



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Biscayne Elementary School

800 77TH ST

Miami Beach, FL 33141

305-868-7727

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 89%
Alternative/ESE Center No	Charter School No	Minority Rate 92%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Biscayne Elementary School

Principal

Maria P. Costa

School Advisory Council chair

Ms. Ana Herrera

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

Name	Title
Maria P. Costa	Principal
Ericka Urbanik	Assistant Principal
Dr. Sanatana-Vega	Assistant Principal
Josefina Borges	Math/Reading Liaison
Elizabeth Willkom	IB Coordinator
Jane Kendrick	Media Specialist
Yvette Perez	Grade Level Chair
Shirley Brown	Grade Level Chair
Ana Herrera	Grade Level Chair
Iris Garcia	Grade Level Chair
Vivianna Padron	Grade Level Chair
Lizbeth Garica	Grade Level Chair
Angela Ramsingh	Special Area Chair
Marleen Desdunes	UTD Representative

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

Describe the membership of the SAC including position titles.

The Biscayne Elementary community School Educational Excellence School Advisory Council has been designated as the school body responsible for monitoring school improvement, professional collaboration and authentic representative decision making.

The Educational Excellence Council shall be made up of 7 teachers plus one alternate, 5 parents plus one alternate, 1 student plus one alternate student, 1 educational support employee plus one alternate education support employee, 6 business/community representatives, the UTD steward, one alternate principal and the principal. With the exception of the principal, business/community representatives and the parents, all other members shall be elected by their constituent groups. Teachers, parents, students and educational support employees shall also elect an alternate representative. The council will represent the ethnic, racial, linguistic and economic community served by Biscayne Elementary Community School.

1.

- 1 Principal Maria Costa
- 1 Administrator Alternate Dr. Santana-Vega
- 1 UTD steward Angela Ramsingh
- 7 Teacher s Ana Herrera
- Teacher Vivianna Padron
- Teacher Josefina Borges
- Teacher Jacqueline Adler
- Teacher Tanya Diaz
- Teacher Jennifer Velez-Caraballo
- Teacher Maria Iglesias-Ramesar
- Teacher Alternate Rafael Oviedo
- 6 Parents Teo Palmieri
- Parent Esther Vela
- Parent Alexandra Cedeno
- Parent Karen Alfonso
- Parent Carmen Jones
- Parent Alternate Emilia Diaz
- 2 Educational Support Aurora Zayas
- Educational Alternate Kimberly Martin

Include each position title and the number of people in that position (i.e.: principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support, student – 1, BCR – 3.....)

- 1 Student Alinez Hernandez
- Student Alt. Ethan Reta
- 6 BCR George Pardo
- BCR Jose Chorens
- BCR Sigredo Delgado
- BCR Alex Kurkin
- BCR Leonir Hernandez
- BCR Daisy Herrera-Kall

Involvement of the SAC in the development of the SIP

The involvement of the SAC in the development of this SIP was to assure that a portion of funds provided in the annual General Appropriations Act would be used for implementing the school improvement plan.

In addition, to provide tools and resources to ensure compliance and provide financial and budgetary information

Activities of the SAC for the upcoming school year

The EESAC will have a minimum of 4 meetings during the 2013-2014 school year. Topics to be discussed and/or reviewed include, but are not limited to: budget, SIP, student achievement/progress, and curricular resources needed.

Throughout the school year the SAC will continue to monitor, review and revise the School Improvement Plan, analyze data from baseline, midyear, interim and FCAT assessments, review the budget, monitor the status of technology at the school, and track the academic opportunities offered to the students.

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

The EESAC Funds will be used to support school-wide tutoring programs and to purchase the materials needed for those programs. In addition, the funds will also be utilized to purchase curricular resources, science resources. Chapter books, writing mentoring text, and science supplies will be purchased with funds.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria P. Costa

Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

B.S.-English, M.S.-Business Administration, Certified in Elementary Education, Certified in Educational Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 45%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO –45%
 Math AMO–53
 2012 – School Grade
 Rdg. Proficiency, 50%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. AMO –50%
 Math AMO–55%
 School Grade '11 '10 '09 '
 B B A
 AYP N N Y
 High Standards Reading. 67 68 76
 High Standards Math 75 72 80
 Learning Gains-Reading 63 65 71
 Learning Gains-Math 72 63 64
 Gains-Reading-25% 48 62 61
 Gains-Math-25% 72 66 58

Ms. Erika Urbanik

Asst Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

B.S.- Primary Education, M.S.-Educational Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 45%
 Math Proficiency,53%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% -
 63 points
 Math Imp. of Lowest 25% -
 63 points
 Rdg. AMO –45%
 Math AMO–53
 2012 – School Grade
 Rdg. Proficiency, 50%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 74 points
 Rdg. AMO –50%
 Math AMO–55%
 School Grade
 '11 '10 '09
 C A A
 AYP
 N N N
 High Standards Reading
 58 71 77
 High Standards Math 71 75 70
 Learning Gains-Reading
 50 69 74 Learning Gains-Math 59 64 65
 Gains-Reading-25% 41 69 75
 Gains-Math-25% 61 69 76

Dr. Karmenchu Santana-Vega

Asst Principal

Years as Administrator: 16

Years at Current School: 12

Credentials

B.S.-Sociology, M.S.- Educational, M.S.-Bilingual/Bi-cultural Education, Ed. S.-Guidance and Counseling, Ed. D.-Educational Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 45%
 Math Proficiency,53%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO –45%
 Math AMO–53
 2012 – School Grade
 Rdg. Proficiency, 50%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. AMO –50%
 Math AMO–55%
 School Grade
 '11 '10 '09
 B B A
 AYP N N Y
 High Standards Reading 67 68 70
 High Standards Math 75 72 77
 Learning Gains-Reading. 63 65 70
 Learning Gains-Math 72 63 78
 Gains-Reading-25% 48 62 64
 Gains-Math-25% 72 66 66

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Josefina Borges		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Mathematics	
Credentials	B.S.-Elementary Education, M.S.-Elementary Education Education, Ed. D.-Curriculum Development and Leadership	
Performance Record	2013 – School Grade Rdg. Proficiency, 45% Math Proficiency, 53% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –45% Math AMO–53 2012 – School Grade Rdg. Proficiency, 50% Math Proficiency, 55% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 74 points Rdg. AMO –50% Math AMO–55% School Grade '11 '10 '09 B B A AYP N N Y High Standards Reading 67 68 70 High Standards Math 75 72 77 Learning Gains-Reading. 63 65 70 Learning Gains-Math 72 63 78 Gains-Reading-25% 48 62 64 Gains-Math-25% 72 66 66	

Classroom Teachers

of classroom teachers

52

receiving effective rating or higher

52, 100%

Highly Qualified Teachers

81%

certified in-field

52, 100%

ESOL endorsed

40, 77%

reading endorsed

2, 4%

with advanced degrees

26, 50%

National Board Certified

4, 8%

first-year teachers

1, 2%

with 1-5 years of experience

5, 10%

with 6-14 years of experience

30, 58%

with 15 or more years of experience

16, 31%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

In order to retain highly qualified teachers the Principal will hold regular meetings for new teachers. The Assistant Principal will partner new and veteran teachers in order to provide support. Recruitment strategies include the school principal establishing partnerships with local universities in reference to intern opportunities as well as solicit referrals from current school and district employees for new teachers.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school's mentoring plan consists of pairing a new teacher with veteran teacher from the same grade level. The rationale for this pairing is to allow for the mentor and mentee to share common planning time in order to assist the mentee teacher with planning, record maintenance, and instructional strategies. Classroom visitations, modeling of effective teaching strategies can be better shared within the same grade level.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for

the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

MTSS/Rtl leadership consist of the following individuals:

- Ms. Erika Urbanik, Assistant Principal ensures commitment and allocates resources;
 - Ms. Perez, Ms. Brown, Ms. Herrera, Ms. I Garcia, Ms. Padron, Ms. L. Garcia, serve as Grade Level Chairs and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
 - The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
 - Dr. Josefina Borges, Math/Reading Liaison
 - Ms. E. Willkom, Special education personnel
 - Mrs. Roslyn Jaffe, School guidance counselor
- School Psychologist Yoselin Gallo
Social Worker Debbie Maestre

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data for the end of year Tier 1 problem solving

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Data Sources will include:

Academic

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

Behavior/Attendance

- 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
- Referrals to special education programs

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 Florida RtI online training providing a network of ongoing support for RtI. In addition, the MTSS leadership Team will monitor the school's consensus, infrastructure, and Implementation using the Belief of RtI Scale Survey to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of NTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:** 16,200

Biscayne Elementary Community School's after school program reinforces students' daily lessons. After School personnel accesses web pages related to the subjects the students are studying to obtain additional information. Afterschool personnel access Houghton Mifflin Harcourt' ThinkCentral. In addition students have access to educational Software; Success Maker, Gizmo, Brain Pop, Tumble Books. The after school program also provides Enrichment programs providing Chess, Soccer, Arts 4 Learning, Ballet and Cardio Defense.

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?

The after-school assistant principal collects and analyzes the results of students Baseline and pretest scores of students enrolled in the after-school program. She monitors the students quarterly and interim to determine what tutoring groups. She will use the Grade K-2 SAT and Grades 3-5 FCAT Assessments as summative assessments.

Who is responsible for monitoring implementation of this strategy?

Dr. Santana-Vega, Assistant Principal

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

Name	Title
Erika Urbanik	Assistant Principal
Josefina O. Borges,	Reading Liaison
Jane Kendrick	Media Specialist
Maria P. Costa	Principal
Yvette Perez	Kindergarten Chairperson
Shirley Brown	First Grade Chairperson
Ana Herrera	Second Grade Chairperson
Iris Garcia	Third Grade Chairperson
Vivianna Padron	Fourth Grade Chairperson
Lizeth Garcia	Fifth Grade Chairperson

How the school-based LLT functions

The LLT meets monthly in order to develop and provide access to innovative, creative, and effective strategies to share with teachers.

The Assistant Principal ensures that the proper professional development activities have been provided

to the school staff, will ensure implementation of the LLT intervention support and documentation, and will communicate with parents regarding MTSS/Rtl plans and activities in a timely fashion, providing support for progress monitoring and use of resources.

The Reading Coach monitors on-going assessments and supervises reading intervention strategies for students based on data. In addition, the Reading Coach develops reading activities, strategies, materials and curriculum for use in the classroom and provides professional development opportunities for teachers.

The Media Specialist encourages family literacy practices through sponsorship of various activities throughout the school year. The Media Specialist supports instruction by organizing and providing resources and materials. She assists teachers and students in the implementation of technology and research.

The Grade Level Chairpersons provide communication between the grade levels and LLT.

Major initiatives of the LLT

The major initiatives of the LLT this year will be Respond to Intervention.

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

Biscayne Elementary Community School provides orientations, tours, and individual parent and staff meetings for neighboring school PK and K students (Head Start, Private and Public). Half day orientations are planned and conducted where the students and parents visit the school and classrooms to see the daily routine for the students. Additionally, information is provided for all parents in the front office, via written, verbal, and ConnectEd messages. Additional information is provided by the distribution of "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year. All incoming ELL students are assessed by an online CELLA Assessment and program placement is determined by individual students' need.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida's funding of Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to acquire knowledge through initiatives shared with supportive adults. In selecting school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	45%	No	61%
American Indian				
Asian	83%	0%	No	85%
Black/African American	42%	36%	No	48%
Hispanic	56%	45%	No	60%
White	74%	58%	No	77%
English language learners	45%	36%	No	51%
Students with disabilities	40%	34%	No	46%
Economically disadvantaged	55%	44%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	26%	30%
Students scoring at or above Achievement Level 4	54	16%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	10	83%	83%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

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)	141	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	76	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	75	26%	33%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	50	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	53%	No	66%
American Indian				
Asian	83%		No	85%
Black/African American	48%	36%	No	53%
Hispanic	62%	53%	No	66%
White	77%	69%	No	79%
English language learners	56%	45%	No	60%
Students with disabilities	46%	37%	No	51%
Economically disadvantaged	60%	52%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	27%	30%
Students scoring at or above Achievement Level 4	78	24%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	18%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	82%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

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	27	25%	29%
Students scoring at or above Achievement Level 4	17	16%	18%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	600	95%	96%

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	110	15%	14%
Students retained, pursuant to s. 1008.25, F.S.	57	8%	7%
Students who are not proficient in reading by third grade	10	1%	1%
Students who receive two or more behavior referrals	46	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	83	71%	64%

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 45 percent of students at Biscayne Elementary Community School scored proficient. Our goal on the 2014 FCAT 2.0 Reading is for 61 percent of students to score proficient, an increase of 16 percentage points.
- G2.** As noted in the 2013 Writing FCAT, 47 percent of students scored 3.5 or higher. The Writing Goal for 2014 Writing FCAT is for 52 percent of all students to score 3.5 or higher, an increase of five percentage points.
- G3.** On the 2013 FCAT 2.0 Math, 53 percent of students at Biscayne Elementary Community School scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 66 percent of students to score at a level 3 or above, an increase of 13 percentage points.
- G4.** On the 2013 FCAT 2.0 Science, 41 percent of students at Biscayne Elementary scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 47 percent of students to score at a level 3 or above, an increase of 6 percentage points.
- G5.** The STEM Goal 2014 is to increase the number of STEM experiences from 4 experience to 5 while increasing the participation rate of all students.
- G6.** The EWS Goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 45 percent of students at Biscayne Elementary Community School scored proficient. Our goal on the 2014 FCAT 2.0 Reading is for 61 percent of students to score proficient, an increase of 16 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Computer Based Programs (PMRN, Edusoft, SuccessMaker, River Deep, FCAT Explorer, and Accelerated Reader)
- Chapter Books/Novels
- Time for Kids
- Interventionist

Targeted Barriers to Achieving the Goal

- As noted in the 2013 FCAT 2.0 36% of Black students, 58% of White students, and 44% of ED scored proficient in the reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 48% of Black students, 77% of White students, and 60% of ED students to score proficient in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.
- As noted in the 2013 FCAT 2.0 only 45% of Hispanic students, 36% of ELL students, and 34% of SWD scored proficient in the reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 60% of Hispanic students, 51% of ELL students, and 46% of SWD to score proficient in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 1 Vocabulary. Students need strategies that help them determine meanings of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- As noted in the 2013 FCAT 2.0 only 26% of students scored a level 3 and 16% of students scored levels 4-5. The reading goal for the 2014 FCAT 2.0 is for 30% of students to score Level 3 and 18% of students to score levels 4-5 in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.
- As noted in the Reading Portion of 2013 FAA 17% of students scored levels 4-6 and 83% of students scored levels 7-9. The reading goal for the 2014 FAA is for 17% of students to score Levels 4-6 and 83% of students to score Levels 7-9 in the Reading portion of the FAA. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.
- As noted in the 2013 FCAT 2.0 only 66% of all students made learning gains and only 63% of the lowest 25% of students made learning gains in the Reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 69% of all students to make learning gains and 67% of the Lowest 25% of students to make learning gains the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 1 Vocabulary. Students need strategies that help them determine meanings of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- As noted in the 2013 CELLA only 49% of students scored proficient in the Listening Portion, 27% of students scored proficient in the Reading portion, and only 26% of students scored proficient in the writing portion. The goal for the 2014 CELLA is for 54% of students to score

proficient in the Listening portion of the assessment, 34% of student to score proficient in the Reading portion, and 33% of students to score proficient in the writing portion of the assessment. Students need strategies to help them acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Plan to Monitor Progress Toward the Goal

Review results of District Interim Assessments, PMRN Reports, and SuccessMaker Data to monitor students' progress

Person or Persons Responsible

LLT

Target Dates or Schedule:

DATA Chats

Evidence of Completion:

District Interim Assessments, PMRN Reports, 2014 FCAT 2.0

G2. As noted in the 2013 Writing FCAT, 47 percent of students scored 3.5 or higher. The Writing Goal for 2014 Writing FCAT is for 52 percent of all students to score 3.5 or higher, an increase of five percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Mentor Text, interventionist

Targeted Barriers to Achieving the Goal

- Students' performance data from 2013 FCAT WRITING indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with a telling story that utilized correct spelling, conventions, grammar, capitalization and punctuation.

Plan to Monitor Progress Toward the Goal

Data chats to discuss student progress and adjust strategies and intervention.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District-wide interim writing prompts, 2014 Writing FCAT

G3. On the 2013 FCAT 2.0 Math, 53 percent of students at Biscayne Elementary Community School scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 66 percent of students to score at a level 3 or above, an increase of 13 percentage points.

Targets Supported

Resources Available to Support the Goal

- Manipulatives, Computer Based Programs (Succssmaker, Gizmos, Discover Education, Brainpop, and ThinkCentral).

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0, 36 % of students in the Black Subgroup and 69 % of students in the White Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 53% of the students in the Black subgroup and 79% of students in the White subgroup to score proficient. Students need support in problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations
- According to the results of the 2013 FCAT 2.0, 53% of students in the Hispanic Subgroup and 45 % of students in the ELL Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 66% of students to in the Hispanic Subgroup and 60% of students in the ELL subgroup to score proficient. Students need many and varied opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.
- According to the results of the 2013 FCAT 2.0, 37% of students in the SWD Subgroup and 52% of students in the ED Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 51% of students in the SWD Subgroup and 64% of students in the ED Subgroup to score proficient. Students need increased opportunities to identify, compare and order fractions in real world contexts.
- According to the results of the 2013 FCAT 2.0, 27% of students scored Level 3 and 24% of students scored Levels 4-5 in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 30% of students to score Level 3 and for 25% of students to score Levels 4-5. Students experienced difficulty in Reporting Category 1, Numbers: Base Ten and Fractions. Students need instructional develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; and describe real-world situations using positive and negative numbers.
- According to the results of the 2013 FAA, 18% of students scored Levels 4-6 and 82% of students scored Levels 7-9 in the mathematics portion of the assessment. and The goal for the 2014 FAA is to maintain the percent of students scoring at levels 4-9. Students need to increase the skills necessary to identify, recall, or perform the solving of simple math problems.
- According to the results of the 2013 FCAT 2.0, 69% of all students showed learning gains in the mathematics portion of the assessment while 63% of the lowest 25% of students showed learning gains in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 72% of all students to show learning gains and for 67% of the lowest 25% of students to show learning gains. Students experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need many and varied opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to

represent mathematical operations as well as create equivalent representation of given numbers.

Plan to Monitor Progress Toward the Goal

Will hold quarterly DATA chats to monitor student progress

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Edusoft Reports of District-Wide Math Interims and Unit Assessments 2014 FCAT 2.0 2014 FAA

G4. On the 2013 FCAT 2.0 Science, 41 percent of students at Biscayne Elementary scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 47 percent of students to score at a level 3 or above, an increase of 6 percentage points.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- GIZMOS and Discover Education, computer based program, essential lab materials

Targeted Barriers to Achieving the Goal

- As noted in the science portion of the 2013 FCAT 2.0 25% of students in grade 5 scored level 3 and 16% of students in grade 5 scored levels 4-5 with the area of deficiency in Physical Science.

Plan to Monitor Progress Toward the Goal

Will hold data chats to review students progress in order to adjust instruction and strategies

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Students Science journals, District-wide interim assessments, GIZMO Reports, 2014 FCAT 2.0

G5. The STEM Goal 2014 is to increase the number of STEM experiences from 4 experience to 5 while increasing the participation rate of all students.

Targets Supported

Resources Available to Support the Goal

- Manipulatives

Targeted Barriers to Achieving the Goal

- In 2012-13 School year 4 STEM experiences were provided for students (Fairchild Challenge, Science Fair, SWAT Night, and Nutrient Cooking Classes). For the 2013-2014 School year the goal is to increase the number experiences by 1.
- In 2012-13 School year 95% of students participated in STEM activities. For the 2013-2014 School Year the goal is to increase the percent of all students participating to 96%.

Plan to Monitor Progress Toward the Goal

Classroom assessments with targeted benchmarks and math journal reflection

Person or Persons Responsible

Classroom Teachers, Leadership Team

Target Dates or Schedule:

March 2014

Evidence of Completion:

Results from the 2014 FCAT Math Assessment

G6. The EWS Goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Visiting Teacher, School Guidance Counselor, SpotSuccess

Targeted Barriers to Achieving the Goal

- 15% (110) of students missed 10% or more of available instructional time in the 2012-2013 school year. The goal for the school year 2013-2014 is to reduce percent of student to 14%.
- 8% (57) of students received two or more behavior referrals while 1% (10) of students referrals led to suspension. The goal for the school year 2013-2014 is to reduce percent of student receiving receiving tow or more behavior referrals to 7% , while maintaining the number of suspensions to 1%.
- 7% (46) of students were retained in the 2012-2013 school year. The goal for the school year 2013-2014 is to reduce percent of student to 6%.
- 71% (83) of students were not proficient in reading by 3rd grade in the 2012-2013 school year. The goal for the school year 2013-2014 is to reduce percent of student to 64%.

Plan to Monitor Progress Toward the Goal

Review results of District Interim Assessments, FAIR, and Successmaker Data to monitor students' progress and adjust interventions.

Person or Persons Responsible

MTSS/Rtl Leadership Team.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments, FAIR, and Successmaker Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 45 percent of students at Biscayne Elementary Community School scored proficient. Our goal on the 2014 FCAT 2.0 Reading is for 61 percent of students to score proficient, an increase of 16 percentage points.

G1.B1 As noted in the 2013 FCAT 2.0 36% of Black students, 58% of White students, and 44% of ED scored proficient in the reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 48% of Black students, 77% of White students, and 60% of ED students to score proficient in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

G1.B1.S1 Teachers will use grade-level appropriate text that include informational text/research process in a variety of ways, including close reads, making connections, questioning, visualizing, determining importance in text and synthesizing information.

Action Step 1

Through whole class and differentiated instruction, teachers will provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Person or Persons Responsible

Grade level teachers, SPED Teachers, Reading Interventionist

Target Dates or Schedule

Once a month Professional Learning Community

Evidence of Completion

Lesson Plans, Student Response Journals

Action Step 2

Through Professional Learning Communities, teachers will be provided increased opportunities for professional collaboration in order to share best practices in reading.

Person or Persons Responsible

Grade level teachers, SPED Teachers, Reading Interventionist

Target Dates or Schedule

Once a month

Evidence of Completion

Agendas, Lesson Plans, Student Response Journals

Facilitator:

Reading Coach Liaison

Participants:

Grade level teachers, SPED Teachers, Reading Interventionist

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

Administer Unit Assessment, District-Wide Interim Assessment, PMRN

Person or Persons Responsible

Reading Teachers, Reading Liaison

Target Dates or Schedule

Biweekly and Quarterly

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Conduct Data Chats to review student progress and adjust instruction and strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

G1.B1.S2 Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims. Teachers will use Florida Achieves to reinforce benchmarks.

Action Step 1

Teachers will use Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G1.B1.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score at least 70% on mini bench mark assessments.

G1.B2 As noted in the 2013 FCAT 2.0 only 45% of Hispanic students, 36% of ELL students, and 34% of SWD scored proficient in the reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 60% of Hispanic students, 51% of ELL students, and 46% of SWD to score proficient in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 1 Vocabulary. Students need strategies that help them determine meanings of words and phrases as they are used in a text, distinguishing literal from non-literal language.

G1.B2.S1 Through whole group and differentiated instruction, teachers will use of strategies that will emphasize deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

During pre-reading activities teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Person or Persons Responsible

Grade level teachers, ELL and SPED Teachers, Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly lesson plans, student response journals

Action Step 2

Provide Professional Development opportunities that will enhance teachers whole group and differentiated instruction and the use of graphic organizers.

Person or Persons Responsible

Grade level teachers, ELL and SPED Teachers, Interventionist

Target Dates or Schedule

After school and Saturdays through the months of October and November 2013

Evidence of Completion

Agendas and rosters

Facilitator:

McGraw-Hill Personnel

Participants:

Reading Teachers

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

Administer Unit Assessment, District-Wide Interim Assessment, PMRN

Person or Persons Responsible

Reading Teachers, Reading Liaison

Target Dates or Schedule

Biweekly and Quarterly

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Conduct Data chats to monitor student progress and adjust instruction and strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports, PMRN Reports, Successmaker Reports, 2014 FCAT 2.0

G1.B2.S2 Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G1.B2.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G1.B3 As noted in the 2013 FCAT 2.0 only 26% of students scored a level 3 and 16% of students scored levels 4-5. The reading goal for the 2014 FCAT 2.0 is for 30% of students to score Level 3 and 18% of students to score levels 4-5 in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

G1.B3.S1 Teachers will use exemplary lesson plans in order to assure that students are provided with opportunities to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

Action Step 1

Teachers will develop and implement exemplary text lesson that will help students Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Activities will help students to identify causal relationships imbedded in text and familiarize them with text structures such as cause/effect, compare/contrast, and chronological order. In addition these units will provide students practice in identifying topics and theme within texts.

Person or Persons Responsible

Grade level teachers and SPED Teachers

Target Dates or Schedule

September 2013-March 2013

Evidence of Completion

Exemplary Text Lesson Plans, students response journals

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

Administer Unit Assessment, District-Wide Interim Assessment, PMRN

Person or Persons Responsible

Reading Teachers, Reading Liaison

Target Dates or Schedule

Biweekly and Quarterly

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Conduct Data Chats to review student progress and adjust instruction and strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

G1.B3.S2 Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims. Teachers will use Florida Achieves to reinforce benchmarks.

Action Step 1

Teachers will use Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Curriculum Coach, Classroom Teachers, Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

.Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G1.B3.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G1.B4 As noted in the Reading Portion of 2013 FAA 17% of students scored levels 4-6 and 83% of students scored levels 7-9. The reading goal for the 2014 FAA is for 17% of students to score Levels 4-6 and 83% of students to score Levels 7-9 in the Reading portion of the FAA. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

G1.B4.S1 Adjust the curriculum for students in order to provide students with additional support and learning opportunities to assist them in acquiring the knowledge and skills contained in the Next Generation Sunshine State Standards Access Points

Action Step 1

Teachers will provide Students with multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols.

Person or Persons Responsible

Grade level teachers and SPED Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student responses

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

Monitor students responses using teacher created rubrics

Person or Persons Responsible

ESE Chairperson and Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Students journals

Plan to Monitor Effectiveness of G1.B4.S1

Weekly teacher created assessments

Person or Persons Responsible

Teachers, ESE Chairperson, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and mini assessments.

G1.B5 As noted in the 2013 FCAT 2.0 only 66% of all students made learning gains and only 63% of the lowest 25% of students made learning gains in the Reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 69% of all students to make learning gains and 67% of the Lowest 25% of students to make learning gains the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 1 Vocabulary. Students need strategies that help them determine meanings of words and phrases as they are used in a text, distinguishing literal from non-literal language.

G1.B5.S1 During whole group and differentiated instruction, teachers will provide pre-reading activities that instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Action Step 1

Administer Unit Assessment, District-Wide Interim Assessment, PMRN

Person or Persons Responsible

Reading Teachers, Reading Liaison

Target Dates or Schedule

Biweekly and Quarterly

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

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

Conduct Data Chats to review student progress and adjust instruction and strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Review results of District Interim Assessments, PMRN Reports, and SuccesMaker Data to monitor students' progress

Person or Persons Responsible

Classroom teachers, Reading Coach, Administrators

Target Dates or Schedule

Quarterly Data Chats

Evidence of Completion

Edusoft Reports, PMRN Reports, and Successmaker Reports

G1.B5.S2 Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims. Teachers will use Florida Achieves to reinforce benchmarks.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G1.B5.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G1.B6 As noted in the 2013 CELLA only 49% of students scored proficient in the Listening Portion, 27% of students scored proficient in the Reading portion, and only 26% of students scored proficient in the writing portion. The goal for the 2014 CELLA is for 54% of students to score proficient in the Listening portion of the assessment, 34% of student to score proficient in the Reading portion, and 33% of students to score proficient in the writing portion of the assessment. Students need strategies to help them acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

G1.B6.S1 Teaching listening strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Action Step 1

Using whole group and differentiated instructions, teachers will provide instruction on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

Person or Persons Responsible

Reading Teachers, ELL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly lesson plans student response journals

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

Administer Unit Assessment, District-Wide Interim Assessment, PMRN

Person or Persons Responsible

Reading Teachers, Reading Liaison

Target Dates or Schedule

Biweekly and Quarterly

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Conduct Data Chats to review student progress and adjust instruction and strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

EduSoft Reports, PMRN Reports, 2014 FCAT 2.0

G1.B6.S2 Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims. Teachers will use Florida Achieves to reinforce benchmarks.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Weekly Mini-benchmark assessments

Person or Persons Responsible

Classroom Teachers, Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Thinkgate reports will monitor students' progress.

Plan to Monitor Effectiveness of G1.B6.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students score of 70% or above on mini bench mark assessment

G2. As noted in the 2013 Writing FCAT, 47 percent of students scored 3.5 or higher. The Writing Goal for 2014 Writing FCAT is for 52 percent of all students to score 3.5 or higher, an increase of five percentage points.

G2.B1 Students' performance data from 2013 FCAT WRITING indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with a telling story that utilized correct spelling, conventions, grammar, capitalization and punctuation.

G2.B1.S1 Students will participate in small group guided instruction along utilizing mentor text, teacher-lead groups facilitated throughout the day with peer editing and revision in class or in the small groups.

Action Step 1

Provide opportunities for meaningful small group instruction and conferencing

Person or Persons Responsible

Teachers, Interventionist, Media Specialist, Reading Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, Student writing journals

Action Step 2

Provide teachers with opportunities to share best practices of writing instruction of small group instruction and conferencing through modeling and collaborative planning.

Person or Persons Responsible

Grade Level 4 teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, Student writing journals

Facilitator:

Master 4th Grade Teacher

Participants:

Teachers new to 4th Grade

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

Teachers will administer district-wide interim writing prompts

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of monthly writing prompts, students writing journals.

Plan to Monitor Effectiveness of G2.B1.S1

District-wide interim Writing Prompts

Person or Persons Responsible

LLT

Target Dates or Schedule

Data chats to review results of students writing prompts

Evidence of Completion

Student journals, results of writing prompts, Edusoft Reports.

G3. On the 2013 FCAT 2.0 Math, 53 percent of students at Biscayne Elementary Community School scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 66 percent of students to score at a level 3 or above, an increase of 13 percentage points.

G3.B1 According to the results of the 2013 FCAT 2.0, 36 % of students in the Black Subgroup and 69 % of students in the White Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 53% of the students in the Black subgroup and 79% of students in the White subgroup to score proficient. Students need support in problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations

G3.B1.S1 Using Mathematical Practices of the Common Core State Standards, teachers will support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

Action Step 1

Through whole group and differentiated instruction, teachers will provide students opportunities to: represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa; compare and order fractions, including fractions greater than one, using models and strategies; represent and identify equivalent fractions, including fractions greater than one, using models

Person or Persons Responsible

Math Liaison, Math Teachers, Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Students Math journals

Action Step 2

Provide teachers with strategies to enhance and differentiate instruction using strategies that will engage students in rigorous and relevant curriculum based state standards.

Person or Persons Responsible

Math Liaison, Math Teachers, Interventionist

Target Dates or Schedule

November and February Professional Development Days

Evidence of Completion

PD Agendas, Students Math journals

Facilitator:

Math Liasison

Participants:

Grade Level Math Teachers

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

Analyze data from biweekly assessments, Successmaker, and District-wide interim assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Leadership Team .

Target Dates or Schedule

Ongoing

Evidence of Completion

The results of the 2014 Interim will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G3.B1.S1

Analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B1.S2 Curriculum Coach, Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

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

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G3.B1.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G3.B2 According to the results of the 2013 FCAT 2.0, 53% of students in the Hispanic Subgroup and 45 % of students in the ELL Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 66% of students to in the Hispanic Subgroup and 60% of students in the ELL subgroup to score proficient. Students need many and varied opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

G3.B2.S1 Provide opportunities for students to: • describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication

Action Step 1

Through whole group and differentiated instruction teachers will support mathematical fluency and problem solving skills in the areas of: multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations

Person or Persons Responsible

Grade level teachers, ESL teachers, SPED Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, Students' math journals

Action Step 2

Provide teachers collaborative curriculum planning time in order to share best practices in whole group and differentiated instruction to meet the needs of students in mathematics.

Person or Persons Responsible

Grade level teachers, ESL teachers, SPED Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans,

Facilitator:

Math Liaison, Master Teachers

Participants:

Grade level teachers, ESL teachers, SPED Teachers

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

Administer Unit Assessments, District-Wide Interim Assessment, SuccessMaker

Person or Persons Responsible

Classroom Teachers, math liaison, interventionist

Target Dates or Schedule

Biweekly and quarterly

Evidence of Completion

Edusoft Reports of Unit Assessments and District-Wide Interim Assessment, Successmaker Reports

Plan to Monitor Effectiveness of G3.B2.S1

Will hold quarterly DATA chats to monitor student progress

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports of District-Wide Math Interims and Unit Assessments, Successmaker, 2014 FCAT 2.0

G3.B2.S2 Curriculum Coach, Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Action Step 2

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G3.B2.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G3.B3 According to the results of the 2013 FCAT 2.0, 37% of students in the SWD Subgroup and 52% of students in the ED Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 51% of students in the SWD Subgroup and 64% of students in the ED Subgroup to score proficient. Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Through whole group and differentiated instruction, teachers will support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Teachers will utilize computer based programs such as SuccessMaker and GIZMOS

Person or Persons Responsible

Math Liaison, Classroom Teachers, Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Math Journals, SuccessMaker Reports

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

Administer Unit Assessments, District-Wide Interim Assessment

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Biweekly and quarterly

Evidence of Completion

Edusoft Reports of Unit Assessments, District-Wide Interim Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Will hold quarterly DATA chats to monitor student progress and adjust instruction

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports of District-Wide Math Interims and Unit Assessments

G3.B3.S2 Curriculum Coach, Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G3.B3.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G3.B4 According to the results of the 2013 FCAT 2.0, 27% of students scored Level 3 and 24% of students scored Levels 4-5 in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 30% of students to score Level 3 and for 25% of students to score Levels 4-5. Students experienced difficulty in Reporting Category 1, Numbers: Base Ten and Fractions. Students need instructional develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; and describe real-world situations using positive and negative numbers.

G3.B4.S1 Teachers will use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations.

Action Step 1

Through whole group and differentiated instruction, teachers will provide opportunities for students to:

- multiply multi-digit whole numbers through four digits fluently, including solving real-world problems and checking reasonableness of results
- identify an inverse equation or expression for division or multiplication problems
- describe and generalize an algebraic rule for a graphic or numeric pattern and/or relationship, including functions with two operations

Person or Persons Responsible

Math Liaison, Classroom teachers, Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Students' math journals

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

Administer Unit Assessments, District-Wide Interim Assessment

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Biweekly and quarterly

Evidence of Completion

Edusoft Reports of Unit Assessments, District-Wide Interim Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Will hold quarterly DATA chats to monitor student progress and adjust instruction

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports of District-Wide Math Interims and Unit Assessments

G3.B4.S2 Curriculum Coach, Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G3.B4.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G3.B5 According to the results of the 2013 FAA, 18% of students scored Levels 4-6 and 82% of students scored Levels 7-9 in the mathematics portion of the assessment. and The goal for the 2014 FAA is to maintain the percent of students scoring at levels 4-9. Students need to increase the skills necessary to identify, recall, or perform the solving of simple math problems.

G3.B5.S1 Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Action Step 1

Teachers will provide opportunities for repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Person or Persons Responsible

ESE Teachers and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work

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

Data Chats to review students progress and/or modify teaching strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bimonthly

Evidence of Completion

Student Math Folders/Journals

Plan to Monitor Effectiveness of G3.B5.S1

Data Chats to review students progress and/or modify teaching strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bimonthly

Evidence of Completion

Students math folders/journals

G3.B6 According to the results of the 2013 FCAT 2.0, 69% of all students showed learning gains in the mathematics portion of the assessment while 63% of the lowest 25% of students showed learning gains in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 72% of all students to show learning gains and for 67% of the lowest 25% of students to show learning gains. Students experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need many and varied opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

G3.B6.S1 Provide opportunities for students to: • solve real-world problems using multiplication and the related division facts • translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown • identify the next or a missing figure in a graphic or numeric pattern and/or relationship

Action Step 1

Through whole group and differentiated instruction provide students opportunities to use manipulatives to solve real-world problems using multiplication and related division facts.

Person or Persons Responsible

Grade level teachers, ESL teachers, SPED Teachers, Interventionist .

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Students' math journals

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

Administer Unit Assessments, District-Wide Interim Assessment

Person or Persons Responsible

Classroom Teachers and math coach

Target Dates or Schedule

Biweekly and quarterly

Evidence of Completion

Edusoft Reports of Unit Assessments, District-Wide Interim Assessment

Plan to Monitor Effectiveness of G3.B6.S1

Will hold quarterly DATA chats to monitor student progress

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports of District-Wide Math Interims and Unit Assessments

G3.B6.S2 Curriculum Coach, Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims.

Action Step 1

Teachers will use lessons from Florida Achieves to reinforce benchmarks.

Person or Persons Responsible

Teachers and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers and interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will scored using ThinkGate

Plan to Monitor Effectiveness of G3.B6.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score a minimum of 70% of mini bench mark assessments.

G4. On the 2013 FCAT 2.0 Science, 41 percent of students at Biscayne Elementary scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 47 percent of students to score at a level 3 or above, an increase of 6 percentage points.

G4.B1 As noted in the science portion of the 2013 FCAT 2.0 25% of students in grade 5 scored level 3 and 16% of students in grade 5 scored levels 4-5 with the area of deficiency in Physical Science.

G4.B1.S1 Implement all essential laboratories and promote the use of instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Teachers will conduct essential labs and Increase the rigor in science writing science journals and in laboratory conclusions as delineated by Common Core Standards.

Person or Persons Responsible

Science Liaison, Classroom Teachers, Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Science lab journals and District-wide Science Interims

Action Step 2

Teachers will be trained in the use of GIZMO in order to conduct essential labs and Increase the rigor in science writing science journals and in laboratory conclusions as delineated by Common Core Standards.

Person or Persons Responsible

Science Liaison, Classroom Teachers, Interventionist

Target Dates or Schedule

November

Evidence of Completion

Science lab journals and District-wide Science Interims

Facilitator:

GIZMO Personnel

Participants:

Science Liaison, Classroom Teachers, Interventionist

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Data chats to review student progress and adjust instruction

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Journals, Edusoft Reports, Gizmo Reports

Plan to Monitor Effectiveness of G4.B1.S1

Data chats to review student progress and adjust instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Students Science Journals District-Wide Science Interims GIZMO Reports

G4.B1.S2 Teachers and Interventionist will develop focus calendar in order to addresses areas of concerns for the whole class and individual students based on the results of the Winter Interims. Teachers will use Florida Achieves to reinforce benchmarks.

Action Step 1

Teachers will use Science level readers and science task cards to reinforce benchmarks

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students Differentiated Instruction Folders

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Weekly mini bench mark assessments will be administered to students

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments will be scored using ThinkGate

Plan to Monitor Effectiveness of G4.B1.S2

Weekly results of the mini bench mark assessments will be compared to winter interim results

Person or Persons Responsible

Curriculum Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Students will score at least 70% on mini bench mark assessments.

G5. The STEM Goal 2014 is to increase the number of STEM experiences from 4 experience to 5 while increasing the participation rate of all students.

G5.B1 In 2012-13 School year 4 STEM experiences were provided for students (Fairchild Challenge, Science Fair, SWAT Night, and Nutrient Cooking Classes). For the 2013-2014 School year the goal is to increase the number experiences by 1.

G5.B1.S1 In order to increase the number of STEM activities, teachers in the primary grades will develop a Math Fair with activities Using Mathematical Practices of the Common Core State Standards, that support mathematical fluency and problem solving proficiency.

Action Step 1

Teachers will meet to develop appropriate activities

Person or Persons Responsible

Classroom teachers, Math Coach

Target Dates or Schedule

November 2013

Evidence of Completion

Schedule of event and activities

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

Students will participate in Math Camp

Person or Persons Responsible

Math Coach, Assistant Principal

Target Dates or Schedule

March

Evidence of Completion

Students Math Journals

Plan to Monitor Effectiveness of G5.B1.S1

Classroom assessments with targeted benchmarks, interim assessments, math journal reflection

Person or Persons Responsible

Classroom Teachers, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 FCAT Math Assessment

G5.B2 In 2012-13 School year 95% of students participated in STEM activities. For the 2013-2014 School Year the goal is to increase the percent of all students participating to 96%.

G5.B2.S1 In order to increase the number of students participating in STEM activities, teachers in will develop a Math Fair with activities Using Mathematical Practices of the Common Core State Standards, that support mathematical fluency and problem solving proficiency in grade level.

Action Step 1

Teachers will meet to develop appropriate activities

Person or Persons Responsible

Classroom teachers, Math Coach

Target Dates or Schedule

November 2013

Evidence of Completion

Schedule of event and activities

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

Students will participate in Math Camp

Person or Persons Responsible

Math Coach, Assistant Principal

Target Dates or Schedule

March 2013

Evidence of Completion

Students Math Journals

Plan to Monitor Effectiveness of G5.B2.S1

Students will take a post test

Person or Persons Responsible

Classroom Teachers and Math Coach

Target Dates or Schedule

March 2014

Evidence of Completion

Student Journals and Post Test

G6. The EWS Goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions.

G6.B1 15% (110) of students missed 10% or more of available instructional time in the 2012-2013 school year. The goal for the school year 2013-2014 is to reduce percent of student to 14%.

G6.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to the Guidance Counselor for intervention services.

Action Step 1

Identify students with pattern of nonattendance

Person or Persons Responsible

School Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Daily COGNOS Reports Attendance Reports

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

Identify students with pattern of nonattendance

Person or Persons Responsible

School Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Daily COGNOS Reports Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Identify students with pattern of nonattendance

Person or Persons Responsible

School Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Daily COGNOS Reports Attendance Reports

G6.B2 8% (57) of students received two or more behavior referrals while 1% (10) of students referrals led to suspension. The goal for the school year 2013-2014 is to reduce percent of student receiving receiving tow or more behavior referrals to 7% , while maintaining the number of suspensions to 1%.

G6.B2.S1 Increase the number of opportunities to recognize positive behavior

Action Step 1

Monthly Nominate Students as IB Student of the month using SpotSucces

Person or Persons Responsible

Classroom Teachers, Guidance Counselor,

Target Dates or Schedule

Monthly Nominate Students as IB Student of the month using SpotSucces

Evidence of Completion

Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.

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

Monitor the number of students nominated for IB Tiger of the Month

Person or Persons Responsible

School Guidance Counselor and Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

SpotSuccess Reports

Plan to Monitor Effectiveness of G6.B2.S1

Monitor the number of suspensions and referrals.

Person or Persons Responsible

School Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

COGNOS report on student outdoor suspension rate.

G6.B3 7% (46) of students were retained in the 2012-2013 school year. The goal for the school year 2013-2014 is to reduce percent of student to 6%.

G6.B3.S1 Implement intervention groups three times per week utilizing McGraw-Hill Wonders Voyager, SuccessMaker, and other supplemental materials.

Action Step 1

Will focus on intervention strategies

Person or Persons Responsible

. Teacher or Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interims

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

Using FCIM will monitor results of District-wide interims and FAIR assessments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft, PMRN, and Successmaker Reports

Plan to Monitor Effectiveness of G6.B3.S1

Conduct Data Chats to review student progress and adjust intervention as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft, Successmaker, and PMRN Reports

G6.B4 71% (83) of students were not proficient in reading by 3rd grade in the 2012-2013 school year. The goal for the school year 2013-2014 is to reduce percent of student to 64%.

G6.B4.S1 Implement intervention groups three times per week utilizing McGraw-Hill Wonders, Voyager, SuccessMaker, and other supplemental materials.

Action Step 1

Will focus on intervention strategies

Person or Persons Responsible

Teacher or Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interims

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

Using FCIM will monitor results of District-wide interim and FAIR assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft, SuccessMaker, PMRN Data Reports

Plan to Monitor Effectiveness of G6.B4.S1

Conduct Data Chats to review student progress and adjust intervention as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft, Successmaker, and PMRN Assessment Reports

Coordination and Integration

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

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

Title I, Part A

Biscayne Elementary Community School provides services to ensure students requiring additional remediation are assisted through in school tutoring, after school programs, and or summer school. The district coordinates with Title II and Title III in ensuring Biscayne Elementary School's staff development needs are provided. Support services are provided to Biscayne Elementary School Students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies ; assist with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include extensive Parental Programs. Programs include: an alcohol awareness and prevention program provided by Informed Families through the Florida Partnership; Project Phase, a drop-out prevention program sponsored by the City of Miami Beach through the Children's Trust; and the Miami Beach Service Partnership Project: Achievement Plan.

Title I, Part C- Migrant

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.

Title I, Part D

The District receives funding 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 at Biscayne Elementary Community School as follows:

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

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners in the areas of Reading and Math via before and after-school tutoring.

Title VI, Part B - NA

Title X- Homeless

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

- Upon identification and classification of a student as homeless, Biscayne Elementary is eligible to receive services and will do so.
- Project Upstart, Homeless Children & Youth Program will assists the school with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Biscayne Elementary 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)

Biscayne Elementary Community School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Biscayne Elementary Community School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, peer mediation, and counseling. Additionally, the City of Miami Beach provides a Police Liaison that educates students in non-violence and anti-drug programs to ensure safety for all students.

Nutrition Programs

1) Biscayne Elementary Community School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) Biscayne Elementary Community School's Food Service Program, school breakfast, school lunch and After Care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

Housing Programs - N/A

Head Start

Biscayne Elementary Community School's Head Start program is available through Title I funds. Joint activities, including professional development and transition processes, are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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. On the 2013 FCAT 2.0 Reading, 45 percent of students at Biscayne Elementary Community School scored proficient. Our goal on the 2014 FCAT 2.0 Reading is for 61 percent of students to score proficient, an increase of 16 percentage points.

G1.B1 As noted in the 2013 FCAT 2.0 36% of Black students, 58% of White students, and 44% of ED scored proficient in the reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 48% of Black students, 77% of White students, and 60% of ED students to score proficient in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

G1.B1.S1 Teachers will use grade-level appropriate text that include informational text/research process in a variety of ways, including close reads, making connections, questioning, visualizing, determining importance in text and synthesizing information.

PD Opportunity 1

Through Professional Learning Communities, teachers will be provided increased opportunities for professional collaboration in order to share best practices in reading.

Facilitator

Reading Coach Liaison

Participants

Grade level teachers, SPED Teachers, Reading Interventionist

Target Dates or Schedule

Once a month

Evidence of Completion

Agendas, Lesson Plans, Student Response Journals

G1.B2 As noted in the 2013 FCAT 2.0 only 45% of Hispanic students, 36% of ELL students, and 34% of SWD scored proficient in the reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 60% of Hispanic students, 51% of ELL students, and 46% of SWD to score proficient in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 1 Vocabulary. Students need strategies that help them determine meanings of words and phrases as they are used in a text, distinguishing literal from non-literal language.

G1.B2.S1 Through whole group and differentiated instruction, teachers will use of strategies that will emphasize deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

PD Opportunity 1

Provide Professional Development opportunities that will enhance teachers whole group and differentiated instruction and the use of graphic organizers.

Facilitator

McGraw-Hill Personnel

Participants

Reading Teachers

Target Dates or Schedule

After school and Saturdays through the months of October and November 2013

Evidence of Completion

Agendas and rosters

G2. As noted in the 2013 Writing FCAT, 47 percent of students scored 3.5 or higher. The Writing Goal for 2014 Writing FCAT is for 52 percent of all students to score 3.5 or higher, an increase of five percentage points.

G2.B1 Students' performance data from 2013 FCAT WRITING indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with a telling story that utilized correct spelling, conventions, grammar, capitalization and punctuation.

G2.B1.S1 Students will participate in small group guided instruction along utilizing mentor text, teacher-lead groups facilitated throughout the day with peer editing and revision in class or in the small groups.

PD Opportunity 1

Provide teachers with opportunities to share best practices of writing instruction of small group instruction and conferencing through modeling and collaborative planning.

Facilitator

Master 4th Grade Teacher

Participants

Teachers new to 4th Grade

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, Student writing journals

G3. On the 2013 FCAT 2.0 Math, 53 percent of students at Biscayne Elementary Community School scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 66 percent of students to score at a level 3 or above, an increase of 13 percentage points.

G3.B1 According to the results of the 2013 FCAT 2.0, 36 % of students in the Black Subgroup and 69 % of students in the White Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 53% of the students in the Black subgroup and 79% of students in the White subgroup to score proficient. Students need support in problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations

G3.B1.S1 Using Mathematical Practices of the Common Core State Standards, teachers will support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

PD Opportunity 1

Provide teachers with strategies to enhance and differentiate instruction using strategies that will engage students in rigorous and relevant curriculum based state standards.

Facilitator

Math Liasion

Participants

Grade Level Math Teachers

Target Dates or Schedule

November and February Professional Development Days

Evidence of Completion

PD Agendas, Students Math journals

G3.B2 According to the results of the 2013 FCAT 2.0, 53% of students in the Hispanic Subgroup and 45 % of students in the ELL Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 66% of students to in the Hispanic Subgroup and 60% of students in the ELL subgroup to score proficient. Students need many and varied opportunities to foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

G3.B2.S1 Provide opportunities for students to: • describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication

PD Opportunity 1

Provide teachers collaborative curriculum planning time in order to share best practices in whole group and differentiated instruction to meet the needs of students in mathematics.

Facilitator

Math Liaison, Master Teachers

Participants

Grade level teachers, ESL teachers, SPED Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans,

G4. On the 2013 FCAT 2.0 Science, 41 percent of students at Biscayne Elementary scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 47 percent of students to score at a level 3 or above, an increase of 6 percentage points.

G4.B1 As noted in the science portion of the 2013 FCAT 2.0 25% of students in grade 5 scored level 3 and 16% of students in grade 5 scored levels 4-5 with the area of deficiency in Physical Science.

G4.B1.S1 Implement all essential laboratories and promote the use of instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Teachers will be trained in the use of GIZMO in order to conduct essential labs and Increase the rigor in science writing science journals and in laboratory conclusions as delineated by Common Core Standards.

Facilitator

GIZMO Personnel

Participants

Science Liaison, Classroom Teachers, Interventionist

Target Dates or Schedule

November

Evidence of Completion

Science lab journals and District-wide Science Interims

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 45 percent of students at Biscayne Elementary Community School scored proficient. Our goal on the 2014 FCAT 2.0 Reading is for 61 percent of students to score proficient, an increase of 16 percentage points.	\$950
G2.	As noted in the 2013 Writing FCAT, 47 percent of students scored 3.5 or higher. The Writing Goal for 2014 Writing FCAT is for 52 percent of all students to score 3.5 or higher, an increase of five percentage points.	\$150
G3.	On the 2013 FCAT 2.0 Math, 53 percent of students at Biscayne Elementary Community School scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 66 percent of students to score at a level 3 or above, an increase of 13 percentage points.	\$6,400
G4.	On the 2013 FCAT 2.0 Science, 41 percent of students at Biscayne Elementary scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 47 percent of students to score at a level 3 or above, an increase of 6 percentage points.	\$1,200
G5.	The STEM Goal 2014 is to increase the number of STEM experiences from 4 experience to 5 while increasing the participation rate of all students.	\$800
G6.	The EWS Goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions.	\$20,250
Total		\$29,750

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Materials	Evidence-Based Program	Other	Technology	Personnel
Total	\$29,750	\$400	\$1,750	\$1,200	\$6,400	\$20,000
SAC	\$400	\$1,150	\$750			
SAC Funds	\$550	\$1,000	\$450			
District	\$6,400	\$7,600	\$1,200			
Title 1	\$20,000	\$20,000				

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading, 45 percent of students at Biscayne Elementary Community School scored proficient. Our goal on the 2014 FCAT 2.0 Reading is for 61 percent of students to score proficient, an increase of 16 percentage points.

G1.B1 As noted in the 2013 FCAT 2.0 36% of Black students, 58% of White students, and 44% of ED scored proficient in the reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 48% of Black students, 77% of White students, and 60% of ED students to score proficient in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

G1.B1.S1 Teachers will use grade-level appropriate text that include informational text/research process in a variety of ways, including close reads, making connections, questioning, visualizing, determining importance in text and synthesizing information.

Action Step 1

Through whole class and differentiated instruction, teachers will provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Resource Type

Evidence-Based Materials

Resource

Complex Reading Text Chapter Books

Funding Source

SAC

Amount Needed

\$400

G1.B3 As noted in the 2013 FCAT 2.0 only 26% of students scored a level 3 and 16% of students scored levels 4-5. The reading goal for the 2014 FCAT 2.0 is for 30% of students to score Level 3 and 18% of students to score levels 4-5 in the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 2 Reading Application. Students need to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

G1.B3.S1 Teachers will use exemplary lesson plans in order to assure that students are provided with opportunities to read and comprehend literature and informational text at the high end of the grade appropriate text complexity band independently and proficiently.

Action Step 1

Teachers will develop and implement exemplary text lesson that will help students Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Activities will help students to identify causal relationships imbedded in text and familiarize them with text structures such as cause/effect, compare/contrast, and chronological order. In addition these units will provide students practice in identifying topics and theme within texts.

Resource Type

Evidence-Based Program

Resource

Time for Kids

Funding Source

SAC Funds

Amount Needed

\$400

G1.B5 As noted in the 2013 FCAT 2.0 only 66% of all students made learning gains and only 63% of the lowest 25% of students made learning gains in the Reading portion of the FCAT 2.0. The reading goal for the 2014 FCAT 2.0 is for 69% of all students to make learning gains and 67% of the Lowest 25% of students to make learning gains the Reading portion of the FCAT 2.0. Students experienced difficulty in Reporting Category 1 Vocabulary. Students need strategies that help them determine meanings of words and phrases as they are used in a text, distinguishing literal from non-literal language.

G1.B5.S1 During whole group and differentiated instruction, teachers will provide pre-reading activities that instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Action Step 1

Administer Unit Assessment, District-Wide Interim Assessment, PMRN

Resource Type

Evidence-Based Program

Resource

Complex Chapter Books

Funding Source

SAC Funds

Amount Needed

\$150

G2. As noted in the 2013 Writing FCAT, 47 percent of students scored 3.5 or higher. The Writing Goal for 2014 Writing FCAT is for 52 percent of all students to score 3.5 or higher, an increase of five percentage points.

G2.B1 Students' performance data from 2013 FCAT WRITING indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with a telling story that utilized correct spelling, conventions, grammar, capitalization and punctuation.

G2.B1.S1 Students will participate in small group guided instruction along utilizing mentor text, teacher-lead groups facilitated throughout the day with peer editing and revision in class or in the small groups.

Action Step 1

Provide opportunities for meaningful small group instruction and conferencing

Resource Type

Other

Resource

Mentor Text

Funding Source

SAC Funds

Amount Needed

\$150

G3. On the 2013 FCAT 2.0 Math, 53 percent of students at Biscayne Elementary Community School scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 66 percent of students to score at a level 3 or above, an increase of 13 percentage points.

G3.B3 According to the results of the 2013 FCAT 2.0, 37% of students in the SWD Subgroup and 52% of students in the ED Subgroup scored proficient in the mathematics portion of the assessment. The goal for the 2014 FCAT 2.0 is for 51% of students in the SWD Subgroup and 64% of students in the ED Subgroup to score proficient. Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Through whole group and differentiated instruction, teachers will support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Teachers will utilize computer based programs such as SuccessMaker and GIZMOS

Resource Type

Technology

Resource

SuccessMaker, GIZMOS,

Funding Source

District

Amount Needed

\$6,400

G4. On the 2013 FCAT 2.0 Science, 41 percent of students at Biscayne Elementary scored at a level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 47 percent of students to score at a level 3 or above, an increase of 6 percentage points.

G4.B1 As noted in the science portion of the 2013 FCAT 2.0 25% of students in grade 5 scored level 3 and 16% of students in grade 5 scored levels 4-5 with the area of deficiency in Physical Science.

G4.B1.S1 Implement all essential laboratories and promote the use of instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 2

Teachers will be trained in the use of GIZMO in order to conduct essential labs and Increase the rigor in science writing science journals and in laboratory conclusions as delineated by Common Core Standards.

Resource Type

Evidence-Based Program

Resource

GIZMO

Funding Source

District

Amount Needed

\$1,200

G5. The STEM Goal 2014 is to increase the number of STEM experiences from 4 experience to 5 while increasing the participation rate of all students.

G5.B1 In 2012-13 School year 4 STEM experiences were provided for students (Fairchild Challenge, Science Fair, SWAT Night, and Nutrient Cooking Classes). For the 2013-2014 School year the goal is to increase the number experiences by 1.

G5.B1.S1 In order to increase the number of STEM activities, teachers in the primary grades will develop a Math Fair with activities Using Mathematical Practices of the Common Core State Standards, that support mathematical fluency and problem solving proficiency.

Action Step 1

Teachers will meet to develop appropriate activities

Resource Type

Other

Resource

Consumable Math and Science Materials

Funding Source

SAC

Amount Needed

\$500

G5.B2 In 2012-13 School year 95% of students participated in STEM activities. For the 2013-2014 School Year the goal is to increase the percent of all students participating to 96%.

G5.B2.S1 In order to increase the number of students participating in STEM activities, teachers in will develop a Math Fair with activities Using Mathematical Practices of the Common Core State Standards, that support mathematical fluency and problem solving proficiency in grade level.

Action Step 1

Teachers will meet to develop appropriate activities

Resource Type

Other

Resource

Consumable Lab Materials (oil, sand, toothpicks, etc.)

Funding Source

SAC Funds

Amount Needed

\$300

G6. The EWS Goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions.

G6.B2 8% (57) of students received two or more behavior referrals while 1% (10) of students referrals led to suspension. The goal for the school year 2013-2014 is to reduce percent of student receiving receiving tow or more behavior referrals to 7% , while maintaining the number of suspensions to 1%.

G6.B2.S1 Increase the number of opportunities to recognize positive behavior

Action Step 1

Monthly Nominate Students as IB Student of the month using SpotSucces

Resource Type

Other

Resource

Rewards and Recognition for students

Funding Source

SAC

Amount Needed

\$250

G6.B3 7% (46) of students were retained in the 2012-2013 school year. The goal for the school year 2013-2014 is to reduce percent of student to 6%.

G6.B3.S1 Implement intervention groups three times per week utilizing McGraw-Hill Wonders Voyager, SuccessMaker, and other supplemental materials.

Action Step 1

Will focus on intervention strategies

Resource Type

Personnel

Resource

Interventionist

Funding Source

Title 1

Amount Needed

\$20,000