



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

W. J. Bryan Elementary
1201 NE 125TH ST
North Miami, FL 33161
305-891-0602
<http://wjbryan.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 97%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 D	2009-10 C
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	19
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	29
Part III: Coordination and Integration	51
Appendix 1: Professional Development Plan to Support Goals	53
Appendix 2: Budget to Support Goals	60

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

W. J. Bryan Elementary

Principal

Milagros Maytin L

School Advisory Council chair

Dr. Alan Seidman

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

Name	Title
Tanisha N. Cunningham	Assistant Principal
Charlene L. Olicker	Assistant Principal
Katya Barrett	Reading Coach
Ruth Robert	Bilingual
Lisa Rice	Math/Science 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; Teacher - 5; Alternate Teacher - 1; Parent - 6; Alternate Parent - 2; Student - 1; Alternate Student - 1; Educational Support - 1; Alternate Educational Support - 1; BCR - 4; Union Steward - 1.

Involvement of the SAC in the development of the SIP

The School Advisory Council worked closely with the leadership teams (administration, LLT, MTSS/RtI) to help create the School Improvement Plan. These teams received on-going support and input from the SAC and monitored/adjusted the school's academic goals through the gathering and analysis of all data. The leadership teams continuously reviewed the integrity of all instruction, as well as provided academic support and interventions to specific students, based on the data and teacher input. This information was shared with the SAC on a monthly basis.

Activities of the SAC for the upcoming school year

The SAC will continue to be a significant part of the development of the school's SIP, throughout the 2013-2014 school year. This body will continue to disaggregate school data and examine the disbursement of school funds, to determine how overall school improvement is progressing. Monthly gatherings will also serve as an opportunity for frequent examination of the document, to ensure that the salient components of the SIP are being implemented with fidelity.

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

The SAC intends to use school improvement funds to develop and sustain school-related programs and projects (as selected by the SAC). Monies will also be utilized to provide on-going, needs-based professional development opportunities for faculty, as demonstrated in student performance data and the overall school community.

FCAT Incentives - \$500.00

Curriculum-Based Initiatives - \$3000.00

Total - \$3,500.00

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

Not applicable.

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:

Milagros Maytin L

Principal

Years as Administrator: 13

Years at Current School: 8

Credentials

ESOL Endorsement
Elementary Education, Early Childhood Education, Educational Leadership.

Performance Record

2013 - School Grade: C
Reading Proficiency, 41%
Math Proficiency, 52%
Rdg Lrg Gains, 58%
Math Lrg Gains, 70%
Rdg AMO - N
Math AMO - N
2012 - School Grade: B
Reading Proficiency, 50%
Math Proficiency, 51%
Rdg Lrg Gains, 76%
Math Lrg Gains, 60%
Rdg AMO - N
Math AMO - N
School Year: '11 '10 '09
School Grade: D C B
High Standards Reading: 61 53 59
High Standards Mathematics: 67 53 62
Learning Gains Reading: 53 59 66
Learning Gains Mathematics: 65 60 69
Gains Reading 25%: 47 48 65
Gains Mathematics 25%: 73 66 66

Tanisha N. Cunningham

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

ESOL Endorsement
Elementary Education, Educational Leadership, Instructional Leadership

Performance Record

2013 - School Grade: C
Reading Proficiency, 41%
Math Proficiency, 52%
Rdg Lrg Gains, 58%
Math Lrg Gains, 70%
Rdg AMO - N
Math AMO - N
2012 - School Grade: B
Reading Proficiency, 50%
Math Proficiency, 51%
Rdg Lrg Gains, 76%
Math Lrg Gains, 60%
Rdg AMO - N
Math AMO - N
School Year: '11 '10 '09
School Grade: D A A
High Standards Reading: 61 85 90
High Standards Mathematics: 67 86 90
Learning Gains Reading: 53 77 80
Learning Gains Mathematics: 65 67 78
Gains Reading 25%: 47 65 74
Gains Mathematics 25%: 73 63 70

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Katya Barrett		
Full-time / District-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	ESOL Endorsement Elementary Education, Reading Education	
Performance Record	2013 - School Grade: C Reading Proficiency, 41% Math Proficiency, 52% Rdg Lrg Gains, 58% Math Lrg Gains, 70% Rdg AMO - N Math AMO - N 2012 - School Grade: B Reading Proficiency, 50% Math Proficiency, 51% Rdg Lrg Gains, 76% Math Lrg Gains, 60% Rdg AMO - N Math AMO - N School Year: '11 '10 '09 School Grade: B C A High Standards Reading: 62 53 59 High Standards Mathematics: 64 53 62 Learning Gains Reading: 62 59 66 Learning Gains Mathematics: 50 60 69 Gains Reading 25%: 54 48 65 Gains Mathematics: 44 66 66	

Classroom Teachers

# of classroom teachers	50
# receiving effective rating or higher	45, 90%
# Highly Qualified Teachers	58%
# certified in-field	43, 86%
# ESOL endorsed	19, 38%
# reading endorsed	6, 12%
# with advanced degrees	22, 44%

National Board Certified

0, 0%

first-year teachers

3, 6%

with 1-5 years of experience

7, 14%

with 6-14 years of experience

22, 44%

with 15 or more years of experience

18, 36%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 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

Teacher recruitment and retention is a significant component in maintaining continuity in the learning environment. To this end, the Leadership Team works diligently to support all staff members in obtaining success. This effort includes but is not limited to: informing professionals about META compliance workshops offered through the District. Moreover, these individuals are assigned to the Reading Coach and Assistant Principal to ensure completion of requirements for instructional certification process.

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

In an effort to ensure that all novice teachers are provided with the appropriate undergirding, the school's Leadership Team engages in the following activities:
 Regular monthly meetings of new teachers with Administrative staff.
 Regular weekly meetings and planning sessions with Reading Coach and Math/Science Liaisons.
 Common weekly grade level planning sessions.

Modeling and mentoring sessions, scheduled monthly with Reading Coach, Math/Science Liaisons and with peer teacher.

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/RtI Leadership Team will use data-based problem-solving processes to set Tier 1-3 goals, and monitor academic and/or behavioral data (to evaluate progress towards those goals), several times per year. The MTSS Problem-Solving process will be 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. This will be accomplished through the following steps:

Holding regular team meetings where problem solving is the sole focus.

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 and/or behavioral success.

Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Reviewing OPM data for intervention groups to evaluate group and individual student response.

Selecting students for SST Tier 3 intervention, as per SST stipulations.

Consistent monitoring of these processes will be used to drive resource allocation of the school's community.

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

ADMINISTRATION: Develops a purpose and goals that reflect continuous improvement to meet the needs of

Tier 1, 2, and 3 intervention students. Facilitate the process and efforts of the MTSS/RTI Leadership Team

and monitors efficiency of the implementation.

READING COACH, MATH AND SCIENCE LIAISONS: Provide guidance on the implementation of the current

Florida Sunshine State Standards and research-based instructional strategies. Coaches will assist instructional staff in data collection and analysis, professional development on differentiating instruction and

incorporating remedial activities across the curriculum.

GRADE LEVEL TEACHERS: Provide information about subject area content and align intervention efforts with

MTSS/RtI's goals. Facilitate grade level meetings to disaggregate student data, and support weak performing

teachers regarding instruction/intervention.

SCHOOL PSYCHOLOGIST: Assists in providing assessments and consultation services for Tier 1, Tier 2, and

Tier 3 students who are experiencing extreme instructional and/or behavior difficulties.

COUNSELOR: Supplies teachers with emotional, behavioral, and academic strategies to implement with Tier

I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

COMMUNITY INVOLVEMENT SPECIALIST: Communicates with parents regarding school-based Rtl plans and activities and assist with providing available services that would serve to support the child's academic, emotional, behavioral and social success.

The MTSS/Rtl Leadership Team meetings will revolve around instituting the FCIM to address deficiencies and enhance strengths. The team will meet bi-weekly to disaggregate current data, identify areas of weaknesses, develop an action plan to create activities that will attend to individual needs and utilize an evaluative tool that will measure the value of the efforts.

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

The Tier 1 and Tier 2 documents are designed to provide support for any academic and/or behavioral goals listed on the SIP. They also document the specific actions that will be used to monitor the fidelity of MTSS/Rtl implementation. These documents are the nexus of all dialogues associated with these areas in school meetings that plan, review, and/or revise efforts at enhancing academic and/or behavioral effectiveness.

Data garnered through the MTSS/Rtl process will be used to drive all conversations at leadership meetings (i.e., attendance review, Tier 2/Tier 3/SST meetings).

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

Data Sources

Academic

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

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals for student behavior
- Attendance
- Functional Assessment
- Frequency Monitoring

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

Plans to support the include the following strategies, as outlined in the Florida RTI Resource Guide:

- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicating outcomes with stakeholders and celebrating success frequently.

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: 3,840

In an effort to enhance the learning process, our school provides After School tutoring for our ELL students. This is accomplished through an annual grant, offered through the school district. Teachers provide additional support in the areas of Reading, Mathematics and Science, utilizing district-based curriculum, provided through the Bilingual Department.

Strategy Purpose(s)

- Instruction in core academic subjects

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

In order to ascertain the effectiveness of this program, student performance with the use of said curriculum is cross-referenced with individual performance on district-required assessment markers (i.e., Baseline Interim Assessment).

Who is responsible for monitoring implementation of this strategy?

The implementation of this process is consistently monitored by the Bilingual Teacher, in conjunction with the administration.

Strategy: Weekend Program**Minutes added to school year: 3,840**

In an effort to enhance the learning process, our school provides Saturday Academy tutoring for our lowest 25% students. Through this endeavor, teachers provide additional support in the areas of Reading, Writing, Mathematics and Science, utilizing district-based curriculum, provided through the district counterparts.

Strategy Purpose(s)

- Instruction in core academic subjects

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

In order to ascertain the effectiveness of this program, student performance with the use of said curriculum is cross-referenced with individual performance on district-required assessment markers (i.e., Baseline Interim Assessment).

Who is responsible for monitoring implementation of this strategy?

The implementation of this process is consistently monitored by the School-Based Leadership Team.

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

Name	Title
Milagros Maytin-Miret	Principal
Tanisha N. Cunningham	Assistant Principal
Katya Barrett	Reading Coach
Hasani James	Math/Science Liaison
Rose Jasmin	School Counselor
Danielle Darucaud	Community Involvement Specialist
Sonya O'Neal	Pre-K/K Grade Level Chair
Gerry Slattery	First Grade Level Chair
Jackie Salgan	Second Grade Level Chair
Shebra Pollock	Third Grade Level Chair
Lissette Reigosa	Fourth/Fifth Grade Department Chair (Reading)
Lisa Rice	Fourth/Fifth Grade Department Chair (Mathematics)

How the school-based LLT functions

PRINCIPAL: Develops a plan for effective implementation of the LLT model while maintaining the fidelity and integrity of the program.

ASSISTANT PRINCIPALS: Develop efficient schedules for collecting, submitting and analyzing data. Provide materials, resources and assistance to address the concerns.

READING COACH, MATH AND SCIENCE LIAISONS: Collaborates with administration and teachers to determine best practices for literacy instruction based on student needs and a common understanding of literacy theory and research based curriculum. Coordinate the initial training and continued professional development for classroom teachers.

COUNSELOR: Communicates with stakeholders about the implementation of the model and students' progress.

GRADE LEVEL CHAIRPERSONS: Bring concerns and ideas to the grade levels represented.

ESE TEACHER: Coordinates with teachers to analyze the aspects of the model that are working well and the areas needing further support.

Major initiatives of the LLT

The goal of the team is to help the school familiarize themselves with the implementation process and learn about the current teaching practices so they can guide the implementation of literacy at the school site. The

implementation of this model is critical in helping the school to understand individual student's needs. In addition, teachers will receive professional development in the areas of:

- Creating and developing a school based literacy plan of action.
- Using research based curriculum and assessments.
- Integrating daily read-alouds in all content area classes.
- Analyzing data to revise instruction based on student weaknesses.

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

As a member of the "Ready Schools" Program Network, W.J. Bryan Elementary works in cooperation with the area families in order to provide them with important information about their children's language arts and social skills. This mutual cooperation should result in the increased reading readiness of the students entering the W.J. Bryan pre-kindergarten and kindergarten classrooms.

Annual pre-kindergarten orientations allow both parents and students to familiarize themselves with the school, its programs and activities. The orientation also gives the pre-kindergarten and kindergarten teachers

an opportunity to talk to parents about the readiness skills students will be expected to have. In addition, activities and strategies that can be used over the summer at home are discussed, to insure that their child

will be a successful student. Parents are also advised about the skills their children will be taught in the incoming school year.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all beginning kindergarten students

to determine their readiness level. It also provides the teachers with an opportunity to closely monitor the students' learning styles and behavioral patterns. Teacher designed tests and the new Florida Assessment In

Reading (FAIR) test will be used throughout the school year to monitor progress and adjust instruction.

Students entering the kindergarten program are administered the Building Early Language Bell and Literacy

screening (BELL) to determine their recognition of numbers, letters, rhyming, and beginning sounds. The

MDCPS Reading Series is used to monthly assess students on their progress and adjust instruction accordingly.

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	53%	41%	No	57%
American Indian				
Asian				
Black/African American	52%	40%	No	57%
Hispanic	52%	46%	No	57%
White				
English language learners	43%	23%	No	48%
Students with disabilities	33%	18%	No	39%
Economically disadvantaged	52%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	19%	32%
Students scoring at or above Achievement Level 4	73	20%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

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)	89	35%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	56	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	15%	24%

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	51	46%	51%
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	58%	52%	No	63%
American Indian				
Asian				
Black/African American	57%	51%	No	61%
Hispanic	63%	56%	No	67%
White				
English language learners	48%	42%	No	54%
Students with disabilities	41%	32%	No	47%
Economically disadvantaged	58%	51%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	26%	36%
Students scoring at or above Achievement Level 4	83	23%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

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	30	24%	27%
Students scoring at or above Achievement Level 4	36	29%	30%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	355	75%	80%

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	63	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	49	7%	6%
Students who are not proficient in reading by third grade	87	72%	65%
Students who receive two or more behavior referrals	27	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Goals Summary

- G1.** The 2013 FCAT 2.0 Reading Test results indicate that 41% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Reading Test is to increase levels 3-5 student proficiency to 57%, an increase of 16 percentage points.
- G2.** The 2013 FCAT Writing Test indicates that 46% of students achieved a 3.5 or above. Our goal is to increase the percentage of students from 46% to 51%.
- G3.** The 2013 FCAT 2.0 Mathematics Test results indicate that 52% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Mathematics Test is to increase levels 3-5 student proficiency to 63%, an increase of 11 percentage points.
- G4.** The results of the 2013 FCAT 2.0 Science Test indicate that 24% of all students achieved a Level 3. Our goal is to increase to 27%, a total of 3 percentage points.
- G5.** The results of the 2013 FCAT Science Test indicate that 29% of all students achieved Levels 4 and 5. Our goal is to increase to 30%, a total of 1 percentage point.
- G6.** Increase student engagement through the use of technology and purposeful peer-to-peer interaction; student performance in STEM-based, instructional activities, by shifting the classroom emphasis to design and problem-solving.
- G7.** Not Applicable.
- G8.** Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K-5, and not proficient in Reading by Grade 3.

Goals Detail

G1. The 2013 FCAT 2.0 Reading Test results indicate that 41% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Reading Test is to increase levels 3-5 student proficiency to 57%, an increase of 16 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Use additional personnel to conduct intervention groups.
- Increase exposure to district-based software programs.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicate that 19% of students achieved Level 3 proficiency. The greatest area of deficiency for students achieving Level 3 was in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 20% of students achieved Level 4 and 5 proficiency. The greatest area of deficiency for students achieving Levels 4 and 5 was in the Reporting Category: Informational Text/Research Process. Particularly determining the validity and reliability of information in text.
- As noted on the 2013 FCAT 2.0 Reading Test, 69% of students in the Lowest 25% made learning gains. The greatest area of deficiency for students in the lowest 25% making learning gains was in the Reporting Category: Informational Text/Research Process.
- On the 2013 FCAT 2.0 Reading Test, 46% of Hispanic students scored at Level 3 or Above. The goal for 2013 was 57%. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text.
- On the 2013 FCAT 2.0 Reading Test, 23% of English Language Learner students scored at Level 3 or Above. The goal for 2013 was 48%. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application due to limited exposure to various forms of literary text.
- On the 2013 FCAT 2.0 Reading Test, 18% of Students with Disabilities scored at Level 3 or Above. The goal for 2013 was 39%. Students in each subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text.

Plan to Monitor Progress Toward the Goal

Following the FCIM, disaggregate data from Interim Assessments and FCAT 2.0 Assessment.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim Assessments (Formative), FCAT 2.0 Assessment (Summative).

G2. The 2013 FCAT Writing Test indicates that 46% of students achieved a 3.5 or above. Our goal is to increase the percentage of students from 46% to 51%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Utilize additional staff to provide writing tutorials.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Writing Test, 46% of our students achieved a score of 3.5 or higher. The goal for 2014 is 51%, an increase of 5 percentage points. Students have demonstrated a need for additional support in applying the mechanics of writing.

Plan to Monitor Progress Toward the Goal

Review data outlining student progress on writing prompts.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT Writing Test Results (Summative)

G3. The 2013 FCAT 2.0 Mathematics Test results indicate that 52% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Mathematics Test is to increase levels 3-5 student proficiency to 63%, an increase of 11 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Using additional personnel to provide assistance.
- Increase use of district-based software programs.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Mathematics Test, 51% of Black and Economically Disadvantaged students scored at a Level 3 or above. The goal for 2014 is 61% and 62%, respectively. Students in each subgroup exhibited difficulty with Reporting Category 2 - Number: Fractions, due to limited exposure to this skill.
- The results of the 2013 FCAT Mathematics Test indicate that 70% of students in grades 3-5 made learning gains. Our goal is to increase from 70% to 73%.
- The results of the 2013 FCAT Mathematics Test indicate that 62% of our low 25% students made learning gains. Our goal is to increase from 62% to 66%.

Plan to Monitor Progress Toward the Goal

Review and monitor student acquisition of key mathematical concepts covered in the instructional environment.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teacher-Based Assessments, District Interim Assessments (Formative), 2014 FCAT 2.0 Mathematics Test results (Summative).

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 24% of all students achieved a Level 3. Our goal is to increase to 27%, a total of 3 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Use of additional personnel for intervention groups.

Targeted Barriers to Achieving the Goal

- Students demonstrate a need for additional support in the Nature of Science. Students will benefit from greater opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Plan to Monitor Progress Toward the Goal

Monitor student mastery of areas of weakness in the Nature of Science.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim Assessments (Formative), 2014 FCAT 2.0 Science Assessment (Summative).

G5. The results of the 2013 FCAT Science Test indicate that 29% of all students achieved Levels 4 and 5. Our goal is to increase to 30%, a total of 1 percentage point.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Use of additional personnel for intervention groups.

Targeted Barriers to Achieving the Goal

- Students demonstrate a need for additional support in the area of Nature of Science.

Plan to Monitor Progress Toward the Goal

Monitor student mastery of areas of weakness in the Nature of Science.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim Assessments (Formative), 2014 FCAT 2.0 Science Assessment (Summative).

G6. Increase student engagement through the use of technology and purposeful peer-to-peer interaction; student performance in STEM-based, instructional activities, by shifting the classroom emphasis to design and problem-solving.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Utilization of additional personnel to incorporate participation in and collaboration with STEM-related initiatives.

Targeted Barriers to Achieving the Goal

- Reliability of available technology and limited opportunities to engage in STEM-related business and community initiatives.

Plan to Monitor Progress Toward the Goal

Monitor for increased participation in STEM activities.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Participation in business/community initiatives, such as the Fairchild Tropical Gardens.

G7. Not Applicable.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K-5, and not proficient in Reading by Grade 3.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School Counselor, Community Involvement Specialist, Incentive Programs.

Targeted Barriers to Achieving the Goal

- In 2013, 8% of our students missed 10 % or more of available instructional time. Our goal for 2014, is to decrease to 7%.

Plan to Monitor Progress Toward the Goal

Monitor success of attendance initiatives through school-wide incentive programs.

Person or Persons Responsible

LLT, MTSS/RtI Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance Reports available through the District.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The 2013 FCAT 2.0 Reading Test results indicate that 41% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Reading Test is to increase levels 3-5 student proficiency to 57%, an increase of 16 percentage points.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 19% of students achieved Level 3 proficiency. The greatest area of deficiency for students achieving Level 3 was in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

G1.B1.S1 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Action Step 1

Increase instructional opportunities for the student to interpret graphical information, as well as discern the validity and reliability of information within and across various forms of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples.

Facilitator:

Reading Coach

Participants:

Instructional Staff

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

Following the FCIM, review student work and teacher lesson plans, to monitor progress and effectiveness of classroom instruction.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM, review student assessment data to gauge student progress and adjust instructional practices, as necessary.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessment data.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 20% of students achieved Level 4 and 5 proficiency. The greatest area of deficiency for students achieving Levels 4 and 5 was in the Reporting Category: Informational Text/Research Process. Particularly determining the validity and reliability of information in text.

G1.B2.S1 Use how-to articles, brochures, flyers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Action Step 1

During differentiated instruction teachers will use text feature charts for text feature analysis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

In-house assessments, District Interim Assessments, Progress Monitoring Reporting Network (PMRN).

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

Following the FCIM, review student work and teacher lesson plans, to monitor progress and effectiveness of classroom instructional practices.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, review student assessment data to gauge student progress and adjust instructional practices, as necessary.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessment data from SuccessMaker, EduSoft, COGNOS.

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, 69% of students in the Lowest 25% made learning gains. The greatest area of deficiency for students in the lowest 25% making learning gains was in the Reporting Category: Informational Text/Research Process.

G1.B3.S1 In grades 3-5, students will be given additional exposure to appropriate texts that identify causal relationships embedded in text.

Action Step 1

Increase instruction utilizing graphic organizers and additional opportunities to participate in higher order questioning and discussion utilizing the appropriate reading strategies (before, during and after).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples.

Facilitator:

Reading Coach

Participants:

Instructional Staff

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

Following the FCIM, review student work and teacher lesson plans to monitor progress and effectiveness of classroom instruction.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, review student assessment data to gauge student progress and adjust instructional practices, as necessary.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessment data from SuccessMaker, EduSoft and COGNOS.

G1.B4 On the 2013 FCAT 2.0 Reading Test, 46% of Hispanic students scored at Level 3 or Above. The goal for 2013 was 57%. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text.

G1.B4.S1 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Action Step 1

Use instruction to have students identify the relationships between two or more ideas or among other textual elements found within or across texts; use non-fiction articles and editorials for instruction; use a two-column note to list conclusions and supporting evidence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples, In-house assessments.

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

Following the FCIM, review student work and teacher lesson plans, to monitor progress and effectiveness of classroom instruction.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, review student assessment data to gauge student progress and adjust instructional practices, as necessary.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessment data from SuccessMaker, EduSoft and COGNOS.

G1.B5 On the 2013 FCAT 2.0 Reading Test, 23% of English Language Learner students scored at Level 3 or Above. The goal for 2013 was 48%. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application due to limited exposure to various forms of literary text.

G1.B5.S1 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Action Step 1

Provide instruction that focuses on how to analyze visual and multimedia elements, draw information in meaning, and locating details to answer and quickly solve problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples, In-House Assessments.

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

Following the FCIM, review student work and teacher lesson plans, to monitor progress and effectiveness of classroom instruction.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM, review student assessment data to gauge student progress and adjust instructional practices, as necessary.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessment data from SuccessMaker, EduSoft and COGNOS.

G1.B6 On the 2013 FCAT 2.0 Reading Test, 18% of Students with Disabilities scored at Level 3 or Above. The goal for 2013 was 39%. Students in each subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text.

G1.B6.S1 Use effective reading strategies (before, during and after) to facilitate comprehension of various grade level texts.

Action Step 1

Use appropriate reading activities and strategies such as picture walk, graphic organizers, task cards and think/pair/share, to facilitate the comprehension of grade level texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples, Classroom Assessments, Benchmark Assessments

Facilitator:

Reading Coach

Participants:

Instructional Staff

Action Step 2

Use appropriate reading activities and strategies such as picture walk, graphic organizers, task cards and think/pair/share, to facilitate the comprehension of grade level texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples, Classroom Assessments, Benchmark Assessments

Facilitator:

Reading Coach

Participants:

Instructional Staff

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

Following the FCIM, review student work and teacher lesson plans, to monitor progress and effectiveness of classroom instruction.

Person or Persons Responsible

LLT, MTSS/Rti Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM, review student assessment data to gauge student progress and adjust instructional practices, as necessary.

Person or Persons Responsible

LLT, MTSS/Rti Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessment data from SuccessMaker, EduSoft and COGNOS.

G2. The 2013 FCAT Writing Test indicates that 46% of students achieved a 3.5 or above. Our goal is to increase the percentage of students from 46% to 51%.

G2.B1 On the 2013 FCAT 2.0 Writing Test, 46% of our students achieved a score of 3.5 or higher. The goal for 2014 is 51%, an increase of 5 percentage points. Students have demonstrated a need for additional support in applying the mechanics of writing.

G2.B1.S1 Conduct writers workshops each week with students in 4th grade in order to enhance the mechanics of their writing skills (i.e., figurative language, details, magnified moments, etc.).

Action Step 1

Explore familiarity with and mastery of narrative, expository and persuasive styles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student Writing Samples.

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

Review and monitor student participation in Visual Thinking Strategies writing activities.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Writing Samples.

Plan to Monitor Effectiveness of G2.B1.S1

Review student writing performance.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District Writing Pre-Test and Monthly Writing Pieces.

G3. The 2013 FCAT 2.0 Mathematics Test results indicate that 52% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Mathematics Test is to increase levels 3-5 student proficiency to 63%, an increase of 11 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Test, 51% of Black and Economically Disadvantaged students scored at a Level 3 or above. The goal for 2014 is 61% and 62%, respectively. Students in each subgroup exhibited difficulty with Reporting Category 2 - Number: Fractions, due to limited exposure to this skill.

G3.B1.S1 Provide students with grade-level appropriate opportunities to construct and analyze the meanings of numbers; to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Identify student levels according to assessment results and provide an increased block of time for exploration in Successmaker, tutorial intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reports, Student Work Samples

Facilitator:

Math/Science Liaison

Participants:

Instructional Staff

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

Monitor student progress on key mathematical concepts outlined in district Pacing Guides

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G3.B1.S1

Review data monitoring student development in key areas of weakness.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports obtained through SuccessMaker, EduSoft, COGNOS.

G3.B4 The results of the 2013 FCAT Mathematics Test indicate that 70% of students in grades 3-5 made learning gains. Our goal is to increase from 70% to 73%.

G3.B4.S1 Provide students with grade-level appropriate opportunities to construct and analyze the meanings of numbers; to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Identify student levels according to assessment results and provide an increased block of time for exploration in SuccessMaker, tutorial interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reports, Student Work Samples.

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

Monitor student progress on key mathematical concepts outlined in District Pacing Guides.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G3.B4.S1

Review data monitoring student development in key areas of weakness.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports obtained through SuccessMaker, EduSoft and COGNOS.

G3.B5 The results of the 2013 FCAT Mathematics Test indicate that 62% of our low 25% students made learning gains. Our goal is to increase from 62% to 66%.

G3.B5.S1 Provide students with grade-level appropriate opportunities to construct and analyze the meanings of numbers; to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Provide instruction that allows for exposure to the multiplication of multi-digit whole numbers, including solving real-world problems and checking reasonableness of results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples, In-House Assessments.

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

Utilizing the FCIM, the LLT will review students' assessment reports to monitor progress and to adjust instruction as needed. Administration will be aware of the pacing guides and monitor implementation through classroom walk-throughs.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

On-Going

Evidence of Completion

In-house assessments, District Interim Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Administration will be aware of the pacing guides and monitor implementation through classroom walk-throughs. Data Chats will be conducted between the teachers and administration following assessments.

Person or Persons Responsible

Administration, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In-house assessments, District Interim Assessments. Summative: 2014 FCAT 2.0 Mathematics Assessment results.

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 24% of all students achieved a Level 3. Our goal is to increase to 27%, a total of 3 percentage points.

G4.B1 Students demonstrate a need for additional support in the Nature of Science. Students will benefit from greater opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 The students will be provided with additional support in the integration of literacy in the science classroom through writing, talking, and reading science.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples.

Facilitator:

Science Liaison

Participants:

Instructional Staff

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

Review students assessment data to gauge student progress and adjust instructional practices, as necessary.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G4.B1.S1

Review student data on mastery of science concepts and goals.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher-Created Assessments, Reports available from EduSoft and COGNOS.

G5. The results of the 2013 FCAT Science Test indicate that 29% of all students achieved Levels 4 and 5. Our goal is to increase to 30%, a total of 1 percentage point.

G5.B1 Students demonstrate a need for additional support in the area of Nature of Science.

G5.B1.S1 The students will be provided with additional support in the integration of literacy in the science classroom through writing, talking, and reading science.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e., at grade level, intervention and enrichment groups).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

Facilitator:

Science Liaison

Participants:

Instructional Staff

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

Review students assessment data to gauge student progress and adjust instructional practice, as necessary.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G5.B1.S1

Review student data on mastery of science concepts and goals.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher-Created Assessments, Reports available from EduSoft and COGNOS.

G6. Increase student engagement through the use of technology and purposeful peer-to-peer interaction; student performance in STEM-based, instructional activities, by shifting the classroom emphasis to design and problem-solving.

G6.B1 Reliability of available technology and limited opportunities to engage in STEM-related business and community initiatives.

G6.B1.S1 The students will be given additional support in the integration of technology and literacy in the learning environment through writing, talking, and reading of Science, Technology and Mathematics.

Action Step 1

Increase student exposure to hands-on STEM learning activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples.

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

Monitor participation in STEM-related activities such as: Science Fair, Fairchild Challenge and other Project Based Learning activities.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk-Throughs, Classroom Observations, Student Work Samples.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor effectiveness of strategies through student performance.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

STEM-based projects conducted in the learning environment.

G8. Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K-5, and not proficient in Reading by Grade 3.

G8.B4 In 2013, 8% of our students missed 10 % or more of available instructional time. Our goal for 2014, is to decrease to 7%.

G8.B4.S1 Students who have been identified as at-risk for becoming part of the Early Warning System, will be targeted for participation in school-wide incentive programs.

Action Step 1

Identify students who have missed 10% or more of instructional time and target them for intervention.

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Intervention Log

Facilitator:

Community Involvement Specialist, Administration

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Verify that attendance is being documented accurately in Electronic Gradebook.

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Bulletin.

Plan to Monitor Effectiveness of G8.B4.S1

Maintain documentation of school-wide attendance.

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Monthly

Evidence of Completion

Student Attendance Reports.

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

W.J. Bryan Elementary utilizes Title I revenue to supplement instruction through tutoring services, reducing class size through the hiring of additional personnel and the purchasing of necessary supplies to successfully carry out the objectives of the program. Services are provided to ensure that students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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, and ESOL
- training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners as follows:

- Tutorial Programs (K-5)
- Parent outreach activities (K-5)
- Professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers (K-5),
- Reading and supplementary instructional materials (K-5)
- Successful implementation of the Title III LEP tutorial program for the past four years, in order to assist our LEP population.

Title X

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The 2013 FCAT 2.0 Reading Test results indicate that 41% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Reading Test is to increase levels 3-5 student proficiency to 57%, an increase of 16 percentage points.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 19% of students achieved Level 3 proficiency. The greatest area of deficiency for students achieving Level 3 was in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

G1.B1.S1 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

PD Opportunity 1

Increase instructional opportunities for the student to interpret graphical information, as well as discern the validity and reliability of information within and across various forms of text.

Facilitator

Reading Coach

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples.

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, 69% of students in the Lowest 25% made learning gains. The greatest area of deficiency for students in the lowest 25% making learning gains was in the Reporting Category: Informational Text/Research Process.

G1.B3.S1 In grades 3-5, students will be given additional exposure to appropriate texts that identify causal relationships embedded in text.

PD Opportunity 1

Increase instruction utilizing graphic organizers and additional opportunities to participate in higher order questioning and discussion utilizing the appropriate reading strategies (before, during and after).

Facilitator

Reading Coach

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples.

G1.B6 On the 2013 FCAT 2.0 Reading Test, 18% of Students with Disabilities scored at Level 3 or Above. The goal for 2013 was 39%. Students in each subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text.

G1.B6.S1 Use effective reading strategies (before, during and after) to facilitate comprehension of various grade level texts.

PD Opportunity 1

Use appropriate reading activities and strategies such as picture walk, graphic organizers, task cards and think/pair/share, to facilitate the comprehension of grade level texts.

Facilitator

Reading Coach

Participants

Instructional Staff

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples, Classroom Assessments, Benchmark Assessments

PD Opportunity 2

Use appropriate reading activities and strategies such as picture walk, graphic organizers, task cards and think/pair/share, to facilitate the comprehension of grade level texts.

Facilitator

Reading Coach

Participants

Instructional Staff

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work Samples, Classroom Assessments, Benchmark Assessments

G3. The 2013 FCAT 2.0 Mathematics Test results indicate that 52% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Mathematics Test is to increase levels 3-5 student proficiency to 63%, an increase of 11 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Test, 51% of Black and Economically Disadvantaged students scored at a Level 3 or above. The goal for 2014 is 61% and 62%, respectively. Students in each subgroup exhibited difficulty with Reporting Category 2 - Number: Fractions, due to limited exposure to this skill.

G3.B1.S1 Provide students with grade-level appropriate opportunities to construct and analyze the meanings of numbers; to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

PD Opportunity 1

Identify student levels according to assessment results and provide an increased block of time for exploration in Successmaker, tutorial intervention.

Facilitator

Math/Science Liaison

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reports, Student Work Samples

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 24% of all students achieved a Level 3. Our goal is to increase to 27%, a total of 3 percentage points.

G4.B1 Students demonstrate a need for additional support in the Nature of Science. Students will benefit from greater opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 The students will be provided with additional support in the integration of literacy in the science classroom through writing, talking, and reading science.

PD Opportunity 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups).

Facilitator

Science Liaison

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples.

G5. The results of the 2013 FCAT Science Test indicate that 29% of all students achieved Levels 4 and 5. Our goal is to increase to 30%, a total of 1 percentage point.

G5.B1 Students demonstrate a need for additional support in the area of Nature of Science.

G5.B1.S1 The students will be provided with additional support in the integration of literacy in the science classroom through writing, talking, and reading science.

PD Opportunity 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e., at grade level, intervention and enrichment groups).

Facilitator

Science Liaison

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

G8. Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K-5, and not proficient in Reading by Grade 3.

G8.B4 In 2013, 8% of our students missed 10 % or more of available instructional time. Our goal for 2014, is to decrease to 7%.

G8.B4.S1 Students who have been identified as at-risk for becoming part of the Early Warning System, will be targeted for participation in school-wide incentive programs.

PD Opportunity 1

Identify students who have missed 10% or more of instructional time and target them for intervention.

Facilitator

Community Involvement Specialist, Administration

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Intervention Log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The 2013 FCAT 2.0 Reading Test results indicate that 41% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Reading Test is to increase levels 3-5 student proficiency to 57%, an increase of 16 percentage points.	\$8,000
G3.	The 2013 FCAT 2.0 Mathematics Test results indicate that 52% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Mathematics Test is to increase levels 3-5 student proficiency to 63%, an increase of 11 percentage points.	\$5,000
G4.	The results of the 2013 FCAT 2.0 Science Test indicate that 24% of all students achieved a Level 3. Our goal is to increase to 27%, a total of 3 percentage points.	\$5,000
G5.	The results of the 2013 FCAT Science Test indicate that 29% of all students achieved Levels 4 and 5. Our goal is to increase to 30%, a total of 1 percentage point.	\$5,000
G8.	Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K-5, and not proficient in Reading by Grade 3.	\$500
Total		\$23,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Other	Total
EESAC	\$3,000	\$0	\$0	\$500	\$3,500
Title I	\$10,000	\$5,000	\$5,000	\$0	\$20,000
Total	\$13,000	\$5,000	\$5,000	\$500	\$23,500

Budget Details

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

G1. The 2013 FCAT 2.0 Reading Test results indicate that 41% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Reading Test is to increase levels 3-5 student proficiency to 57%, an increase of 16 percentage points.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 19% of students achieved Level 3 proficiency. The greatest area of deficiency for students achieving Level 3 was in the Reporting Category: Informational Text/Research Process. Particularly reading and organizing informational text and text features to perform a task.

G1.B1.S1 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Action Step 1

Increase instructional opportunities for the student to interpret graphical information, as well as discern the validity and reliability of information within and across various forms of text.

Resource Type

Evidence-Based Materials

Resource

Personnel

Funding Source

EESAC

Amount Needed

\$3,000

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, 69% of students in the Lowest 25% made learning gains. The greatest area of deficiency for students in the lowest 25% making learning gains was in the Reporting Category: Informational Text/Research Process.

G1.B3.S1 In grades 3-5, students will be given additional exposure to appropriate texts that identify causal relationships embedded in text.

Action Step 1

Increase instruction utilizing graphic organizers and additional opportunities to participate in higher order questioning and discussion utilizing the appropriate reading strategies (before, during and after).

Resource Type

Professional Development

Resource

Personnel

Funding Source

Title I

Amount Needed

\$5,000

G3. The 2013 FCAT 2.0 Mathematics Test results indicate that 52% of all students achieved levels 3-5 proficiency. Our goal for the 2014 FCAT 2.0 Mathematics Test is to increase levels 3-5 student proficiency to 63%, an increase of 11 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Test, 51% of Black and Economically Disadvantaged students scored at a Level 3 or above. The goal for 2014 is 61% and 62%, respectively. Students in each subgroup exhibited difficulty with Reporting Category 2 - Number: Fractions, due to limited exposure to this skill.

G3.B1.S1 Provide students with grade-level appropriate opportunities to construct and analyze the meanings of numbers; to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Identify student levels according to assessment results and provide an increased block of time for exploration in Successmaker, tutorial intervention.

Resource Type

Evidence-Based Program

Resource

Personnel

Funding Source

Title I

Amount Needed

\$5,000

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 24% of all students achieved a Level 3. Our goal is to increase to 27%, a total of 3 percentage points.

G4.B1 Students demonstrate a need for additional support in the Nature of Science. Students will benefit from greater opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G4.B1.S1 The students will be provided with additional support in the integration of literacy in the science classroom through writing, talking, and reading science.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups).

Resource Type

Evidence-Based Materials

Resource

Hourly tutoring

Funding Source

Title I

Amount Needed

\$5,000

G5. The results of the 2013 FCAT Science Test indicate that 29% of all students achieved Levels 4 and 5. Our goal is to increase to 30%, a total of 1 percentage point.

G5.B1 Students demonstrate a need for additional support in the area of Nature of Science.

G5.B1.S1 The students will be provided with additional support in the integration of literacy in the science classroom through writing, talking, and reading science.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e., at grade level, intervention and enrichment groups).

Resource Type

Evidence-Based Materials

Resource

Hourly Tutoring

Funding Source

Title I

Amount Needed

\$5,000

G8. Our goal for the 2013-14 school year is to decrease the number of students who miss instructional time, the amount of students who receive referrals leading to suspensions, who are retained in grades Pre-K-5, and not proficient in Reading by Grade 3.

G8.B4 In 2013, 8% of our students missed 10 % or more of available instructional time. Our goal for 2014, is to decrease to 7%.

G8.B4.S1 Students who have been identified as at-risk for becoming part of the Early Warning System, will be targeted for participation in school-wide incentive programs.

Action Step 1

Identify students who have missed 10% or more of instructional time and target them for intervention.

Resource Type

Other

Resource

FCAT Incentives

Funding Source

EESAC

Amount Needed

\$500