2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy
7700 NW 98TH ST
Hialeah Gardens, FL 33016
305-698-9900
http://materacademy.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	91%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	99%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Mater Academy

Principal
Roberto Blanch

School Advisory Council chair
Janette Martinez

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

Name	Title
Helga Chalas	Assistant Principal
Milagros Ramos	Reading Coach
Chantel Liranzo	Mathematics Coach
Yadira Ochoa	Science Coach
Luz Soto	Counselor

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

Antonio Roca, Board of Directors (Charter)
Janette Martinez, EESAC Chairperson
Cecilia Telleria, Principal
Helga Chalas, Alternate Principal
Milagros Ramos, Educational Support Employee
Chantel Liranzo, Teacher
Adriana Diaz, Teacher
Isabelle Santibanez, Alternate Teacher/Paraprofessional
Abel Gonzalez, Student
Stellan Sarduy, Alternate Student
Ledys Bentancourt, Parent
Yassunary Romero, Alternate Parent
Cecilia Perez, Business/Community Representative

Involvement of the SAC in the development of the SIP

The EESAC will communicate the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review.
In addition, the EESAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.
EESACs will form subcommittees to monitor each of the objectives in the School Improvement Plan. The subcommittees will include members of the EESAC as well as other non-members who are familiar with the various aspects of the school's programs.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) contributes to the academic success of Mater Academy. Listed below are some of the functions of the SAC:
• Reach out to community to obtain more partners in education
• Organize parent and community events, such as Open House, Literacy Night and FCAT Family Night Event.
• Assist in coordinating for the school-wide tutoring programs
• Sponsor drives to increase parent involvement with collaboration of Mater Academy Parent Association (MAPA)
• Assist the school in creating and analyzing school climate surveys for parents and students
• Schedule and conduct meetings on a regular basis
• Review all applicable student performance data
• Determine the students' needs and prioritize them
• Recommend strategies to improve areas of need
• Decide how to measure results
• Assist in the preparation and evaluation of the School Improvement Plan
• Meet all District and State timelines
• Document data analysis and SIP reviews in the EESAC minutes

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

The projected use of school improvement funds will be disbursed toward the implementation of FCAT Tutoring Program and the Enrichment Instruction Program in which $5.00 will be allocated for each project.

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Roberto Blanch		
Principal	Years as Administrator: 7	Years at Current School: 10
Credentials	Bachelor of Science- Elementary Education, Florida International University; Master of Science-Educational Leadership, Nova Southeastern University; State of Florida Professional Certificate- Educational Leadership All Levels), Elementary Education (Grades 1-6), English For Speakers of Other Languages (ESOL) Endorsement.	
Performance Record	2013 – School Grade A Rdg. Proficiency, 68% Math Proficiency, 75% Rdg. Lrg. Gains, 69% points Math Lrg. Gains, 75% points Rdg. Imp. of Lowest 25% - 71%points Math Imp. of Lowest 25% - 82% points Rdg. AMO - N Math AMO - N 2012 - School Grade A Rdg. Proficiency, 68% Math Proficiency, 73% Rdg. Lrg. Gains, 70% points Math Lrg. Gains, 79% points Rdg. Imp. of Lowest 25% - 70%points Math Imp. of Lowest 25% - 82% points Rdg. AMO - N Math AMO - N 2011 - School Grade A Rdg. Proficiency, 84% Math Proficiency, 87% Rdg. Lrg. Gains, 81% points Math Lrg. Gains, 80% points Rdg. Imp. of Lowest 25% - 80%points Math Imp. of Lowest 25% - 87% points Rdg. AYP - Y Math AYP - Y 2010 - School Grade A Rdg. Proficiency, 82% Math Proficiency, 83% Rdg. Lrg. Gains, 73% points Math Lrg. Gains, 66% points Rdg. Imp. of Lowest 25% - 59%points	

Math Imp. of Lowest 25% -
56% points
Rdg. AMO - Y
Math AMO - Y
2009 - School Grade A
Rdg. Proficiency, 85%
Math Proficiency, 88%
Rdg. Lrg. Gains, 79% points
Math Lrg. Gains, 70% points
Rdg. Imp. of Lowest 25% -
85%points
Math Imp. of Lowest 25% -
75% points
Rdg. AMO - Y
Math AMO - Y

Helga Chalas		
Asst Principal	Years as Administrator: 1	Years at Current School: 5

Credentials	Bachelor of Science - Elementary Education, Florida International University; Master of Science- Reading Education K-12, Florida International University; Master of Science – Educational Leadership K - 12, American College of Education; State of Florida Professional Certificate- Educational Leadership (All Grades), Elementary Education (Grades 1-6), Reading (Grades K-12), English for Speakers of Other Languages (ESOL) Endorsement
Performance Record	2013 – School Grade A Rdg. Proficiency, 68% Math Proficiency, 75% Rdg. Lrg. Gains, 69% points Math Lrg. Gains, 75% points Rdg. Imp. of Lowest 25% - 71%points Math Imp. of Lowest 25% - 82% points Rdg. AMO - N Math AMO - N 2012 - School Grade A Rdg. Proficiency, 68% Math Proficiency, 73% Rdg. Lrg. Gains, 70% points Math Lrg. Gains, 79% points Rdg. Imp. of Lowest 25% - 70%points Math Imp. of Lowest 25% - 82% points Rdg. AMO - N Math AMO - N 2011 - School Grade A Rdg. Proficiency, 84% Math Proficiency, 87% Rdg. Lrg. Gains, 81% points Math Lrg. Gains, 80% points Rdg. Imp. of Lowest 25% - 80%points Math Imp. of Lowest 25% - 87% points Rdg. AYP - Y Math AYP - Y 2010 - School Grade A Rdg. Proficiency, 82% Math Proficiency, 83% Rdg. Lrg. Gains, 73% points

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59%points
Math Imp. of Lowest 25% -
56% points
Rdg. AMO - Y
Math AMO - Y
2009 - School Grade A
Rdg. Proficiency, 85%
Math Proficiency, 88%
Rdg. Lrg. Gains, 79% points
Math Lrg. Gains, 70% points
Rdg. Imp. of Lowest 25% -
85%points
Math Imp. of Lowest 25% -
75% points
Rdg. AMO - Y
Math AMO - Y

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Milagros Ramos		
Full-time / District-based	Years as Coach: 1	Years at Current School: 9

Areas	Reading/Literacy
Credentials	Bachelor of Science - Elementary Education, Florida International University; Master of Science- Reading Education K-12, Florida International University; State of Florida Professional Certificate- Elementary Education (Grades 1-6), Reading (Grades K-12), English for Speakers of Other Languages (ESOL) Endorsement, Early Childhood Education (PK - 3) Endorsement
Performance Record	2013 School Grade A Rdg. Proficiency, 84% Math Proficiency, 86% Rdg. Lrg. Gains, 80% points Math Lrg. Gains, 73% points Rdg. Imp. of Lowest 25% - 80% points Math Imp. of Lowest 25% - 73% points Rdg. AMO –N Math AMO– Y 2012 School Grade A Rdg. Proficiency, 89% Math Proficiency, 89% Rdg. Lrg. Gains, 78% points Math Lrg. Gains, 84% points Rdg. Imp. of Lowest 25% - 78% points Math Imp. of Lowest 25% - 84% points Rdg. AMO –Y Math AMO– Y 2011 – School Grade A Rdg. Proficiency, 90% Math Proficiency, 92% Rdg. Lrg. Gains, 81%points Math Lrg. Gains, 84% points Rdg. Imp. of Lowest 25% - 83% points Math Imp. of Lowest 25% - 93% points Rdg. AYP - Y Math AYP - Y 2010 School Grade N/A Rdg. Proficiency, 91% Math Proficiency, 91% Rdg. Lrg. Gains, 60% points Math Lrg. Gains, 60% points

Rdg. Imp. of Lowest 25% -
60% points
Math Imp. of Lowest 25% -
60% points
Rdg. AYP - Y
Math AYP - Y
2009 School Grade A
Rdg. Proficiency, 84%
Math Proficiency, 87%
Rdg. Lrg. Gains, 84% points
Math Lrg. Gains, 87%points
Rdg. Imp. of Lowest 25% -
83% points
Math Imp. of Lowest 25% -
86% points
Rdg. AYP - Y
Math AYP - Y

Classroom Teachers

# of classroom teachers
39

 # receiving effective rating or higher
33, 85%

 # Highly Qualified Teachers
90%

 # certified in-field
37, 95%

 # ESOL endorsed
37, 95%

 # reading endorsed
2, 5%

 # with advanced degrees
8, 21%

 # National Board Certified
0, 0%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
17, 44%

 # with 6-14 years of experience
23, 59%

with 15 or more years of experience
0, 0%

Education Paraprofessionals

of paraprofessionals
15

Highly Qualified
7, 47%

Other Instructional Personnel

of instructional personnel not captured in the sections above
1

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

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

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

Mater Academy's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school include:
1. Regular meetings of new teachers with leadership team
2. Partnering new teachers with veteran staff
3. College campus Job Fairs and recruiting at Universities
4. Soliciting referrals from current employees
Ms. Ramos, the reading coach, is responsible for providing instructional support, mentoring and guidance. She ensures strategies mentioned above are followed.

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

Mater Academy Elementary mentoring program consists of a:
• site-based mentor assigned by principal to teachers new to the profession and teachers in their second year of teaching ; and
• a buddy teacher assigned by principal to new teachers with fewer than three years of teaching experience
Ms. Kristine Estevez is a new classroom teacher in third grade this school year. She has been teaching for 2 years at Mater Academy Elementary as a Mathematics and Science teacher. During the 2013-2014 school year she has been assigned to a self-contained third grade class. In this new position she will be faced with the challenge of teaching Reading, Language Arts, and Social Studies. Ms. Adriana Diaz, a veteran teacher is Ms. Kristine Estevez buddy teacher. Ms. Adriana Diaz has a Master's Degree in Reading Education (K - 12) and a Specialist in Education Leadership (All grades). The mentor and mentee will meet biweekly in a professional learning community to monitor the support provided. The mentor is given release time to observe and shadow the mentee. Time is given for the feedback, coaching and planning. Mentee will be advised to attend MINT Professional Developments sessions throughout the year.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success
3. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to 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.
RtI/MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs.

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

The following indicates the members of the RtI/MTSS team, their positions and rationale for membership on team:

Cecilia Telleria, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Helga Chalas, Assistant Principal: Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Janette Martinez, EESAC Chair; Chantel Liranzo, Math Coach; and, Yadira Ochoa, Science Coach: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Milagros Ramos, Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Abraham Valencia, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

District Allocated, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Luz Soto, School Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

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

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

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

Data Sources used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement include the following:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- EasyCBM
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

Ongoing evaluations method established for services at each tier monitors the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. Interventionist manage the administration of these monthly evaluations. Results of monthly monitoring evaluations is documented and examined by the reading coach. Classroom teachers monitors students' academic progress. On a quarterly basis, interim assessment data is disseminated with leadership team during Data Chats. Data Chats assist in identifying and monitoring specific academic strengths and areas of growth.

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize Open House 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 are 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: 4,890

Mater Academy After School Program will meet two times per week for one hour per session. The program will begin after the sixth week of school and last for a period of 47 weeks. Students' results on the state assessments will determine enrollment eligibility for the first wave of students. Teacher recommendations will be considered following the results of the Fall Interim Assessments. Teacher to student ratio will be approximately 1:12. Thus, facilitating small group differentiated instruction. The focus of curriculum utilized will be determined by current district assessment data and SIP goals.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

School, district and state assessment reports are disseminated and analyzed after each administration period (baseline, fall, and winter). Student performance is closely monitored to determine areas of growth and effectiveness of extended learning strategy.

Who is responsible for monitoring implementation of this strategy?

The FCAT Tutoring Program coordinator will be responsible for monitoring student progress throughout each session. In addition, classroom teachers will disseminate student data during interims data chats with the leadership team to determine students' individual strengths and areas of growth.

Literacy Leadership Team (LLT)

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

Name	Title
Cecilia Telleria	Principal
Helga Chalas	Assistant Principal
Milagros Ramos	Reading Coach
Adriana Diaz	Secondary Reading Teacher
Janette Martinez	Primary Reading Teacher
Elizabeth Arias	Librarian

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT responsibilities at the school level is to research, study, demonstrate, and implement effective instructional practices that support students' literacy development. The following actions will be applied by the LLT to address the implementation of the literacy action plan as it correlates with the CRRP.
The Literacy Leadership Team will:
• Monitor the implementation of the CRRP components through classroom walkthroughs
• Provide support throughout the transition to Common Core State Standards

• Provide professional development in identified needed literacy areas through sharing of best practices and modeling lessons
• Gather and analyze data which indicates students' literacy interventions and achievement needs
• Facilitate the use of literacy technology programs to enhance students' literacy achievement
• Hold regular team meetings monthly
• Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
• Support and structure a literacy action plan within the school to implement and evaluate both daily literacy instruction and specific interventions
• Evaluate the validity and effectiveness of literacy program delivery
• Ensure the utilization of English for Speakers of Other Languages (ESOL) strategies and Special Education (SPED) inclusion strategies to better meet the needs of students receiving special services
• Develop supplemental services to students who are working below grade level expectations
• Plan and initiate literacy events that motivate and promote literacy as lifelong learning experience

Major initiatives of the LLT

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT responsibilities at the school level is to research, study, demonstrate, and implement effective instructional practices that support students' literacy development. The following actions will be applied by the LLT to address the implementation of the literacy action plan as it correlates with the CRRP.
Mater Academy's Literacy Leadership Team will strive to:
• Demonstrate a superior ability to foster excellence in education and contribute to the continuous improvement of student learning and the school environment by providing knowledge of evidence-based literacy strategies and resources to all stakeholders
• Desegregate, analyze, and utilize data to effectively monitor, maintain, and enrich school literacy performance
• Actively coordinates and participates in continued professional development by facilitating training, supporting peer coaching, and partaking in lesson demonstrations throughout the year
• Demonstrates leadership in building a school literacy culture through collegiality and collaboration
• Create a learning environment that promotes literacy across curriculum and throughout all subject areas
• Empower families and provide resources necessary to become active participants in the literacy development of our students
• Utilize community stakeholders to provide literacy opportunities and resources that enhance learning

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Mater Academy maintains a close relationship with Centro Mater West, a neighboring pre-school program, for over a decade. A large majority of Mater Academy's in-coming kindergartners come from this center. In addition, two pre-k 3 and pre-k 4 classes from the center are housed at Mater Academy. This facilitates the transition process of students entering Kindergarten, since they are familiar with the school, its facilities and teachers. Centro Mater West provides a literacy infused curriculum which also prepares incoming Kindergarteners for the Mater curriculum.
In addition, incoming kindergarten students are tested using the Mater Inc. Kindergarten Screening Test in order to see their strengths and areas of growth, including kindergarten readiness. Furthermore, the areas of social/emotional development are assessed using this instrument. As a result, this data is released to their kindergarten teacher who will use this information to plan his/her instruction.

Furthermore, depending on the information completed by parents on the student's Home Language Survey, incoming kindergarten student's English language proficiency is tested using the Oral Language Proficiency Scale- Revised (OLPS-R). As a result, this data is utilized to place the student in the English Speaker of Other Languages (ESOL) program.

Moreover, once the child enters kindergarten, his/her print and letter knowledge and level of phonological awareness/processing is determined using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) for kindergarten. In addition, results of the FAIR Assessment Period 1 are used to gather information on a child's literacy development in emergent literacy. Screening data will be collected and aggregated prior to Fall, 2012.

Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction.

Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social and emotional skills indentified by screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to the instruction/intervention programs.

During the summer prior to the starting Kindergarten, parents receive a guide to preparing their child to enter school for the first time. Moreover, parents of all in-coming kindergartners are invited to attend an orientation prior to the first day of school in which school and classroom procedures are addressed. Furthermore, this orientation helps ease the transition into school and calm first day anxieties as any questions and concerns are addressed.

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	74%	68%	No	77%
American Indian				
Asian				
Black/African American				
Hispanic	74%	68%	No	77%
White				
English language learners	64%	53%	No	68%
Students with disabilities	56%	50%	No	60%
Economically disadvantaged	72%	66%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	35%	41%
Students scoring at or above Achievement Level 4	124	33%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	243	71%	74%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	136	40%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	150	44%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	88	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	75%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	79%	75%	No	81%
White				
English language learners	68%	71%	Yes	71%
Students with disabilities	73%	70%	No	75%
Economically disadvantaged	78%	74%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	34%	38%
Students scoring at or above Achievement Level 4	157	42%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		82%	84%

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	49	39%	41%
Students scoring at or above Achievement Level 4	40	31%	32%

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)	3		3
Participation in STEM-related experiences provided for students	378	100%	100%

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	16	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	51	41%	37%
Students who receive two or more behavior referrals	60	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	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

Based on volunteer logs and parent surveys, 100% of parents completed the minimum required hours, and 100% of parents attended one or more school activities in the 2013-2014 school year.
Our goal for the 2013-2014 school year is to increase, or exceed the parent attendance for school wide activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities offered in the school year	25	100%	100%
Average number of parents in attendance at parent engagement opportunities	358	100%	100%
Percent of parents who participated in parent engagement opportunities	358	100%	100%
Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	358	100%	100%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 77%.

G2. The results of the 2013 FCAT Writing indicate that 70% of students scored 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency in writing by 3% percentage points to 73%.

G3. The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 81%.

G4. The result of the 2013 FCAT 2.0 Science test indicates that 70% achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 73%.

G5. Increase STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.

G6. Our goal for the 2013 - 2014 school year is to monitor early warning signs at the elementary school level.

G7. Based on volunteer logs and parent surveys, 100% of parents completed the minimum required hours, and attended one or more school activities in the 2012-2013 school year. Our goal is to maintain 100% parent attendance and involvement school-wide.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 77%.

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

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by 9 percentage points to 77% . The area of deficiency among Hispanic students subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1-Vocabulary. The results of the 2014 FCAT Reading 2.0 Test indicate 66% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ED subgroup by 9 percentage points to 75% . The area of deficiency among students in the ED subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1- Vocabulary.

- The results of the 2013 FCAT Reading indicate that 53% of ELL students achieved proficiency. Our goal is to increase student proficiency 15 percentage points to 68%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.

- The results of the 2013 FCAT Reading indicate that 50% of SWD students achieved proficiency. Our goal is to increase student proficiency 10 percentage points to 60%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.

- The results of the 2013 FCAT 2.0 Reading indicate that 35% of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 6 percentage points to 41%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literacy Analysis

- The results of the 2013 FCAT 2.0 Reading indicate that 33% of the students achieved level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase level 4 student proficiency by 3 percentage points to 36%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.

- The results of the 2013 FCAT 2.0 Reading indicate that 69% of the students made learning gains. Our goal for the 2013 school year is to increase learning gains by 3 percentage point to 72%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4 Informational Text and Research Process.

- The results of the 2013 FCAT Reading indicate that 71% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 3 percentage points to 74%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.

- The results of the 2013 CELLA indicate that 71% of ELL students achieved proficiency in Listening/Speaking. Our goal is to increase students' listening/speaking proficiency by 3 percentage points to 74%.

- The results of the 2013 CELLA indicate that 40% of ELL students achieved proficiency. Our goal is to increase students' reading proficiency by 6 percentage points to 46% . The area of deficiency as noted on the 2013 administration of the CELLA is Reading.

- The results of the 2013 CELLA indicate that 44% of ELL students achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase student proficiency in writing by 6% percentage points to 50% . The area of deficiency as noted on the 2013 administration of the CELLA is English language conventions standards when writing.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM model, MTSS/RTI Team will monitor student's progress by disseminating results of Interim Assessments and data reports on a quarterly basis. Data will drive instruction and intervention modifications as needed.

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Reading Interim Assessments; Instructional Data Reports, Administrative Anecdotes
Summative: 2014 FCAT 2.0 Reading Test

G2. The results of the 2013 FCAT Writing indicate that 70% of students scored 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency in writing by 3% percentage points to 73%.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT Writing indicate that 70% of students scored 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency in writing by 3% percentage points to 73%. The area of deficiency as noted on the 2013 administration of the FCAT was English language conventions standards when writing.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM model: the Leadership Team will assist classroom teacher to disseminate and analyze monthly writing sample data reports to determine effectiveness of supplemental grammar materials on a monthly basis. MTSS/RTI team will review assessment data bi-weekly and make recommendations based on needs assessment.

Person or Persons Responsible
MTSS/RTI team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Weekly writing samples, Pre/Post District Test Writing. Summative: 2014 FCAT Writing Test

G3. The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 81%.

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

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Math Test indicates that 75% students in the Hispanic subgroup achieved proficiency. Our goal for the 2013 - 2014 school year is to increase Hispanic students proficiency by 6 percentage points to 81%. The area of deficiency among Hispanic students subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 2 - Number: Fractions The result of the 2013 FCAT 2.0 Mathematics Test indicates that 74% of students in the Economically Disadvantage (ED) subgroup achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 80%. The area of deficiency among Economically Disadvantage (ED) students subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 2 - Number: Fractions

- The result of the 2013 FCAT 2.0 Mathematics Test indicates that 70% of students in the Students With Disabilities (SWD) subgroup achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage point to 75%. The area of deficiency among Students with Disabilities (SWD) subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 1 - Number: Operations, Problems, and Statistics

- The result of the 2013 FCAT 2.0 Mathematics Test indicates that 34% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 38%. The area of deficiency among Level 3 students, as noted on the 2013 administration of the Math FCAT 2.0 was Category 1: Number Sense and Operations.

- The result of the 2013 FCAT Mathematics Test indicates that 42% achieved above proficiency (FCAT Levels 4-5). Our goal for the 2013-2014 school year is to increase the number of students achieving above proficiency by 2 percentage points to 44%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 was Category 1: Number Sense: Fractions.

- The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% of our student made learning gains. Our goal for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points to 78%. The area of deficiency noted on the 2013 administration of the FCAT Mathematics 2.0 Test was Number Sense and Operations reporting category

- The result of the 2013 FCAT Mathematics Test indicates that 82% in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the number of students in the lowest 25% making learning gains by 2 percentage point to 84%. The area of deficiency is reporting category Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM model, MTSS/RTI Team will disseminate and analyze classroom assessment data and instructional technology reports to adjust instruction as needed.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Quarterly Instructional Technology Data Reports; Data Chats; District Interim Assessments
Summative: 2014 Math FCAT 2.0 Assessment

G4. The result of the 2013 FCAT 2.0 Science test indicates that 70% achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 73%.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- The result of the 2013 FCAT 2.0 Science test indicates that 39% achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 41%.The area of deficiency as noted on the administration of the 2014 Science FCAT 2.0 is Physical Science.

- The result of the 2013 FCAT 2.0 Science test indicates that 31% achieved level 4 proficiency and above. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 32%. The area of deficiency as noted on the administration of the 2013 Science FCAT 2.0 is Nature of Science and Application of the Scientific Process.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM Model, Leadership Team will monitor instructional data reports and monitor student progress through ongoing classroom assessment data.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessments Summative: 2014 Science FCAT 2.0 Assessment

G5. Increase STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Lack of participation in STEM-related experiences provided for students is a barrier.

- In 2013-2014 school year the number of experiences was limited to 3 school wide activities.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM Model, the Leadership Team and the Science coach will monitor instructional data reports and monitor student progress. Teachers will implement supplemental curriculum materials that support state standards.

Person or Persons Responsible

Leadership Team and Science Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Science Interim Assessments, Instructional Data Reports, and Administrative Anecdotes Summative: 2014 FCAT Science Assessment

G6. Our goal for the 2013 - 2014 school year is to monitor early warning signs at the elementary school level.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Based on data, in the 2012 – 2013 school year the student attendance rate was 2% (16) of the students who missed 10% or more. Our goal for the 2013 – 2014 school year is to decrease the excessive absences rate by 1%. Excessive absences were caused by a lack of communication to parents/guardians of the importance of attending school daily.

- Based on data, in the 2012-2013 school year, 1% (9) of students were retained. Our goal for the 2013-2014 school year is to maintain or decrease student retention to 1%. Retentions were caused by academic gaps and not meeting grade level standards and expectations.

- Based on data, in the 2012 – 2013 school year, 41% (51) of students were not proficient in reading by third grade. Our goal for the 2013-2014 school year is to decrease non-proficient students in reading by third grade to 37%.

- Based on data, in the 2012-2013 school year, 8% (60) of students had 2 or more behavior referrals, in which one or more lead to suspension. Our goal for the 2013-2014 school year is to decrease the percentage of students with 2 or more referrals to 7%. Through contact logs, it was determined that students with poor school conduct had parents that work extended hours. The unavailability of the parent produced a lack of parent communication with the teacher and other school personnel.

Plan to Monitor Progress Toward the Goal

Identify students who are falling behind to provide appropriate interventions and supports. Monitor student : attendance, behavior, and course performance in order to adapt strategies as needed.

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
End of Quarter Grades and Attendance

G7. Based on volunteer logs and parent surveys, 100% of parents completed the minimum required hours, and attended one or more school activities in the 2012-2013 school year. Our goal is to maintain 100% parent attendance and involvement school-wide.

Targets Supported

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Ongoing communications in the family's home language might be an unforeseen obstacle that might affect parent involvement.

Plan to Monitor Progress Toward the Goal

Provide parents with a variety of opportunities to engage in school activities,to access tools to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child. Parents will be given the opportunity to participate in student advisement. All communication with parents will be provided in the child's home language.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Information provided on the Parent/Student Handbook, school website, flyers sent home, and Ed Conned messages reports.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 77%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by 9 percentage points to 77% . The area of deficiency among Hispanic students subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1-Vocabulary. The results of the 2014 FCAT Reading 2.0 Test indicate 66% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ED subgroup by 9 percentage points to 75% . The area of deficiency among students in the ED subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1- Vocabulary.

G1.B1.S1 Employ additional researched-based interventions through with assistive technology programs to differentiate instruction using Reading Plus 4.0 to promote acquisition of vocabulary and comprehension skills.

Action Step 1

Students will complete a minimum of 3 lessons a week in Reading Plus focusing on vocabulary skills.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Reading Plus Reports

Facilitator:

Monica Andrews

Participants:

3rd-5th grade Teachers

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

Walk-throughs and disseminating data from Reading Plus reports

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus classroom data reports

Plan to Monitor Effectiveness of G1.B1.S1

Data chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Benchmark Assesments

G1.B2 The results of the 2013 FCAT Reading indicate that 53% of ELL students achieved proficiency. Our goal is to increase student proficiency 15 percentage points to 68%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.

G1.B2.S1 ELL teaching strategies will be used in the delivery of instruction and lesson plans to provide assistance with identifying cause-and-effect relationships in text. The FL Reading Wonders will be a resource for planning and delivering instruction.

Action Step 1

Students will read and comprehend literature and informational text at grade level from the Reading Wonders Series Literature Anthology. Students should be able to identify causal relationships embedded in text. Students must be familiar with text structures such as cause/effect.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Wonders Weekly Assessments

Facilitator:

Iliana Moreno

Participants:

K-5th grade Teachers

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

Walk-throughs and formal observations

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Wonders Weekly Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Unit Assessments

G1.B3 The results of the 2013 FCAT Reading indicate that 50% of SWD students achieved proficiency. Our goal is to increase student proficiency 10 percentage points to 60%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.

G1.B3.S1 Using graphic organizers such as author's purpose chart, students will identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

Students will read and comprehend literature and informational text from Reading Wonders Series the Literature Anthology from in order to identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments

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

Walk-throughs and formal observations

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Unit Assesments

G1.B4 The results of the 2013 FCAT 2.0 Reading indicate that 35% of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 6 percentage points to 41%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literacy Analysis

G1.B4.S1 Using graphic organizers such as story maps, students will identify and interpret elements of story structure within and across texts. Students will understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?"

Action Step 1

Provide opportunities for students to identify and interpret elements of story structure within and across texts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments

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

Walk-throughs and formal observations

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Weekly Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Data Chats

> **Person or Persons Responsible**
>
> Leadership Team
>
> **Target Dates or Schedule**
>
> Quarterly
>
> **Evidence of Completion**
>
> Unit Assessments

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 33% of the students achieved level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase level 4 student proficiency by 3 percentage points to 36%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.

G1.B5.S1 Students will participate in an Enrichment Instruction Program outside of school hours. The program will enhance current curriculum to include reinforcement in the category of Reading Application using Achieve 3000.

> **Action Step 1**
>
> Students will complete Achieve 3000 sessions based no Reading Application skills.
>
> > **Person or Persons Responsible**
> >
> > Classroom Teachers
> >
> > **Target Dates or Schedule**
> >
> > Weekly
> >
> > **Evidence of Completion**
> >
> > Achieve 3000 Data Reports
> >
> > **Facilitator:**
> >
> > Susan Eick
> >
> > **Participants:**
> >
> > 3rd-5th Grade Teachers

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

Disseminate data from Achieve 3000 Reports

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Achieve 3000 Data Reports

Plan to Monitor Effectiveness of G1.B5.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Achieve 3000 Data Reports

G1.B6 The results of the 2013 FCAT 2.0 Reading indicate that 69% of the students made learning gains. Our goal for the 2013 school year is to increase learning gains by 3 percentage point to 72%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4 Informational Text and Research Process.

G1.B6.S1 Employ additional researched-based interventions with assistive technology programs such as Reading Plus 4.0 in order to engage students in high interest, non-fiction selections in order to reinforce distinct skills for reading non-fiction text.

Action Step 1

Students will complete 3 SeeReader lessons from Reading Plus.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus 4.0 Data Reports

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

Walk-throughs and disseminating data from Reading Plus Reports

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reading Plus Data Reports

Plan to Monitor Effectiveness of G1.B6.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Benchmark Assessments

G1.B7 The results of the 2013 FCAT Reading indicate that 71% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 3 percentage points to 74%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.

G1.B7.S1 Students will be provided with focused mini lessons based on the students' areas of need in Reading Application specifically in author's purpose, main idea, causal relationships imbedded in text and text structures such as cause/effect, compare/contrast, and chronological order during afterschool FCAT Tutoring.

Action Step 1

Students will be exposed to mini lessons in which they will identify author's purpose, main idea, causal relationships imbedded in text and text structures such as cause/effect, compare/contrast, and chronological order.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments

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

Walk-throughs during FCAT tutoring

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Weekly Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Benchmark Assessments

G1.B8 The results of the 2013 CELLA indicate that 71% of ELL students achieved proficiency in Listening/Speaking. Our goal is to increase students' listening/speaking proficiency by 3 percentage points to 74%.

G1.B8.S1 Teachers will increase the use of ESOL strategies during instruction to provide support for the Listening Comprehension category.

Action Step 1

To provide additional support for the Listening Category, teacher led groups will be implemented more frequently during instruction to introduce material, sum-up the conclusions made by individual groups, meet the common needs of a large or small group, and provide individual attention and/or instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assesments

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

Walk-throughs and formal observations

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Weekly Classroom Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Benchmark Assessments

G1.B9 The results of the 2013 CELLA indicate that 40% of ELL students achieved proficiency. Our goal is to increase students' reading proficiency by 6 percentage points to 46% . The area of deficiency as noted on the 2013 administration of the CELLA is Reading.

G1.B9.S1 Teachers will use of ESOL instructional strategies to facilitate reading instruction. Vocabulary with Context Clues is one of the ESOL strategies that will be implemented in the classroom to facilitate instruction.

Action Step 1

Instruction based on Vocabulary with Context Clues strategy will provide students with opportunities to unlock the meaning of unfamiliar words. Students will search the context of the sentence in which a new word appears for clues.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments

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

Walk-throughs

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of G1.B9.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment

G1.B10 The results of the 2013 CELLA indicate that 44% of ELL students achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase student proficiency in writing by 6% percentage points to 50% . The area of deficiency as noted on the 2013 administration of the CELLA is English language conventions standards when writing.

G1.B10.S1 Weekly focus grammar mini-lessons will be provided in order to guide writing instruction.

Action Step 1

Students will be provided with focus grammar mini-lessons in order to guide writing instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments

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

Walk-throughs and Monthly Responses will be administered and collected in order to view growth in writing.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Responses Scores

Plan to Monitor Effectiveness of G1.B10.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly writing Responses

G2. The results of the 2013 FCAT Writing indicate that 70% of students scored 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency in writing by 3% percentage points to 73%.

G2.B1 The results of the 2013 FCAT Writing indicate that 70% of students scored 3.5 and higher. Our goal for the 2013-2014 school year is to increase student proficiency in writing by 3% percentage points to 73%. The area of deficiency as noted on the 2013 administration of the FCAT was English language conventions standards when writing.

G2.B1.S1 Weekly focus grammar mini-lessons will be provided in order to guide writing instruction.

Action Step 1

Students will be provided with focus grammar mini-lessons in order to guide writing instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments

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

Walk-throughs and Monthly Responses will be administered and collected in order to view growth in writing.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Responses

Plan to Monitor Effectiveness of G2.B1.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Post Writing Sample

G3. The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 81%.

G3.B1 The results of the 2013 FCAT 2.0 Math Test indicates that 75% students in the Hispanic subgroup achieved proficiency. Our goal for the 2013 - 2014 school year is to increase Hispanic students proficiency by 6 percentage points to 81%. The area of deficiency among Hispanic students subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 2 - Number: Fractions The result of the 2013 FCAT 2.0 Mathematics Test indicates that 74% of students in the Economically Disadvantage (ED) subgroup achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 80%. The area of deficiency among Economically Disadvantage (ED) students subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 2 - Number: Fractions

G3.B1.S1 Employ additional researched-based interventions with assistive technology programs (GO Math! Florida) which provides interactive, voiced instruction and practice providing alternative approaches in number sense and fractions.

Action Step 1

Students will participate in Go Math! Think Central interventions focused on number sense and fractions.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Go Math! Think Central Reports

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

Walk-troughs and data reports from Go Math! Think Central interventions

Person or Persons Responsible

Mathematics Coach and Grade Level Chairs

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Go Math! Think Central Reports

Plan to Monitor Effectiveness of G3.B1.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom benchmark assessments and end of quarter grades

G3.B2 The result of the 2013 FCAT 2.0 Mathematics Test indicates that 70% of students in the Students With Disabilities (SWD) subgroup achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage point to 75%. The area of deficiency among Students with Disabilities (SWD) subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 1 - Number: Operations, Problems, and Statistics

G3.B2.S1 Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations

Action Step 1

Students will complete a minimum of 2 sessions a week in Success Maker focusing on number sense and operations.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Success Maker Reports

Facilitator:

Santos Flores

Participants:

3rd - 5th Grade Mathematics Teachers

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

Walk-throughs and disseminating data from Success Maker reports

Person or Persons Responsible

Mathematics Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Success Maker classroom data reports

Plan to Monitor Effectiveness of G3.B2.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Benchmark Assessments

G3.B3 The result of the 2013 FCAT 2.0 Mathematics Test indicates that 34% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 38%. The area of deficiency among Level 3 students, as noted on the 2013 administration of the Math FCAT 2.0 was Category 1: Number Sense and Operations.

G3.B3.S1 Teachers will provide contexts for mathematical exploration and the development of students understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to multiply multi-digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results using Go Math! resources.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student classwork and Go Math! Weekly Assessments

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

Disseminate assessments

Person or Persons Responsible

Math Coach and Grade Level Chairs

Target Dates or Schedule

Bi-weekly

Evidence of Completion

End of Chapter Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

End of quarter grades

G3.B4 The result of the 2013 FCAT Mathematics Test indicates that 42% achieved above proficiency (FCAT Levels 4-5). Our goal for the 2013-2014 school year is to increase the number of students achieving above proficiency by 2 percentage points to 44%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 was Category 1: Number Sense: Fractions.

G3.B4.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

Action Step 1

Provide enrichment opportunities for students to develop mathematical fluency and problem solving proficiency in Number Sense: Base Ten Fractions

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Twice a week

Evidence of Completion

Weekly Assessments

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Walk-throughs and disseminate assessments

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Progress Reports

Plan to Monitor Effectiveness of G3.B4.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

End of Quarter Grades

G3.B5 The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% of our student made learning gains. Our goal for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points to 78%. The area of deficiency noted on the 2013 administration of the FCAT Mathematics 2.0 Test was Number Sense and Operations reporting category

G3.B5.S1 Teachers will provide students with supplemental and focused math mini-lessons during small group instruction to meet the needs of the individual students. Small group instruction will focus on Number Sense and Operations concepts.

Action Step 1

Teachers will develop focus mini-lessons targeting Number Sense and Operations concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and weekly assessments

Facilitator:

Milagros Ramos

Participants:

3rd - 5th Grade Mathematics Teachers

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

Walk-throughs and Lesson Plans

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative anecdotes and Lesson Plans

Plan to Monitor Effectiveness of G3.B5.S1

Data Chats

> **Person or Persons Responsible**
>
> Leadership Team
>
> **Target Dates or Schedule**
>
> Quarterly
>
> **Evidence of Completion**
>
> End of Quarter Grades

G3.B6 The result of the 2013 FCAT Mathematics Test indicates that 82% in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the number of students in the lowest 25% making learning gains by 2 percentage point to 84%. The area of deficiency is reporting category Geometry and Measurement.

G3.B6.S1 Teachers will provide additional instruction during before/after school tutoring programs that will provide supplemental reinforcement for students struggling in mathematical concepts. Special emphasis will be focused on Geometry and Measurement concepts.

> **Action Step 1**
>
> Disseminate and analyze classroom assessment data and instructional technology reports.
>
> **Person or Persons Responsible**
>
> Classroom Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Tutoring program attendance
>
> **Facilitator:**
>
> Helga Chalas
>
> **Participants:**
>
> FCAT Tutoring Teachers

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

Walk-through

Person or Persons Responsible

FCAT Tutoring Coordinator

Target Dates or Schedule

Twice a week

Evidence of Completion

Administrative Anecdotes

Plan to Monitor Effectiveness of G3.B6.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Pre/Post FCAT Tutoring Assessment

G4. The result of the 2013 FCAT 2.0 Science test indicates that 70% achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 73%.

G4.B1 The result of the 2013 FCAT 2.0 Science test indicates that 39% achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 41%.The area of deficiency as noted on the administration of the 2014 Science FCAT 2.0 is Physical Science.

G4.B1.S1 Students will benefit from technology-based programs which facilitate, remediate, reinforce, and enhance student's science concept.

Action Step 1

Teachers will infuse instructional technology programs (Discovery Education and FCAT Explorer) that incorporate rigorous, interactive science concepts and scaffolds instruction reinforcing essential prior knowledge required to make concept connections.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science Weekly Assesssments

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

Monitor instructional data reports and monitor student progress through ongoing classroom assessment data.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessment Data

Plan to Monitor Effectiveness of G4.B1.S1

Monitor instructional data reports and monitor student progress through ongoing classroom assessment data.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G4.B2 The result of the 2013 FCAT 2.0 Science test indicates that 31% achieved level 4 proficiency and above. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 32%. The area of deficiency as noted on the administration of the 2013 Science FCAT 2.0 is Nature of Science and Application of the Scientific Process.

G4.B2.S1 Students need additional enrichment of motivational activities to supplement learning of nature of science and the application of the scientific process.

Action Step 1

Provide inquiry based, hands–on laboratory activities incorporating the nature of science and the process of doing science for students. As a result, allow students will make connections to real-life experiences, and will be able to explain in writing about their results and experiences. Teachers will engage students in the participation of school-wide monthly science projects and Annual Science Fair. Students will be encouraged and motivated by having the opportunity towards to be featured as the school's Scientist of the Month.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Students' Science Monthly Projects

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

Walk-throughs and disseminate classroom Science Assessments

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim and Weekly Assessments

G5. Increase STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.

G5.B1 Lack of participation in STEM-related experiences provided for students is a barrier.

G5.B1.S1 Incorporates critical thinking and problem-solving skills.

Action Step 1

Provide opportunities for students to engage in critical thinking and problem-solving skills through science labs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Students Science Lab Reports

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

Walk-through

Person or Persons Responsible

Science Coach and Math Coach

Target Dates or Schedule

Bi-week

Evidence of Completion

Administrative Anecdotes

Plan to Monitor Effectiveness of G5.B1.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

End of Quarter Grades

G5.B2 In 2013-2014 school year the number of experiences was limited to 3 school wide activities.

G5.B2.S1 Provide students with school wide programs such as, Scientists of the Month, Science Fair, Fairchild Challenge, and STEM related fieldtrips.

Action Step 1

Use supplemental instructional materials, instructional technology programs and community resources to enhance curriculum

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

Walk-throughs and disseminating data from Discovery Education reports

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Discovery Education reports

Plan to Monitor Effectiveness of G5.B2.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

End of Quarter Grades

G6. Our goal for the 2013 - 2014 school year is to monitor early warning signs at the elementary school level.

G6.B1 Based on data, in the 2012 – 2013 school year the student attendance rate was 2% (16) of the students who missed 10% or more. Our goal for the 2013 – 2014 school year is to decrease the excessive absences rate by 1%. Excessive absences were caused by a lack of communication to parents/guardians of the importance of attending school daily.

G6.B1.S1 Parent Academy workshops will be provided to stress the importance of attendance and punctuality to parents and the community.

Action Step 1

Send Connect Ed. messages to parents/guardians when students are absent or tardy.

Person or Persons Responsible

Attendance Manager

Target Dates or Schedule

Ongoing

Evidence of Completion

Connect Ed. Reports

Facilitator:

Connect Ed Representative

Participants:

Office Staff

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

Monitor attendance records and bulletins

Person or Persons Responsible

Attendance Manager and Homeroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Verification of daily attendance records and bulletins by initialing completion and accuracy.

Plan to Monitor Effectiveness of G6.B1.S1

Accurate records of daily attendance and bulletins print out.

Person or Persons Responsible

Office Manager

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance and Bulletins Reports

G6.B2 Based on data, in the 2012-2013 school year, 1% (9) of students were retained. Our goal for the 2013-2014 school year is to maintain or decrease student retention to 1%. Retentions were caused by academic gaps and not meeting grade level standards and expectations.

G6.B2.S1 Students will benefit from daily interventions which will provide academic remediation at the students' current academic level.

Action Step 1

Students who are academically struggling will complete daily 30 minute interventions in SuccessMaker focusing on Reading and or Math.

Person or Persons Responsible

Interventionists

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Reports

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

Walkthroughs and disseminating data from SuccessMaker reports

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interventions Data Matrix

Plan to Monitor Effectiveness of G6.B2.S1

Intervention Data Chats

Person or Persons Responsible

Leadership Team, Interventionists, and Classroom Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

End of Quarter Grades

G6.B3 Based on data, in the 2012 – 2013 school year, 41% (51) of students were not proficient in reading by third grade. Our goal for the 2013-2014 school year is to decrease non-proficient students in reading by third grade to 37%.

G6.B3.S1 Provide opportunities for students to engage in continuous repetition/practice when learning reading concepts at the primary grades.

Action Step 1

Students will be exposed to FCAT-like questions using FCAT Task Cards during reading instruction.

Person or Persons Responsible

Primary Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Comprehension Assessments

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

Walk-throughs

Person or Persons Responsible

Primary Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Reports

Plan to Monitor Effectiveness of G6.B3.S1

Data Chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

End of Quarter Grades

G6.B4 Based on data, in the 2012-2013 school year, 8% (60) of students had 2 or more behavior referrals, in which one or more lead to suspension. Our goal for the 2013-2014 school year is to decrease the percentage of students with 2 or more referrals to 7%. Through contact logs, it was determined that students with poor school conduct had parents that work extended hours. The unavailability of the parent produced a lack of parent communication with the teacher and other school personnel.

G6.B4.S1 Frequent parent communication, and sessions with the school counselor can assist students that exhibit unsatisfactory conduct. Teachers will comply with the implementation of the Student Code of Conduct.

Action Step 1

Students will participate in counseling sessions

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Anecdotes

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Counseling Sessions

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Counseling Records and Referrals

Plan to Monitor Effectiveness of G6.B4.S1

Decrease in the quantity of SCMS referrals

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

End of Quarter Conduct Grades

G7. Based on volunteer logs and parent surveys, 100% of parents completed the minimum required hours, and attended one or more school activities in the 2012-2013 school year. Our goal is to maintain 100% parent attendance and involvement school-wide.

G7.B1 Ongoing communications in the family's home language might be an unforeseen obstacle that might affect parent involvement.

G7.B1.S1 Promote parental involvement in the child's home language. Provide opportunities for parents/guardians to engage in school-wide activities.

Action Step 1

Update school information on the school website and Ed Connect voicemails in the students' home language.

Person or Persons Responsible

Website and Ed Connect Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Website statistics and Ed Connect Reports

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

Screen parents/visitors when they come to volunteer in the school.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

MAE visitors' log in sheets and volunteer logs

Plan to Monitor Effectiveness of G7.B1.S1

Monitor volunteer hours completed. Inform parents/guardians of completed volunteer hours.

Person or Persons Responsible

Parent/Volunteer Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Volunteer Logs

Coordination and Integration

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

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

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure 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

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, ESOL

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

Title III funds are used 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 (K-12)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

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

Title VI, Part B

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The 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.
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
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
Housing Programs - N/A
NA
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
NA
Career and Technical Education
NA
Job Training
NA
Other
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 77%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by 9 percentage points to 77% . The area of deficiency among Hispanic students subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1-Vocabulary. The results of the 2014 FCAT Reading 2.0 Test indicate 66% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ED subgroup by 9 percentage points to 75% . The area of deficiency among students in the ED subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1- Vocabulary.

G1.B1.S1 Employ additional researched-based interventions through with assistive technology programs to differentiate instruction using Reading Plus 4.0 to promote acquisition of vocabulary and comprehension skills.

PD Opportunity 1

Students will complete a minimum of 3 lessons a week in Reading Plus focusing on vocabulary skills.

Facilitator

Monica Andrews

Participants

3rd-5th grade Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Reading Plus Reports

G1.B2 The results of the 2013 FCAT Reading indicate that 53% of ELL students achieved proficiency. Our goal is to increase student proficiency 15 percentage points to 68%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.

G1.B2.S1 ELL teaching strategies will be used in the delivery of instruction and lesson plans to provide assistance with identifying cause-and-effect relationships in text. The FL Reading Wonders will be a resource for planning and delivering instruction.

PD Opportunity 1

Students will read and comprehend literature and informational text at grade level from the Reading Wonders Series Literature Anthology. Students should be able to identify causal relationships embedded in text. Students must be familiar with text structures such as cause/effect.

Facilitator

Iliana Moreno

Participants

K-5th grade Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Wonders Weekly Assessments

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 33% of the students achieved level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase level 4 student proficiency by 3 percentage points to 36%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.

G1.B5.S1 Students will participate in an Enrichment Instruction Program outside of school hours. The program will enhance current curriculum to include reinforcement in the category of Reading Application using Achieve 3000.

PD Opportunity 1

Students will complete Achieve 3000 sessions based no Reading Application skills.

Facilitator

Susan Eick

Participants

3rd-5th Grade Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Achieve 3000 Data Reports

G3. The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 81%.

G3.B2 The result of the 2013 FCAT 2.0 Mathematics Test indicates that 70% of students in the Students With Disabilities (SWD) subgroup achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage point to 75%. The area of deficiency among Students with Disabilities (SWD) subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 1 - Number: Operations, Problems, and Statistics

G3.B2.S1 Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations

PD Opportunity 1

Students will complete a minimum of 2 sessions a week in Success Maker focusing on number sense and operations.

Facilitator

Santos Flores

Participants

3rd - 5th Grade Mathematics Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Success Maker Reports

G3.B5 The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% of our student made learning gains. Our goal for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points to 78%. The area of deficiency noted on the 2013 administration of the FCAT Mathematics 2.0 Test was Number Sense and Operations reporting category

G3.B5.S1 Teachers will provide students with supplemental and focused math mini-lessons during small group instruction to meet the needs of the individual students. Small group instruction will focus on Number Sense and Operations concepts.

PD Opportunity 1

Teachers will develop focus mini-lessons targeting Number Sense and Operations concepts.

Facilitator

Milagros Ramos

Participants

3rd - 5th Grade Mathematics Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and weekly assessments

G3.B6 The result of the 2013 FCAT Mathematics Test indicates that 82% in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the number of students in the lowest 25% making learning gains by 2 percentage point to 84%. The area of deficiency is reporting category Geometry and Measurement.

G3.B6.S1 Teachers will provide additional instruction during before/after school tutoring programs that will provide supplemental reinforcement for students struggling in mathematical concepts. Special emphasis will be focused on Geometry and Measurement concepts.

PD Opportunity 1

Disseminate and analyze classroom assessment data and instructional technology reports.

Facilitator

Helga Chalas

Participants

FCAT Tutoring Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring program attendance

G6. Our goal for the 2013 - 2014 school year is to monitor early warning signs at the elementary school level.

G6.B1 Based on data, in the 2012 – 2013 school year the student attendance rate was 2% (16) of the students who missed 10% or more. Our goal for the 2013 – 2014 school year is to decrease the excessive absences rate by 1%. Excessive absences were caused by a lack of communication to parents/guardians of the importance of attending school daily.

G6.B1.S1 Parent Academy workshops will be provided to stress the importance of attendance and punctuality to parents and the community.

PD Opportunity 1

Send Connect Ed. messages to parents/guardians when students are absent or tardy.

Facilitator

Connect Ed Representative

Participants

Office Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Connect Ed. Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 77%.	$87,720
G3.	The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 81%.	$29,070
G4.	The result of the 2013 FCAT 2.0 Science test indicates that 70% achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 73%.	$8,904
G6.	Our goal for the 2013 - 2014 school year is to monitor early warning signs at the elementary school level.	$1,000
	Total	$126,694

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Professional Development	Total
Operational	$119,444	$7,250	$0	$126,694
Total	$119,444	$7,250	$0	$126,694

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 77%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 68% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the Hispanic subgroup by 9 percentage points to 77% . The area of deficiency among Hispanic students subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1-Vocabulary. The results of the 2014 FCAT Reading 2.0 Test indicate 66% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency in the ED subgroup by 9 percentage points to 75% . The area of deficiency among students in the ED subgroup, as noted on the 2013 administration of the FCAT Reading 2.0, was Reporting Category 1- Vocabulary.

G1.B1.S1 Employ additional researched-based interventions through with assistive technology programs to differentiate instruction using Reading Plus 4.0 to promote acquisition of vocabulary and comprehension skills.

Action Step 1

Students will complete a minimum of 3 lessons a week in Reading Plus focusing on vocabulary skills.

Resource Type

Evidence-Based Program

Resource

A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Funding Source

Operational

Amount Needed

$1,470

G1.B2 The results of the 2013 FCAT Reading indicate that 53% of ELL students achieved proficiency. Our goal is to increase student proficiency 15 percentage points to 68%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.

G1.B2.S1 ELL teaching strategies will be used in the delivery of instruction and lesson plans to provide assistance with identifying cause-and-effect relationships in text. The FL Reading Wonders will be a resource for planning and delivering instruction.

Action Step 1

Students will read and comprehend literature and informational text at grade level from the Reading Wonders Series Literature Anthology. Students should be able to identify causal relationships embedded in text. Students must be familiar with text structures such as cause/effect.

Resource Type

Evidence-Based Program

Resource

Reading Wonders is a K-6 core reading program designed specifically for the Common Core State Standards. As the first and only elementary reading program built from the ground up to address the all new Common Core State Standards for English Language Arts, Reading Wonders will promote advanced skills and help prepare students for a new set of common assessments that will be implemented in the 2014-2015 school year.

Funding Source

Operational

Amount Needed

$80,000

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 33% of the students achieved level 4 or above proficiency. Our goal for the 2013-2014 school year is to increase level 4 student proficiency by 3 percentage points to 36%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.

G1.B5.S1 Students will participate in an Enrichment Instruction Program outside of school hours. The program will enhance current curriculum to include reinforcement in the category of Reading Application using Achieve 3000.

Action Step 1

Students will complete Achieve 3000 sessions based no Reading Application skills.

Resource Type

Technology

Resource

Utilize high interest, nonfiction selections such as articles included in the Achieve 3000 instructional technology program, to develop distinct skills for reading nonfiction text.

Funding Source

Operational

Amount Needed

$6,250

G1.B7 The results of the 2013 FCAT Reading indicate that 71% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 3 percentage points to 74%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.

G1.B7.S1 Students will be provided with focused mini lessons based on the students' areas of need in Reading Application specifically in author's purpose, main idea, causal relationships imbedded in text and text structures such as cause/effect, compare/contrast, and chronological order during afterschool FCAT Tutoring.

Action Step 1

Students will be exposed to mini lessons in which they will identify author's purpose, main idea, causal relationships imbedded in text and text structures such as cause/effect, compare/contrast, and chronological order.

Resource Type

Professional Development

Resource

Professional Development focused on best practices on how to develop and manage differentiated instruction across the curriculum.

Funding Source

Operational

Amount Needed

$0

G3. The result of the 2013 FCAT 2.0 Mathematics Test indicates that 75% achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 81%.

G3.B1 The results of the 2013 FCAT 2.0 Math Test indicates that 75% students in the Hispanic subgroup achieved proficiency. Our goal for the 2013 - 2014 school year is to increase Hispanic students proficiency by 6 percentage points to 81%. The area of deficiency among Hispanic students subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 2 - Number: Fractions The result of the 2013 FCAT 2.0 Mathematics Test indicates that 74% of students in the Economically Disadvantage (ED) subgroup achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage point to 80%. The area of deficiency among Economically Disadvantage (ED) students subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 2 - Number: Fractions

G3.B1.S1 Employ additional researched-based interventions with assistive technology programs (GO Math! Florida) which provides interactive, voiced instruction and practice providing alternative approaches in number sense and fractions.

Action Step 1

Students will participate in Go Math! Think Central interventions focused on number sense and fractions.

Resource Type

Evidence-Based Program

Resource

GO Math! is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The flexibility, comprehensiveness, and rigor of GO Math! provide personalized and adaptive 21st-century instruction to ensure success.

Funding Source

Operational

Amount Needed

$25,070

G3.B2 The result of the 2013 FCAT 2.0 Mathematics Test indicates that 70% of students in the Students With Disabilities (SWD) subgroup achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage point to 75%. The area of deficiency among Students with Disabilities (SWD) subgroup, as noted on the 2013 administration of the FCAT Mathematics test was Category 1 - Number: Operations, Problems, and Statistics

G3.B2.S1 Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations

Action Step 1

Students will complete a minimum of 2 sessions a week in Success Maker focusing on number sense and operations.

Resource Type

Evidence-Based Program

Resource

Engage students in activities to use technology that include visual stimulus to develop conceptual understanding of mathematical concepts using Success Maker Instructional Technology Program.

Funding Source

Operational

Amount Needed

$4,000

G4. The result of the 2013 FCAT 2.0 Science test indicates that 70% achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 73%.

G4.B1 The result of the 2013 FCAT 2.0 Science test indicates that 39% achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 41%.The area of deficiency as noted on the administration of the 2014 Science FCAT 2.0 is Physical Science.

G4.B1.S1 Students will benefit from technology-based programs which facilitate, remediate, reinforce, and enhance student's science concept.

Action Step 1

Teachers will infuse instructional technology programs (Discovery Education and FCAT Explorer) that incorporate rigorous, interactive science concepts and scaffolds instruction reinforcing essential prior knowledge required to make concept connections.

Resource Type

Evidence-Based Program

Resource

Interactive simulations in science for teachers and students to utilize in grades K-12 that is designed as supplemental curriculum materials that support state standards.

Funding Source

Operational

Amount Needed

$8,904

G6. Our goal for the 2013 - 2014 school year is to monitor early warning signs at the elementary school level.

G6.B1 Based on data, in the 2012 – 2013 school year the student attendance rate was 2% (16) of the students who missed 10% or more. Our goal for the 2013 – 2014 school year is to decrease the excessive absences rate by 1%. Excessive absences were caused by a lack of communication to parents/guardians of the importance of attending school daily.

G6.B1.S1 Parent Academy workshops will be provided to stress the importance of attendance and punctuality to parents and the community.

Action Step 1

Send Connect Ed. messages to parents/guardians when students are absent or tardy.

Resource Type

Technology

Resource

Connect Ed. is a mass notification service used for parental communication.

Funding Source

Operational

Amount Needed

$1,000