and Assistant Principals will review SuccessMaker Reports as well as FAIR Data. The reading coach will conduct classroom observations in order to observe if the strategies learned are being implemented with fidelity. The Reading Coach will also model sample lessons in order to provide classroom teachers with a model of what reading instruction should look like on a daily basis.

Person or Persons Responsible

School Administration, Reading Coach, LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Implementation of Strategies; SuccessMaker Reports; FAIR Data; Classroom Observations, District Interims

Plan to Monitor Effectiveness of G1.B8.S1

District Interim Data, FAIR Data, and SuccessMaker Reports will be collected and analyzed in order to evaluate student performance. Based on the data results the school administrators and reading coach will determine if the strategies implemented will continue or if changes need to be made in order to achieve better results.

Person or Persons Responsible

Reading Coach, Teachers, School Administrators, LLT, MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Successmaker Reports; District Baseline, Fall and Winter Interim; FAIR Data; Classroom Observations; Evidence of implementation of strategies

G1.B9 The results of the 2013 CELLA Reading Test indicate that 19% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 27%.

G1.B9.S1 Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Use literary & informational text, close reading procedure, and graphic organizers to target context clues, analyze words in text, and multiple meanings and synonyms & antonyms.

Action Step 1

Through Collaborative Planning, the Reading Coach, and teachers will follow district pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Person or Persons Responsible

Administration, Reading Coach, Teachers, LLT, MTSS

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Through coach-teacher conferences, classroom observations, and data from reading resources, Interims, and SuccessMaker, evidence of mastery will be determined.

Plan to Monitor Fidelity of Implementation of G1.B9.S1

As teachers follow the district pacing guide and review the data from Interims, and SuccessMaker, instructional decisions will be made to provide instructional reading strategies and resources to meet the needs of the learners.

Person or Persons Responsible

Administration, Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Data collected from Interims and SuccessMaker will be reviewed during data analysis meetings to support the teachers in providing strategies that may target students' needs. Collaboratively, the team will be able to provide educational resources to assist the learner.

Plan to Monitor Effectiveness of G1.B9.S1

Data from Interims, SuccessMaker, and previous FCAT 2.0 and SAT scores will guide instructional decisions. As weekly assessments and observations are completed, lessons will be reviewed to reteach skills and provide additional practices as needed.

Person or Persons Responsible

Administration, Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interims, and SuccessMaker Data Reports as well as bi-weekly assessments will be reviewed to guide instructional decisions and continue or make changes as needed.

G1.B10 The results of the 2013 CELLA Writing Test indicate that 21% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 29%.

G1.B10.S1 •A writing rotation schedule will be implemented to expose students to various teaching styles and teachers will teach their “expert” writing strategies to different classes. Students will also be introduced to vivid vocabulary and writing strategies.

Action Step 1

Reading coach will work hand in hand with teachers to create a writing rotation. The writing rotation will consist of four 30 minute blocks. During the blocks each writing teacher will be teaching a different writing strategy.

Person or Persons Responsible

School Administration, Reading Coach, Teachers

Target Dates or Schedule

During the month of January

Evidence of Completion

Monthly writing prompts

Plan to Monitor Fidelity of Implementation of G1.B10.S1

School administration and reading coach will review monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

School Administration, Reading Coach, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations, Monthly Writing Prompt

Plan to Monitor Effectiveness of G1.B10.S1

School administration and reading coach will collect and review the monthly writing prompt data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

School Administration, Reading Coach, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Mid-Year, and Post Writing Assessment, Monthly Writing Prompt

G2. Based on the analysis of student achievement data, 55% of students in grade 4 achieved mastery on the 2013 Writing FCAT 2.0 Assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 60%.

G2.B1 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 •A writing rotation schedule will be implemented to expose students to various teaching styles and teachers will teach their "expert" writing strategies to different classes. Students will also be introduced to vivid vocabulary and writing strategies.

Action Step 1

Reading coach will work hand in hand with teachers to create a writing rotation. The writing rotation will consist of four 30 minute blocks. During the blocks each writing teacher will be teaching a different writing strategy.

Person or Persons Responsible

School Administration, Reading Coach, Teachers

Target Dates or Schedule

During the month of January

Evidence of Completion

Monthly writing prompts

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

School administration and reading coach will review monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

School Administration, Reading Coach, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations, Monthly Writing Prompt

Plan to Monitor Effectiveness of G2.B1.S1

School administration and reading coach will collect and review the monthly writing prompt data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

School Administration, Reading Coach, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Mid-Year, and Post Writing Assessment, Monthly Writing Prompt

G3. Overall results for 2013 indicate that 57% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 14 percentage points to 71%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 24% of students achieved a proficiency level 3. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 13 percentage points to 37%. As well as increase proficiency in all AMO subgroups.

G3.B1.S1 •Teachers will utilize the Houghton-Mifflin Go Math Common Core Florida Edition, to provide students with individual intervention and opportunities for improvement using Mega Math, Carmen Sandiego, and Destination Math instructional tools.

Action Step 1

Teachers will utilize the new math common core edition textbook to provide students with the individualized instruction they need. Teachers will be able to utilize Mega Math, Carmen Sandiego, and Destination Math as instructional tools.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, Monthly Assessments, District Interims

Facilitator:

Niurka Martinez

Participants:

Administration, Math Liaison, Teachers

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

Administration will conduct classroom observations as well as review teacher lesson plans to make sure that the new math series is properly implemented in every math classroom.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Student Math Journal

Plan to Monitor Effectiveness of G3.B1.S1

Monthly Math Assessment data will be collected and analyzed. District Interim assessments data will also be collected and analyzed in order to drive instruction. If the data shows a positive trend no changes in strategy will need to be made. However, if data shows a negative trend then administration will determine what changes in strategies will be implemented.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Report; District Interim Report

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 28% of students achieved a proficiency level 4 or higher. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 6 percentage points to 34%.

G3.B2.S1 Teachers will utilize the Houghton-Mifflin Go Math Common Core Florida Edition, to provide students with individual intervention and opportunities for improvement using Mega Math, Carmen Sandiego, and Destination Math instructional tools.

Action Step 1

Teachers will utilize the new math common core edition textbook to provide students with the individualized instruction they need. Teachers will be able to utilize Mega Math, Carmen Sandiego, and Destination Math as instructional tools.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Math Journal, SuccessMaker Report

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

Administration will conduct classroom observations as well as review teacher lesson plans to make sure that the new math series is properly implemented in every math classroom.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Student Math Journal

Plan to Monitor Effectiveness of G3.B2.S1

Monthly Math Assessment data will be collected and analyzed. District Interim assessments data will also be collected and analyzed in order to drive instruction. If the data shows a positive trend no changes in strategy will need to be made. However, if data shows a negative trend then administration will determine what changes in strategies will be implemented.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Report; District Interim Report

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 46% of students achieved learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics by 5 percentage points to 51%.

G3.B3.S1 Teachers will utilize the Houghton-Mifflin Go Math Common Core Florida Edition, to provide students with individual intervention and opportunities for improvement using Mega Math, Carmen Sandiego, and Destination Math instructional tools.

Action Step 1

Teachers will utilize the new math common core edition textbook to provide students with the individualized instruction they need. Teachers will be able to utilize Mega Math, Carmen Sandiego, and Destination Math as instructional tools.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Math Journal, SuccessMaker Report

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

Administration will conduct classroom observations as well as review teacher lesson plans to make sure that the new math series is properly implemented in every math classroom.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Student Math Journal

Plan to Monitor Effectiveness of G3.B3.S1

Monthly Math Assessment data will be collected and analyzed. District Interim assessments data will also be collected and analyzed in order to drive instruction. If the data shows a positive trend no changes in strategy will need to be made. However, if data shows a negative trend then administration will determine what changes in strategies will be implemented.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Report; District Interim Report

G3.B4 The results of the 2013 Florida Alternate Assessment Mathematics Test indicate that 8% of students achieved a proficiency level 4, 5, or 6. Our goal for the 2013-2014 school year is to increase level 4, 5, and 6 student proficiency by 1 percentage point.

G3.B4.S1 Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.

Action Step 1

Teachers will provide students with the opportunity to use manipulatives during their math instruction in order to construct mathematical models. Students will also be allowed to utilize educational software such as Unique Learning, i-Ready, and TeachTown in order to improve student performance.

Person or Persons Responsible

Administration, SPED Teachers, SPED Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations, Teacher Lesson Plans

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

Administration will conduct classroom observations and review teacher lesson plans to assure that the strategies are being implemented with fidelity. Unique Learning, i-Ready, and TeachTown reports will be generated in order to drive classroom instruction.

Person or Persons Responsible

Administration, SPED Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

Plan to Monitor Effectiveness of G3.B4.S1

Unique Learning, i-Ready, and TeachTown Reports will be generated in order to analyze the effectiveness of the program being implemented.

Person or Persons Responsible

Administration, SPED Teachers, SPED Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

G3.B5 The results of the 2013 Florida Alternate Assessment Mathematics Test indicate that 77% of students achieved a proficiency level 7 or higher. Our goal for the 2013-2014 school year is to increase level 7 or higher student proficiency by 1 percentage point.

G3.B5.S1 • Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.

Action Step 1

Teachers will provide students with the opportunity to use manipulatives during their math instruction in order to construct mathematical models. Students will also be allowed to utilize educational software such as Unique Learning, i-Ready, and TeachTown in order to improve student performance.

Person or Persons Responsible

Administration, SPED Teachers, SPED Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations, Teacher Lesson Plans

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

Administration will conduct classroom observations and review teacher lesson plans to assure that the strategies are being implemented with fidelity. Unique Learning, i-Ready, and TeachTown reports will be generated in order to drive classroom instruction.

Person or Persons Responsible

Administration, SPED Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

Plan to Monitor Effectiveness of G3.B5.S1

Unique Learning, i-Ready, and TeachTown Reports will be generated in order to analyze the effectiveness of the program being implemented.

Person or Persons Responsible

Administration, SPED Teachers, SPED Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Unique Learning, i-Ready, TeachTown Reports

G3.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 54% of students in the lowest 25% achieved learning gains in mathematics. Our goal for the 2013-2014 school year is to increase learning gains in mathematics by 5 percentage points to 59%.

G3.B6.S1 •Teachers will utilize the Houghton-Mifflin Go Math Common Core Florida Edition, to provide students with individual intervention and opportunities for improvement using Mega Math, Carmen Sandiego, and Destination Math instructional tools.

Action Step 1

Teachers will utilize the new math common core edition textbook to provide students with the individualized instruction they need. Teachers will be able to utilize Mega Math, Carmen Sandiego, and Destination Math as instructional tools.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, Monthly Assessments, District Interims

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Administration will conduct classroom observations as well as review teacher lesson plans to make sure that the new math series is properly implemented in every math classroom.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Student Math Journal

Plan to Monitor Effectiveness of G3.B6.S1

Monthly Math Assessment data will be collected and analyzed. District Interim assessments data will also be collected and analyzed in order to drive instruction. If the data shows a positive trend no changes in strategy will need to be made. However, if data shows a negative trend then administration will determine what changes in strategies will be implemented.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Report; District Interim Report

G3.B7 The results of the 2013 FCAT 2.0 Mathematics Test indicate that the Black, Hispanic, ELL, and Economically Disadvantaged subgroups did not meet the set target for the 2013 school year. Our goal for the 2013-2014 school year is to increase proficiency in these subgroups by at least 20 percentage points.

G3.B7.S1 •Teachers will utilize the Houghton-Mifflin Go Math Common Core Florida Edition, to provide students with individual intervention and opportunities for improvement using Mega Math, Carmen Sandiego, and Destination Math instructional tools.

Action Step 1

Teachers will utilize the new math common core edition textbook to provide students with the individualized instruction they need. Teachers will be able to utilize Mega Math, Carmen Sandiego, and Destination Math as instructional tools.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, Monthly Assessments, District Interims

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Administration will conduct classroom observations as well as review teacher lesson plans to make sure that the new math series is properly implemented in every math classroom.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Student Math Journal

Plan to Monitor Effectiveness of G3.B7.S1

Monthly Math Assessment data will be collected and analyzed. District Interim assessments data will also be collected and analyzed in order to drive instruction. If the data shows a positive trend no changes in strategy will need to be made. However, if data shows a negative trend then administration will determine what changes in strategies will be implemented.

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Report; District Interim Report

G4. Overall results for 2013 indicate that 28% of our 5th grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 Science by 7 percentage points to 35%.

G4.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 17% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 22%.

G4.B1.S1 •Provide students the opportunities to develop and participate in essential science labs in order to increase scientific thinking and the development and implementation of inquiry-based activities that allow students to increase the rigor and relevance in the classroom.

Action Step 1

Science teachers will be responsible for conducting at least one essential lab weekly.

Person or Persons Responsible

Administration, Science Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Science Lab Journals, Teacher Lesson Plans

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

Classroom observation will be conducted to observe the implementation of essential labs in the classroom. Student science lab journals will be reviewed with the students in order to make sure that each student was able to conduct the experiment and understand the benchmark covered.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations, Student Science Lab Journals

Plan to Monitor Effectiveness of G4.B1.S1

District Baseline, Fall and Winter Interims as well as monthly assessments will be collected and evaluated in order to determine the effect of the implemented strategies. If the data demonstrates a positive trend no changes will be made. However, if the data demonstrates a negative trend administration will determine the changes that will be implemented.

Person or Persons Responsible

Administration, Science Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Science Lab Journal; District Baseline, Fall and Winter Interim Reports

G4.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 11% of students achieved level 4 or higher proficiency. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 2 percentage points to 13%.

G4.B2.S1 Provide students the opportunities to develop and participate in essential science labs in order to increase scientific thinking and the development and implementation of inquiry-based activities that allow students to increase the rigor and relevance in the classroom.

Action Step 1

Science teachers will be responsible for conducting at least one essential lab weekly.

Person or Persons Responsible

Administration, Science Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Science Lab Journals, Teacher Lesson Plans

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

Classroom observation will be conducted to observe the implementation of essential labs in the classroom. Student science lab journals will be reviewed with the students in order to make sure that each student was able to conduct the experiment and understand the benchmark covered.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations, Student Science Lab Journals

Plan to Monitor Effectiveness of G4.B2.S1

District Baseline, Fall and Winter Interims as well as monthly assessments will be collected and evaluated in order to determine the effect of the implemented strategies. If the data demonstrates a positive trend no changes will be made. However, if the data demonstrates a negative trend administration will determine the changes that will be implemented.

Person or Persons Responsible

Administration, Science Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Science Lab Journal; District Baseline, Fall and Winter Interim Reports

G5. Overall results for 2013 indicate that students need to be exposed to more STEM opportunities.

G5.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 17% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 22%.

G5.B1.S1 Students, parents, and teachers will be invited to attend a Mad Scientist Night. During this event students and parents will be taught how to follow the scientific process while conducting live science labs.

Action Step 1

Mad Scientist Night will be held in December in order to demonstrate to parents and students how to properly follow the scientific process when conducting experiments.

Person or Persons Responsible

Administration, Teachers, Science Liaison

Target Dates or Schedule

December 2013

Evidence of Completion

Science Journals, Observations

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

Classroom observation will be conducted to observe the implementation of essential labs in the classroom. Student science lab journals will be reviewed with the students in order to make sure that each student was able to conduct the experiment and understand the benchmark covered.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations, Student Science Lab Journals

Plan to Monitor Effectiveness of G5.B1.S1

District Baseline, Fall and Winter Interims as well as monthly assessments will be collected and evaluated in order to determine the effect of the implemented strategies. If the data demonstrates a positive trend no changes will be made. However, if the data demonstrates a negative trend administration will determine the changes that will be implemented.

Person or Persons Responsible

Administration, Science Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Science Lab Journal; District Baseline, Fall and Winter Interim Reports

G5.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 11% of students achieved level 4 or higher proficiency. Our goal for the 2013-2014 school year is to increase level 4 or higher student proficiency by 2 percentage points to 13%.

G5.B2.S1 Provide students the opportunities to develop and participate in essential science labs in order to increase scientific thinking and the development and implementation of inquiry-based activities that allow students to increase the rigor and relevance in the classroom through participation in the Mad Scientist Night.

Action Step 1

Mad Scientist Night will be held in December in order to demonstrate to parents and students how to properly follow the scientific process when conducting experiments.

Person or Persons Responsible

Administration, Teachers, Science Liasion

Target Dates or Schedule

December 2013

Evidence of Completion

Science Journals, Observations

Action Step 2

Mad Scientist Night will be held in December in order to demonstrate to parents and students how to properly follow the scientific process when conducting experiments.

Person or Persons Responsible

Administration, Teachers, Science Liasion

Target Dates or Schedule

December 2013

Evidence of Completion

Science Journals, Observations

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

Classroom observation will be conducted to observe the implementation of essential labs in the classroom. Student science lab journals will be reviewed with the students in order to make sure that each student was able to conduct the experiment and understand the benchmark covered.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations, Student Science Lab Journals

Plan to Monitor Effectiveness of G5.B2.S1

District Baseline, Fall and Winter Interims as well as monthly assessments will be collected and evaluated in order to determine the effect of the implemented strategies. If the data demonstrates a positive trend no changes will be made. However, if the data demonstrates a negative trend administration will determine the changes that will be implemented.

Person or Persons Responsible

Administration, Science Liaison, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Science Lab Journal; District Baseline, Fall and Winter Interim Reports

G6. Overall results for 2013 indicate that our school needs to reduce EWS by an average of 7 percentage points in each category.

G6.B1 Based on the 2012-2013 data, 19% of our students received two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce the number of students receiving 2 or more behavior referrals by 1 percentage point to 18%.

G6.B1.S1 Implement with fidelity a School Wide Discipline Action Plan that minimizes disruption and provides behavior intervention strategies that assist in creating a safe and productive learning environment for all students.

Action Step 1

School Wide Rules will be discussed with all stakeholders and a School-Wide Discipline Action Plan will be implemented to ensure appropriate steps and interventions are being implemented.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

At the initiation of student misconduct. Plan is implemented for one school year.

Evidence of Completion

Teachers will provide a copy of the student plan to the respective assistant principal. Parents will be contacted and involved in the interventions.

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

Documentation provided by the teacher and/or counselor to the Administration will be reviewed. At each step, the parent is required to provide a signature to ensure collaboration.

Person or Persons Responsible

The guidance counselor works together with the administration to monitor fidelity.

Target Dates or Schedule

bi-weekly

Evidence of Completion

on-going process

Plan to Monitor Effectiveness of G6.B1.S1

Student Services referrals and Case Management Referrals will be monitored and are part of the Discipline Action Plan steps. Successful implementation will result in a positive report from the teacher regarding student behavior.

Person or Persons Responsible

Teacher and Counselor

Target Dates or Schedule

Bi-weekly or as often as needed

Evidence of Completion

Report card will show good conduct grades, student progress reports with satisfactory results will show evidence or lack thereof. Action Plan steps will be initiated and documented as described by the Rti steps in the plan.

G6.B2 Based on 2012-2013 data, 3% of students received one or more behavior referrals that lead to suspension. For the 2013-2014 school year, our goal is to reduce the number of students being suspended by 1 percentage points, resulting in 2% or less of the students.

G6.B2.S1 • A school Policies and Procedures Power Point will be presented to students the first week of school to inform them of the District's Code of Student Conduct Plan regulations and the School Wide Discipline Action Plan.

Action Step 1

An assembly will be held the first week to review COSC with students. Parents will be asked to sign receipt of the plan. An alternative to outdoor suspension plan is also used to avoid suspending the student and still provide consequences for behaviors.

Person or Persons Responsible

Teachers will implement it in the classrooms, Administrators will implement it school wide.

Target Dates or Schedule

One year plan.

Evidence of Completion

Weekly behavior reports

Action Step 2

An assembly will be held the first week to review COSC with students. Parents will be asked to sign receipt of the plan. An alternative to outdoor suspension plan is also used to avoid suspending the student and still provide consequences for behaviors.

Person or Persons Responsible

Teachers will implement it in the classrooms, Administrators will implement it school wide.

Target Dates or Schedule

One year plan.

Evidence of Completion

Weekly behavior reports

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

Counselor will be providing interventions. The Alternative to Outdoor Suspension Plan will be implemented to ensure proper steps are being followed.

Person or Persons Responsible

Guidance Counselor and/or Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavior reports

Plan to Monitor Effectiveness of G6.B2.S1

If the student is being cooperative and behaviors improve, the student will not continue the plan. The more steps the student has on the plan, the more severe the consequences. The COSC provides interventions as well. Suspension reports will decrease as a result.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going. Yearly plan.

Evidence of Completion

Student behavior reports and Quarterly suspension reports.

G6.B3 Our goal this year is to decrease the number of students missing 10% or more of instructional time by 1%, which will bring us to the target of 7% or less of students missing instructional time.

G6.B3.S1 The Attendance Review Committee will meet with family to create an attendance intervention plan and monitor compliance. Students are given attendance incentives to motivate them to come to school each day.

Action Step 1

Teachers document student attendance and implement steps on an Attendance Monitoring plan. After a specific number of absences, the plan outlines specific action steps that require parental contact and cooperation.

Person or Persons Responsible

Attendance Review Committee (Administration, Counselor, Select Teachers)

Target Dates or Schedule

Attendance Review Committee meets every Quarter. Teachers document student absences as indicated in monitoring plan.

Evidence of Completion

Attendance Intervention Plan will be revisited by committee at the end of the year and decide if the absences will be resolved.

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

Attendance Intervention Plan and Attendance Monitoring Plan will be monitored to ensure compliance.

Person or Persons Responsible

Attendance Review Committee together with Administration

Target Dates or Schedule

Quarterly and as needed

Evidence of Completion

Attendance Quarterly Reports and Attendance Intervention Plan review.

Plan to Monitor Effectiveness of G6.B3.S1

When an improvement of attendance is evident, the student should be able to show progress in academic growth. On the contrary, a decline in attendance will result in student missing valuable instructional time.

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

End of Year Attendance Report, Quarterly Reports, and Attendance Intervention End of Year Case study report.

Coordination and Integration

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

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

Title I, Part A

At James H. Bright/J.W. Johnson Elementary services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of James H. Bright/J.W. Johnson Elementary school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at James H. Bright/J.W. Johnson and at District meetings to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

James H. Bright/J.W. Johnson Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

James H. Bright/J.W. Johnson Elementary utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (3rd – 5th)
- parent outreach activities (K-5th) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-5th)
- reading and supplementary instructional materials(K-5th)

Title VI, Part B – NA

Title X- Homeless

The District Social Worker provides resources for students identified as homeless via the Homeless Assistance Program. Our school is serviced by Project Upstart, which provides homeless students with appropriate services to meet their needs.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

James H. Bright Elementary and James W. Johnson Elementary currently implement the following programs to ensure that student violence and prevention programs are being implemented:

-Health Connect in our Schools-Partnership with The Children’s Trust, Miami-Dade County Health Department, and local health service providers.

-Student Services Department meets with individual students and groups to provide alternatives to violence such as anger management and conflict resolution strategies.

Nutrition Programs

James H. Bright Elementary and James W. Johnson Elementary adhere to and implement the nutrition requirements stated in the District Wellness Policy.

-Nutrition education, as per state statute, is taught through physical education and the science curriculum.

-The School Food Service Program (breakfast, lunch, and after care snacks) follows the Healthy Food and Beverage Guidelines as adopted in the District’s Wellness Policy.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education - N/A

Career and Technical Education

Students of James H. Bright Elementary and James W. Johnson Elementary participate in “Take Your Child to Work Day.” The school coordinates with members of the community to participate in events such as Jr. Achievement Day, Career Day, and Truck Day. Also, teachers integrate career awareness throughout the various units in the textbooks across the curriculum.

Job Training – N/A

Other

Parental:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school’s parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school’s Title I School-Parent Compact; our school’s Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents’ schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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. Overall results for 2013 indicate that 46% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 20 percentage points to 66%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 23% of students achieved a level 3 proficiency. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 18 percentage points to 41%.

G1.B1.S1 Instruction should include the use of literary & informational text, close reading procedure, and graphic organizers to target elements of story structure, character point of view, and plot development.

PD Opportunity 1

Teachers will be provided with various Professional Development opportunities on Common Core updates and different Instructional Strategies that can be utilized in the classroom. This will allow teachers to improve their delivery of the Reading content.

Facilitator

Reading Coach, Assistant Principals

Participants

Reading Coach, Teachers

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014;

Evidence of Completion

SuccessMaker Reports; FAIR Reports; District Baseline, Fall, and Winter Interim; Implementation of Strategies; Classroom Observations

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 18% of students achieved a level 4 proficiency or higher. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 9 percentage points to 27%.

G1.B2.S1 Instruction should include the use of literary & informational text, close reading procedure, and graphic organizers to target elements of story structure, character point of view, and plot development.

PD Opportunity 1

Through Collaborative Planning, the Reading Coach, and teachers will follow District pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Facilitator

Reading Coach

Participants

Reading Coach, Teachers, School Administration

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Through coach-teacher conferences, classroom observations, and data from reading resources, Interims, and SuccessMaker, evidence of mastery will be determined.

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students achieved learning gains in reading. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 73%.

G1.B5.S1 Provide a variety of instructional strategies and activities that include identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information.

PD Opportunity 1

Through Collaborative Planning, the Reading Coach, and teachers will follow district pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Facilitator

Reading Coach

Participants

Reading Coach, Teachers, School Administration

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Through coach-teacher conferences, classroom observations, and data from reading resources, Interims, and SuccessMaker, evidence of mastery will be determined.

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 72% of students in the lowest 25% achieved learning gains in reading. Our goal for the 2013-2014 school year is to increase learning gains in reading by 3 percentage points to 75%. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 75%.

G1.B6.S1 Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Use literary & informational text, close reading procedure, and graphic organizers to target context clues, analyze words in text, and multiple meanings and synonyms & antonyms.

PD Opportunity 1

Through Collaborative Planning, the Reading Coach, and teachers will follow district pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Facilitator

Reading Coach

Participants

Reading Coach, Teachers, School Administration

Target Dates or Schedule

08/15/2013; 08/21/2013; 11/08/2013; 02/07/2014

Evidence of Completion

Through coach-teacher conferences, classroom observations, and data from reading resources, Interims, and SuccessMaker, evidence of mastery will be determined.

G3. Overall results for 2013 indicate that 57% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 14 percentage points to 71%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 24% of students achieved a proficiency level 3. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 13 percentage points to 37%. As well as increase proficiency in all AMO subgroups.

G3.B1.S1 •Teachers will utilize the Houghton-Mifflin Go Math Common Core Florida Edition, to provide students with individual intervention and opportunities for improvement using Mega Math, Carmen Sandiego, and Destination Math instructional tools.

PD Opportunity 1

Teachers will utilize the new math common core edition textbook to provide students with the individualized instruction they need. Teachers will be able to utilize Mega Math, Carmen Sandiego, and Destination Math as instructional tools.

Facilitator

Niurka Martinez

Participants

Administration, Math Liaison, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, Monthly Assessments, District Interims

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Overall results for 2013 indicate that 46% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 20 percentage points to 66%.	\$4,146
G2.	Based on the analysis of student achievement data, 55% of students in grade 4 achieved mastery on the 2013 Writing FCAT 2.0 Assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 60%.	\$1,200
G3.	Overall results for 2013 indicate that 57% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 14 percentage points to 71%.	\$1,370
G4.	Overall results for 2013 indicate that 28% of our 5th grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 Science by 7 percentage points to 35%.	\$1,470
G6.	Overall results for 2013 indicate that our school needs to reduce EWS by an average of 7 percentage points in each category.	\$2,999
Total		\$11,185

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Other	Total
Title 1; Internal Funds	\$2,868	\$0	\$0	\$2,868
School General Funds	\$0	\$996	\$0	\$996
Title 1	\$2,840	\$7	\$0	\$2,847
Internal Funds	\$1,200	\$275	\$0	\$1,475
EESAC	\$0	\$0	\$2,999	\$2,999
Total	\$6,908	\$1,278	\$2,999	\$11,185

Budget Details

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

G1. Overall results for 2013 indicate that 46% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 20 percentage points to 66%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 23% of students achieved a level 3 proficiency. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 18 percentage points to 41%.

G1.B1.S1 Instruction should include the use of literary & informational text, close reading procedure, and graphic organizers to target elements of story structure, character point of view, and plot development.

Action Step 1

Teachers will be provided with various Professional Development opportunities on Common Core updates and different Instructional Strategies that can be utilized in the classroom. This will allow teachers to improve their delivery of the Reading content.

Resource Type

Evidence-Based Materials

Resource

Common Core Exemplar Texts (3rd and 4th Grade); Scholastic News

Funding Source

Title 1; Internal Funds

Amount Needed

\$2,868

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 18% of students achieved a level 4 proficiency or higher. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 9 percentage points to 27%.

G1.B2.S1 Instruction should include the use of literary & informational text, close reading procedure, and graphic organizers to target elements of story structure, character point of view, and plot development.

Action Step 1

Through Collaborative Planning, the Reading Coach, and teachers will follow District pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Resource Type

Evidence-Based Program

Resource

Teaching Outside the Box (Professional Development Book)

Funding Source

School General Funds

Amount Needed

\$996

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students achieved learning gains in reading. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 73%.

G1.B5.S1 Provide a variety of instructional strategies and activities that include identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information.

Action Step 1

Through Collaborative Planning, the Reading Coach, and teachers will follow district pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Resource Type

Evidence-Based Program

Resource

Making Books that Fly, Fold, Wrap, Hide, Pop-Up (4th and 5th Grade Supplemental Writing Material)

Funding Source

Title 1

Amount Needed

\$7

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 72% of students in the lowest 25% achieved learning gains in reading. Our goal for the 2013-2014 school year is to increase learning gains in reading by 3 percentage points to 75%. This occurred as a result of a deficiency in Reading Application across all grade levels. Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the reliability of information, and interpreting graphical information. The additional instruction and exposure on the areas stated above will allow our school to increase proficiency by 3 percentage points to 75%.

G1.B6.S1 Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Use literary & informational text, close reading procedure, and graphic organizers to target context clues, analyze words in text, and multiple meanings and synonyms & antonyms.

Action Step 1

Through Collaborative Planning, the Reading Coach, and teachers will follow district pacing guides, curriculum mapping guides to plan instruction for whole group and small group lessons. Weekly practice on targeted skills will provide students with opportunities of success. Lessons will be modified to meet learner needs.

Resource Type

Evidence-Based Program

Resource

Read and Succeed Comprehension: Practice, Assess, and Diagnose (Reading Comprehension Supplemental Material)

Funding Source

Internal Funds

Amount Needed

\$275

G2. Based on the analysis of student achievement data, 55% of students in grade 4 achieved mastery on the 2013 Writing FCAT 2.0 Assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring level 3.5 or higher to 60%.

G2.B1 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 •A writing rotation schedule will be implemented to expose students to various teaching styles and teachers will teach their "expert" writing strategies to different classes. Students will also be introduced to vivid vocabulary and writing strategies.

Action Step 1

Reading coach will work hand in hand with teachers to create a writing rotation. The writing rotation will consist of four 30 minute blocks. During the blocks each writing teacher will be teaching a different writing strategy.

Resource Type

Evidence-Based Materials

Resource

Flocabulary Subscription (Digital Site License to an educational on-line content library)

Funding Source

Internal Funds

Amount Needed

\$1,200

G3. Overall results for 2013 indicate that 57% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 and level 4 or above on the FAA by 14 percentage points to 71%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 24% of students achieved a proficiency level 3. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 13 percentage points to 37%. As well as increase proficiency in all AMO subgroups.

G3.B1.S1 •Teachers will utilize the Houghton-Mifflin Go Math Common Core Florida Edition, to provide students with individual intervention and opportunities for improvement using Mega Math, Carmen Sandiego, and Destination Math instructional tools.

Action Step 1

Teachers will utilize the new math common core edition textbook to provide students with the individualized instruction they need. Teachers will be able to utilize Mega Math, Carmen Sandiego, and Destination Math as instructional tools.

Resource Type

Evidence-Based Materials

Resource

Project CRISS Reference Guide for Teachers

Funding Source

Title 1

Amount Needed

\$1,370

G4. Overall results for 2013 indicate that 28% of our 5th grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase level 3 or above proficiency on the FCAT 2.0 Science by 7 percentage points to 35%.

G4.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 17% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 5 percentage points to 22%.

G4.B1.S1 •Provide students the opportunities to develop and participate in essential science labs in order to increase scientific thinking and the development and implementation of inquiry-based activities that allow students to increase the rigor and relevance in the classroom.

Action Step 1

Science teachers will be responsible for conducting at least one essential lab weekly.

Resource Type

Evidence-Based Materials

Resource

Math Boot Camp Series (Math Application Material for 4th and 5th Grade)

Funding Source

Title 1

Amount Needed

\$1,470

G6. Overall results for 2013 indicate that our school needs to reduce EWS by an average of 7 percentage points in each category.

G6.B3 Our goal this year is to decrease the number of students missing 10% or more of instructional time by 1%, which will bring us to the target of 7% or less of students missing instructional time.

G6.B3.S1 The Attendance Review Committee will meet with family to create an attendance intervention plan and monitor compliance. Students are given attendance incentives to motivate them to come to school each day.

Action Step 1

Teachers document student attendance and implement steps on an Attendance Monitoring plan. After a specific number of absences, the plan outlines specific action steps that require parental contact and cooperation.

Resource Type

Other

Resource

School Administration will purchase items which will be raffled at the end of each quarter to students who have perfect attendance for the entire quarter. This will help promote better attendance throughout the entire school.

Funding Source

EESAC

Amount Needed

\$2,999