2013-2014 SCHOOL IMPROVEMENT PLAN

Henry S. West Laboratory School

5300 CARILLO ST
Coral Gables, FL 33146
305-661-7661
http://westlab.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	19%

Alternative/ESE Center	Charter School	Minority Rate
No	No	66%

School Grades History

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

SIP Authority and Template

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

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

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

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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

Henry S. West Laboratory School

Principal

Barbara R. Soto Pujadas

School Advisory Council chair

Porpoise Evans

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

Name	Title
Barbara R. Pujadas, Principal	Isabel S. Capote, Assistant Principal
Margaret Cox, P. D. Liaison	Milena Diaz-Granados, School Psychologist
Rosa Averhoff, School Counselor	Georgette Collings, School Social Worker

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal 1, UTD Steward 1, Teachers - 7, Parents - 10, Students - 2

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) members participated in completing a needs assessment after reviewing the 2013 FCAT data and other end of year assessments. Opportunities were provided for EESAC members and staff to present the recommendations for the 2013-2014 School Improvement Plan. EESAC members assisted in the development of the school improvement plan by providing feedback during the EESAC meeting.

Activities of the SAC for the upcoming school year

The EESAC of Henry S. West Laboratory School has a defined vision and goals for student achievement . The EESAC is dedicated to the academic improvement of each student. The EESAC members work with the principal in preparation, development, implementation and monitoring of the School Improvement Plan and foster an environment of professional collaboration among the educational

stakeholders of the school. The EESAC reviews, analyzes and evaluates pertinent data. The council has scheduled meetings, will notify participants, and will create agendas as per State and District guidelines. In addition, the council will expend the EESAC budget to support school wide initiatives. The EESAC will also provide recommendations related to technology and integration, instructional materials and supplies. The council will support efforts of the PTO in achieving a higher level of parental involvement. The principal and elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

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

The EESAC funds of $1,415.00 will be utilized to fund the hourly teacher for the Pearson Learning SuccessMaker before school Reading and Mathematics Intervention Program.

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

N/A

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

Administrators

# of administrators
2

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

Administrator Information:

Barbara R. Soto Pujadas

Principal	Years as Administrator: 12	Years at Current School: 7

Credentials	BS English Education MS TESOL Education Certification in Educational Leadership
Performance Record	Year 13' 12' 11' 10' 09' School Grade A A A A A High Standards Reading 88 85 96 96 96 High Standards Mathematics 86 88 98 96 92 Learning Gains Reading 79 77 64 65 76 Learning Gains Mathematics 69 63 76 78 54 Reading AMO 88 87 86 Math AMO 90 89 88 Gains - Rdg. - 25% 79 77 63 65 87 Gains - Math.- 25% 69 63 76 78 54

Isabel S. Capote		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	BA Elementary Ed. MS Elementary Ed. Certification in Educational Leadership
Performance Record	Year 13' 12' 11' 10' 09' School Grade A A A A A High Standards Reading 88 85 96 96 96 High Standards Mathematics 86 88 98 96 92 Learning Gains Reading 79 77 64 65 76 Learning Gains Mathematics 69 63 76 78 54 Reading AMO 88 87 86 Math AMO 90 89 88 Gains - Rdg. - 25% 79 77 63 65 87 Gains - Math.- 25% 69 63 76 78 54

Instructional Coaches

of instructional coaches
0

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

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers
15

receiving effective rating or higher
15, 100%

Highly Qualified Teachers
100%

certified in-field
15, 100%

ESOL endorsed
8, 53%

 # reading endorsed
0, 0%

 # with advanced degrees
8, 53%

 # National Board Certified
1, 7%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
6, 40%

 # with 15 or more years of experience
9, 60%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

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

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

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

1. Advertise the position within one week of position being available.
2. Schedule appointments to interview candidates within one week of advertising position.
3. Assign a new hires to teacher mentoring program within one week of being hired.
4. Provide Professional Growth Team within one week of being hired.

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

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

New teachers to Henry S. West Laboratory School are assigned an experienced mentoring teacher, preferably one who is assigned to teach the same grade level and subject.

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:
• Overview of Mentoring and Induction for New Teachers (MINT)
• Introduction to Instructional Mentoring
• Data Coaching
Who receives a mentor:
• Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.

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 school-based MTSS/RtI Leadership Team roles/functions at Henry S. West Laboratory School are as follows:
The Principal oversees the MTSS/RtI process and monitors the fidelity of its implementation. The Assistant Principal coordinates and facilitates the SST process and MTSS/RtI Intervention Plan. The MTSS/RtI Leadership team reviews individual student areas of weakness. During data chats all members review formative and summative data ex: Edusoft Reports, PMRN, highlighting both the positive and negative issues impacting the student's functioning at school and determine whether any risk factors are present. Based on the outcome of the data analysis and the Guidelines for Determining the Presence of Significant Risk Factors, individualized interventions are then developed, according to the level of MTSS/RtI.

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

The MTSS Leadership Team is comprised of the school Principal; Assistant Principal; School Social Worker; School Psychologist; Counselor; Department Head of (SWD) Teachers and General Education Teachers as applicable to the student.

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

The role of the school-based MTSS/RtI Leadership Team is to monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students based on data.

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

The data management system is used to summarize tiered data as follows:
For students in grades 3-5, the Spring Reading, Writing and Mathematics FCAT 2013 Assessment Administration as well as Edusoft data from District Baseline Reading, Mathematics, Science and Writing Assessments will be used to identify students in need of MTSS/RtI interventions. Additionally, for students in grades K-2 the FAIR assessment data will be used to identify students in need of MTSS process implementation. Progress Monitoring Plans will be developed for students in need of intervention. For behavioral issues Student Case Management Forms, Observation Checklists, and

Anecdotal data records will be reviewed in order to develop interventions for students with severe behavior and implementation of the Functional Analysis of Behavior FAB Plan will be implemented. Classroom teacher observations and anecdotal data will be collected during the FAB process.

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

Teachers will receive an overview of the MTSS/Rtl process during a faculty meeting in September and any additional updated information regarding the MTSS/Rtl process by the District will be shared with the staff during future faculty meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,190

Provide at risk students in grades 3-5, identified as scoring in the lowest quarterly with additional practice to develop a better understanding of Common Core and NGSSS Standards in Reading and Mathematics during before school computer-based Pearson Learning SuccessMaker Tutorial Program.

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 Literacy Leadership Team will meet quarterly after each District Interim Assessment and will review the Pearson Learning Successmaker Cummulative Performance Report and correlate the data with the District Interim Assessments to monitor student's individual progress and make adjustments to instruction as necessary.

Who is responsible for monitoring implementation of this strategy?

Our school interventionist will be implementing the program and the school's Literacy Leadership Team will be monitoirng the implementation of the program.

Literacy Leadership Team (LLT)

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

Name	Title
Barbara R. Pujadas	Principal
Isabel S. Capote	Assistant Principal
Margaret Cox	Professional Development Liasion
Lourdes Ambros	Magnet Lead Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) members meet once a month to focus on areas of literacy concern across the school. They analyze the ongoing formative and summative data collected, identify trends of student needs, and reflect on school wide trends. The LLT team meets approximately five times per year to focus on data; at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the District's MTSS/Rtl model, the LLT team will meet as needed to identify and target interventions for students. The administrative team conferences with all teachers individually during data chats to analyze their students' data and determine areas of strength and weakness. Through the use of ongoing progress monitoring, the LLT team members work with teachers to identify and provide targeted, customized professional development in alignment with the student data. The LLT team makes recommendations for support; research-based instructional strategies, and customized professional development in alignment with student data. The members of the LLT consider student assessment data, classroom observational data, and professional development listed on the teachers' IPEG'S goal setting form and the School Improvement Plan, when planning professional development for the school. The administrative team monitors implementation of the CRRP and students' literacy progress through a variety of methods that include weekly classroom walk-throughs, monthly grade/ department meetings and data chats.

Major initiatives of the LLT

Continue to implement the Florida Continuous Improvement Plan Model through Professional Learning Communities and providing students exposure to the Common Core Standards with differentiated instruction and interventions as necessary through the Multi-Tiered Support System MTSS/Rtl through pull out and push in scheduling.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The LLT and administration monitors the progress of reading and writing proficiency, ensuring reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. The LLT and administration focus on building capacity in the instructional staff by monitoring the following strategies and ensuring best practices are being implemented school wide:
* Ensuring text complexity along with close reading and rereading of texts is central to lessons.
* Providing scaffolding that does not preempt or replace text reading by students.
* Developing and asking text dependent questions from a range of question types.
* Emphasizing students supporting their answers based upon evidence from the text.
* Providing extensive research and writing opportunities (claims and evidence)

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

During the month of April a Kindergarten Orientation meeting is held for parents of future Kindergarten students. During the orientation meeting the parents have an opportunity to listen to the Kindergarten teachers present the curriculum and give an overview of our Kindergarten program, a tour of the school and Kindergarten classroom is provided. One week prior to school beginning the Parent Teacher Organization of West Laboratory organizes a Kindergarten Picnic. Parents of registered Kindergarten are invited to the picnic the picnic is held in the school's Kindergarten playground. Parents and students

have an opportunity to get to know each other in this meet and greet environment and the Parent Teacher Organization representatives and administration is available to answer questions.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	88%	88%	Yes	90%
American Indian		0%		
Asian		0%		
Black/African American	65%	92%	Yes	69%
Hispanic	95%	85%	No	96%
White	92%	91%	No	93%
English language learners		0%		
Students with disabilities	71%	58%	No	74%
Economically disadvantaged	73%	73%	Yes	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	21%	22%
Students scoring at or above Achievement Level 4	66	67%	68%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

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)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%

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.	*[data excluded for privacy reasons]*		0%

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	28	93%	94%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	90%	86%	No	91%
American Indian		0%		
Asian		0%		
Black/African American	69%	77%	Yes	72%
Hispanic	97%	87%	No	97%
White	88%	88%	Yes	90%
English language learners		0%		
Students with disabilities	73%	67%	No	76%
Economically disadvantaged	81%	67%	No	83%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	28%	32%
Students scoring at or above Achievement Level 4	58	58%	60%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

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	15	44%	46%
Students scoring at or above Achievement Level 4	10	29%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		12
Participation in STEM-related experiences provided for students	67	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	5	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	6	2%	1%
Students who are not proficient in reading by third grade	6	17%	15%
Students who receive two or more behavior referrals	21	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Based on past log in hours of school-related events, there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on involving parents in academic programs such as with a subject area of Reading, Mathematics or Science related theme in an effort to increase student achievement (for example: Friends of the Library, Chess Club, and Math Club.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Recruit parent volunteers during Open House Resource Fair	156	62%%	70%%

Goals Summary

G1. For the 2013 school year 88% of the students scored proficient on the FCAT Reading 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient to 90%.

G2. For the 2013 school year 93% of the students scored level 3.5 or above on the FCAT Writing 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring 3.5 or above by one percentage point.

G3. For the 2013 school year 86% of the students scored proficient on the FCAT Mathematics 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient by five percentage points.

G4. For the 2013 school year 73% of the students scored a 3 or above on the FCAT Science 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring 3 or above by three percentage points.

G5. For the 2013-2014 school year our goal is to increase the number of experiences students have in STEM related activities.

G6. Our goal for the 2013-2014 school year is to increase parental involvement by 10% in academic programs in an effort to increase student achievement.

G7. For the 2014 FCAT Reading 2.0 increase the percentage of students proficient in Reading in third grade by increasing the percentage of student attendance by 1%, and decreasing percentage of referrals and students retained in primary by 1%.

Goals Detail

G1. For the 2013 school year 88% of the students scored proficient on the FCAT Reading 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient to 90%.

Targets Supported

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- McGraw Hill Wonders Reading Series, Pearson Learning Successmaker, Reading Plus Program

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT Reading 2.0, performance data for students in the Hispanic, White and SWD subgroups indicates there is a deficiency in Reading Reporting Category 1 (LA.3-5.1.6.9) Multiple Meanings in Context, Vocabulary, (NGSSS). Students experienced difficulty in determining literal from non-literal language.

- On the 2013 FCAT Reading 2.0 performance data, 82% of the students scored proficient on Reporting Category 3 (LA.3-5.1.7.2). Students experience difficulties in determining main idea or essential message in grade-level text (NGSSS); inferring, paraphrasing, summarizing, and identifying relevant details.

- On the 2013 FCAT Reading 2.0 performance data, 67% of the students scored at a level 4 or 5. There is a deficiency in Reporting Category 3 (LA.3-5.1.7.2). Students experience difficulties in determining main idea or essential message in grade-level text (NGSSS);inferring, paraphrasing, summarizing, and identifying relevant details.

- On the 2013 FCAT Reading 2.0 performance data, 79% of the students made learning gains. There is a deficiency in Reporting Category 2 (LA.3-5 1.5.3) Students experience difficulty in comparing/contrasting,story elements, topics, settings, characters, problems in single or multiple texts.

Plan to Monitor Progress Toward the Goal

MTSS/Rtl

Person or Persons Responsible
Following the Florida Continuous Improvement Model (FCIM), weekly assessment data reports will be reviewed and instruction will be adjusted as necessary.

Target Dates or Schedule:
Weekly

Evidence of Completion:
Formative:Cummulative SuccessMaker Reading Program Summative: Results for 2014 FCAT Reading 2.0

G2. For the 2013 school year 93% of the students scored level 3.5 or above on the FCAT Writing 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring 3.5 or above by one percentage point.

Targets Supported

- Writing

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Utilize District Intermediate Writing Resource Guide

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Writing 2.0 Assessment was elaboration. According to the Mid-Year District Writing Assessment, the students needed additional practice with strategies to incorporate real-life experience into their writing.

Plan to Monitor Progress Toward the Goal

LLT, Leadership Reading Team

Person or Persons Responsible

Follow FCIM using data from District Interim Assessment and FCAT 2.0

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Result for the 2014 FCAT 2.0

G3. For the 2013 school year 86% of the students scored proficient on the FCAT Mathematics 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient by five percentage points.

Targets Supported

Resources Available to Support the Goal
- Houghton Mifflin Harcourt Go Math! Florida Mathematics Series, Think Central Intensive Intervention Program, Grab and Go Classroom Manipulative Kits and Differentiated Centers Kit, Pearson Learning SuccessMaker Computer-Based Program, Riverdeep-Destinations Mathematics Computer-Based Program, Gizmos, FCAT Explorer

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT Mathematics 2.0 assessment, performance data the Hispanic, White and ED subgroups indicate there is a deficiency in Reporting Category Number Operation. Students need additional strategies to develop a better understanding of concept relationships for problem solving.

- On the 2013 FCAT Mathematics 2.0 assessment 81% of the students scored proficient in Reporting Category Number Operations. Students need additional strategies to develop a better understanding of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.

- On the 2013 FCAT Mathematics 2.0 assessment 58% of the students scored Levels 4-5, there is a deficiency in Reporting Category Geometry and Measurement. Students need many and varied opportunities focusing on real-life geometric problem-solving activities involving equations.

- On the 2013 FCAT Mathematics 2.0 assessment 69% of the students made learning gains, there is a deficiency in Reporting Category Number Operation. Students need additional strategies to develop a better understanding of concept relationships for problem solving.

Plan to Monitor Progress Toward the Goal

Follow FCIM using the data from th District Interim Mathematics Assessments.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0

G4. For the 2013 school year 73% of the students scored a 3 or above on the FCAT Science 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring 3 or above by three percentage points.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Scott-Foresman Science Text, Windows on Science Video Disc-Multisensory Science Program, Gizmos, Essential Labs, ETA-Cuisenaire Center State Science, University of Miami Science For All Program, AIMS Science Materials

Targeted Barriers to Achieving the Goal
- According to the 2013 FCAT Science 2.0 the Reporting Category of deficiency is Physical Science. Students need additional opportunities to increase scientific thinking, through experimental labs focusing on exposure to Physical Science Content.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from District Interim Science assessment and 2014 FCAT Science 2.0

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

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

G5. For the 2013-2014 school year our goal is to increase the number of experiences students have in STEM related activities.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Partnership with the University of Miami Research Project - Widening the STEM Pipeline

Targeted Barriers to Achieving the Goal
- Limited number of STEM related experiences provided for students (e.g. robotics competitions, field studies, project based-learning. Students need additional experiences participating in project-based learning involving mathematics, techology and science activities.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from participants log.

Person or Persons Responsible
Leadership team

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Attendance logs of students participating in after school STEM Math Club

G6. Our goal for the 2013-2014 school year is to increase parental involvement by 10% in academic programs in an effort to increase student achievement.

Targets Supported
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Open House Resource Fair and Kindergarten Picnic Recruitment, PTO meeting and Coffee Chat meetings

Targeted Barriers to Achieving the Goal
- Based on past log in hours of school-related events, there is a high level of parental involvement in social programs rather than emphasis placed on involving parents in academic programs.

Plan to Monitor Progress Toward the Goal

Follow the FCIM review log in hours of volunteers and make necessary adjustments to strategy.

Person or Persons Responsible
LLT, Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Hours reflected in volunteer log

G7. For the 2014 FCAT Reading 2.0 increase the percentage of students proficient in Reading in third grade by increasing the percentage of student attendance by 1%, and decreasing percentage of referrals and students retained in primary by 1%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- MTSS/RtI Referral Process, Perfect Attendance Recognition Award, Peer Mediation and Conflict Resolution, Before school Successmaker Reading Mathematics Tutorial Program targeting academically at-risk students.

Targeted Barriers to Achieving the Goal

- We recognize that student academic development correlates to student attendance. In monitoring Early Warning Systems, our school will increase student attendance by deceasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non-proficient in reading by third grade, students who received two or more behavioral referrals, and those students who received one of more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. For the 2013 school year 88% of the students scored proficient on the FCAT Reading 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient to 90%.

G1.B1 On the 2013 FCAT Reading 2.0, performance data for students in the Hispanic, White and SWD subgroups indicates there is a deficiency in Reading Reporting Category 1 (LA.3-5.1.6.9) Multiple Meanings in Context, Vocabulary, (NGSSS). Students experienced difficulty in determining literal from non-literal language.

G1.B1.S1 Provide opportunities to use concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and citing examples of word relationships from text.

Action Step 1

Teachers will focus instruction on building skills in understanding connotative language as it relates to vocabulary by incorporating on-line tools of the new McGraw-Hill Reading Program.The students will build an understanding for connotative language by returning to the text to verify answers, and citing evidence from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments

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

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Reading Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

McGraw- Hill Wonders Reading, Weekly, Benchmark, Unit Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Reading Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Summative Assessment: 2014 FCAT Reading 2.0

G1.B2 On the 2013 FCAT Reading 2.0 performance data, 82% of the students scored proficient on Reporting Category 3 (LA.3-5.1.7.2). Students experience difficulties in determining main idea or essential message in grade-level text (NGSSS); inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B2.S1 During before school morning tutorial SuccessMaker Program students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text to use text features to locate, interpret and organize information

Action Step 1

The teacher facilitating the SuccessMaker before school tutorial program provide opportunities for students to focus on interpreting elements of a story within and across text and to use text features to locate, interpret and organize information

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Cummative Reports

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

LLT, Reading Leadership Team

Person or Persons Responsible

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Target Dates or Schedule

Weekly

Evidence of Completion

Cummulative SuccessMaker Reading Program

Plan to Monitor Effectiveness of G1.B2.S1

LLT, Reading Leadership Team

Person or Persons Responsible

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Cummulative SuccessMaker Reading Program Summative: Results for 2014 FCAT Reading 2.0

G1.B3 On the 2013 FCAT Reading 2.0 performance data, 67% of the students scored at a level 4 or 5. There is a deficiency in Reporting Category 3 (LA.3-5.1.7.2). Students experience difficulties in determining main idea or essential message in grade-level text (NGSSS);inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B3.S1 Provide opportunities for students to practice returning to the text to verify answers, citing evidence from text.

Action Step 1

During differentiated instruction by incorporating on-line tools of the new McGraw-Hill Reading Program, students will receive teacher led instruction in small groups and be provided practice in determining main idea, inferring, paraphrasing, summarizing and identifying relevant details by going back into the passages and citing evidence to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weeklyhttps://www.flsiponline.com/plans/1753/goals/12520/barriers

Evidence of Completion

McGraw-Hill Wonders Reading Series, Weekly, Benchmark, Unit Assessments and District Interim Assessments

Facilitator:

District Personnel

Participants:

Reading Teachers

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

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as necessary

Person or Persons Responsible

LLT, Reading Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw-Hill Wonders Reading Series, Weekly, Benchmark and Unit Assessments, and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, weekly data reports will be reviewed and instruction will be adjusted as necessary

Person or Persons Responsible

LLT, Reading Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw-Hill Wonders Reading Series, Weekly, Benchmark and Unit Assessments, and District Interim Assessments

G1.B4 On the 2013 FCAT Reading 2.0 performance data, 79% of the students made learning gains. There is a deficiency in Reporting Category 2 (LA.3-5 1.5.3) Students experience difficulty in comparing/contrasting,story elements, topics, settings, characters, problems in single or multiple texts.

G1.B4.S1 Students will use biographies, story stories and literary pieces, to compare and contrast stories in the same genre (e.g., mysteries and adventures stores) utilizing reading response journal diary entries and graphic organizers to identify and interpret elements of story structure within and across texts.

Action Step 1

The teacher will provide practice for students to return to the text to support and verify their answers through their reading text assignments, utilizing reading response journals and graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

McGraw-Hill Wonders Reading Series-incorporating online tools, Weekly, Benchmark and Unit Assessments, District Interim Assessments

Facilitator:

District Facilitator

Participants:

Reading Teachers

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

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Reading Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Mc-Graw Hill Wonders Reading Series, Weekly, Benchmark and Unit Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT, Reading Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Mc-Graw Hill Wonders Reading Series, Weekly, Benchmark and Unit Assessments and District Interim Assessments

G2. For the 2013 school year 93% of the students scored level 3.5 or above on the FCAT Writing 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring 3.5 or above by one percentage point.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing 2.0 Assessment was elaboration. According to the Mid-Year District Writing Assessment, the students needed additional practice with strategies to incorporate real-life experience into their writing.

G2.B1.S1 During writing instruction the teacher will instruction students using graphic organizer/planner to write a draft organized with a logical sequence of beginning,middle and end, using supporting details, or providing facts and/opinions through (concrete examples, statistics, comparisons, real-life examples, anecdotes, and amazing facts) to develop focus and elaboration.

Action Step 1

The teacher will provide students with opportunities to practice elaboration through the use of graphic organizers and planners. Students will practice incorporating concrete examples of supporting details, facts and opinions, statistics, comparisons, real-life examples, anecdotes, and amazing facts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, cite generated writing prompt assessments

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

Following the FCIM model, weekly student work and cite generated writing prompt assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Leadership Reading Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and cite generated writing prompt assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, weekly student work and cite generated writing prompt assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT, Leadership Reading Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and cite generated writing prompt assessments

G3. For the 2013 school year 86% of the students scored proficient on the FCAT Mathematics 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient by five percentage points.

G3.B1 On the 2013 FCAT Mathematics 2.0 assessment, performance data the Hispanic, White and ED subgroups indicate there is a deficiency in Reporting Category Number Operation. Students need additional strategies to develop a better understanding of concept relationships for problem solving.

G3.B1.S1 Use guided discussion/discourse to engage students in real-life mathematical problem solving. Implement the GO Mathematics Houghton Mifflin essential questioning technique to guide students to unlock the problem. Implement the share and show guided practice in small groups to expose students to different ways to do problems and encourage discourse of common errors to springboard learning

Action Step 1

The teacher will utilize the essential questioning technique to expose students to problem solving process following the I Do, We Do, You Do guided practice approach. The teacher will expose students to different ways (strategies) to problem solve, ex: working backwards, using smaller numbers, modeling with base-ten blocks.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, weekly benchmark tests, District Mathematics Interim Assessments

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

Following the FCIM model, weekly benchmark and District Interim assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly benchmark and District Interim Mathematics assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, weekly benchmark and District Interim assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly benchmark and District Interim Mathematics assessments

G3.B2 On the 2013 FCAT Mathematics 2.0 assessment 81% of the students scored proficient in Reporting Category Number Operations. Students need additional strategies to develop a better understanding of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.

G3.B2.S1 During the before school tutorial SuccessMaker Program students will be assigned specific tasks on SuccessMaker that provide application practice for students to develop a better understanding of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.

Action Step 1

The teacher facilitating the SuccessMaker before school tutorial program will provide opportunities for students to focus on application practice of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Successmaker Cummulative Report

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

Following the FCIM model, the SuccessMaker Cummulative Report will be reviewed weekly and instruction will be adjusted as necessary.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Cummulative Report

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, the SuccessMaker Cummulative Report will be reviewed weekly and instruction will be adjusted as necessary.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Cummulative Report

G3.B3 On the 2013 FCAT Mathematics 2.0 assessment 58% of the students scored Levels 4-5, there is a deficiency in Reporting Category Geometry and Measurement. Students need many and varied opportunities focusing on real-life geometric problem-solving activities involving equations.

G3.B3.S1 Students will engage in monthly measurement and/or geometry activities recording measurements and results in their journals. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals. Engaging measurement activities will be developed that increase in complexity each week. Once a month students will review and create their own measurement and geometry activities to demonstrate mastery.

Action Step 1

Following the FCIM model, weekly assessments will be reviewed weekly and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Block tests and District Interim Assessments

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

Following the FCIM model, weekly assessments will be reviewed weekly and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Block tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Follow FCIM using data from District Mathematics Interim Assessment and 2014 FCAT Mathematics 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - District Mathematics Interim Assessments Summative Assessments - Results for the 2014 Mathematics FCAT 2.0

G3.B4 On the 2013 FCAT Mathematics 2.0 assessment 69% of the students made learning gains, there is a deficiency in Reporting Category Number Operation. Students need additional strategies to develop a better understanding of concept relationships for problem solving.

G3.B4.S1 The teachers will use guided discussion to engage students in real-life mathematics problem solving, implement the Houghton-Mifflin, Go Math! essential questioning technique to unlock the problem and implement the share and show guided practice in small groups to expose students to different ways of solving problems.

Action Step 1

The teachers will engage students in real-life problem solving be modeling the I Do, You Do, We Do approach to problem solving as well as expose students to various strategies for solving problem.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work, Math Journals, Weekly Block tests and District Mathematics Interim Assessments

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

Following the FCIM mode, Weekly Block Tests will be reviewed and instruction will be adjusted as necessary.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Block tests and District Mathematics Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM mode, Weekly Block Tests will be reviewed and instruction will be adjusted as necessary.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Block tests and District Mathematics Interim Assessments

G4. For the 2013 school year 73% of the students scored a 3 or above on the FCAT Science 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring 3 or above by three percentage points.

G4.B1 According to the 2013 FCAT Science 2.0 the Reporting Category of deficiency is Physical Science. Students need additional opportunities to increase scientific thinking, through experimental labs focusing on exposure to Physical Science Content.

G4.B1.S1 The teacher will engage students in inquiry-based essential labs focusing on Physical Science concepts following the Scientific Method.

Action Step 1

The teachers will engage students in activities designed to develop scientific thinking through inquiry-based essential labs which allow for the testing of the hypothesis, data analysis, and explanation of variables and experimental design in Physical Science.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work journals, weekly quizzes, District Interim Science assessments

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

Following the FCIM model, weekly assessment and District Interim Science assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Quizzes/Tests and District Interim Science assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, weekly assessment and District Interim Science assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Quizzes/Tests and District Interim Science assessments

G5. For the 2013-2014 school year our goal is to increase the number of experiences students have in STEM related activities.

G5.B1 Limited number of STEM related experiences provided for students (e.g. robotics competitions, field studies, project based-learning. Students need additional experiences participating in project-based learning involving mathematics, techology and science activities.

G5.B1.S1 Partner with the University of Miami research team to implement a research study at our school to be conducted weekly for a 5 year duration whereby 3rd-5th grade students will participate in a STEM learning after school mathematics club, "Designing Learning Contexts to Promote Equitable and Productive Student-Led Mathematics Discussions".

Action Step 1

Teachers will provide students with opportunities to participate in STEM related activities in an after school mathematics club

Person or Persons Responsible

Teachers (University of Miami Graduate Students)

Target Dates or Schedule

Once a week

Evidence of Completion

Attendance logs of student participants in club

Facilitator:

Dr. Langer-Osuna

Participants:

Mathematics Teachers

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

Follow the FCIM using data from participants log.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Attendance logs of students participating in after school STEM Math Club

Plan to Monitor Effectiveness of G5.B1.S1

Follow the FCIM using data from participants log.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Attendance logs of students participating in after school STEM Math Club

G6. Our goal for the 2013-2014 school year is to increase parental involvement by 10% in academic programs in an effort to increase student achievement.

G6.B1 Based on past log in hours of school-related events, there is a high level of parental involvement in social programs rather than emphasis placed on involving parents in academic programs.

G6.B1.S1 Provide Parent Resource Fair during Open House to showcase programs and resources available at the school and recruit parents to enlist in various activities sponsored through the Vision-Gifted Program, SPED department and other academic departments.

Action Step 1

Provide Parent Resource Fair during Open House to showcase programs and resources available at the school and recruit parents to enlist in various activities sponsored through the Vision-Gifted Program, SPED department and other academic departments

Person or Persons Responsible

LLT, Leadership Team, Open House Committee

Target Dates or Schedule

September

Evidence of Completion

Number of Hours logged in volunteer log for the 2013-2014 school year.

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

Follow the FCIM review log in hours of volunteers and make necessary adjustments to strategy.

Person or Persons Responsible

LLT, Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Hours reflected in volunteer log

Plan to Monitor Effectiveness of G6.B1.S1

Follow the FCIM review log in hours of volunteers and make necessary adjustments to strategy.

Person or Persons Responsible

LLT, Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Hours reflected in volunteer log

G7. For the 2014 FCAT Reading 2.0 increase the percentage of students proficient in Reading in third grade by increasing the percentage of student attendance by 1%, and decreasing percentage of referrals and students retained in primary by 1%.

G7.B1 We recognize that student academic development correlates to student attendance. In monitoring Early Warning Systems, our school will increase student attendance by deceasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non-proficient in reading by third grade, students who received two or more behavioral referrals, and those students who received one of more behavioral referrals that lead to suspension.

G7.B1.S1 Identify students who are deemed as developing a pattern of non-attendance to be referred to the MTSS/RtI team The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. Students with perfect attendance will be recognized by the Principal and given a certificate. Peer mediation teams will be developed as a means of assisting with conflict resolution. Students identified as at risk will be invited to the before school SuccessMaker Reading and Mathematics Intervention Program.

Action Step 1

Implementation of the MTSS/RtI process and the before school SuccessMaker Tutorial Program attendance rosters and SuccessMaker Cummulative Reports.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Attendance rosters of SuccessMaker Tutorial Program, SuccessMaker Cummulative Reports

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

Following the FCIM, the LLT, and Leadership team will monitor the fidelity of implementation of the MTSS/RtI process and the before school SuccessMaker Tutorial Program attendance rosters and SuccessMaker Cummulative Reports.

Person or Persons Responsible

LLT, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance rosters of SuccessMaker Tutorial Program, SuccessMaker Cummulative Reports

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM, the LLT, and Leadership team will monitor the fidelity of implementation of the MTSS/RtI process and the before school SuccessMaker Tutorial Program attendance rosters and SuccessMaker Cummulative Reports.

Person or Persons Responsible

LLT, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: SuccessMaker Cummulative Reports, Number of Retainees primary grades Formative: 2014 FCAT Reading Third Grade

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. For the 2013 school year 88% of the students scored proficient on the FCAT Reading 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient to 90%.

G1.B3 On the 2013 FCAT Reading 2.0 performance data, 67% of the students scored at a level 4 or 5. There is a deficiency in Reporting Category 3 (LA.3-5.1.7.2). Students experience difficulties in determining main idea or essential message in grade-level text (NGSSS);inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B3.S1 Provide opportunities for students to practice returning to the text to verify answers, citing evidence from text.

PD Opportunity 1

During differentiated instruction by incorporating on-line tools of the new McGraw-Hill Reading Program, students will receive teacher led instruction in small groups and be provided practice in determining main idea, inferring, paraphrasing, summarizing and identifying relevant details by going back into the passages and citing evidence to support their answers.

Facilitator

District Personnel

Participants

Reading Teachers

Target Dates or Schedule

Weeklyhttps://www.flsiponline.com/plans/1753/goals/12520/barriers

Evidence of Completion

McGraw-Hill Wonders Reading Series, Weekly, Benchmark, Unit Assessments and District Interim Assessments

G1.B4 On the 2013 FCAT Reading 2.0 performance data, 79% of the students made learning gains. There is a deficiency in Reporting Category 2 (LA.3-5 1.5.3) Students experience difficulty in comparing/contrasting,story elements, topics, settings, characters, problems in single or multiple texts.

G1.B4.S1 Students will use biographies, story stories and literary pieces, to compare and contrast stories in the same genre (e.g., mysteries and adventures stores) utilizing reading response journal diary entries and graphic organizers to identify and interpret elements of story structure within and across texts.

PD Opportunity 1

The teacher will provide practice for students to return to the text to support and verify their answers through their reading text assignments, utilizing reading response journals and graphic organizers.

Facilitator

District Facilitator

Participants

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

McGraw-Hill Wonders Reading Series-incorporating online tools, Weekly, Benchmark and Unit Assessments, District Interim Assessments

G5. For the 2013-2014 school year our goal is to increase the number of experiences students have in STEM related activities.

G5.B1 Limited number of STEM related experiences provided for students (e.g. robotics competitions, field studies, project based-learning. Students need additional experiences participating in project-based learning involving mathematics, techology and science activities.

G5.B1.S1 Partner with the University of Miami research team to implement a research study at our school to be conducted weekly for a 5 year duration whereby 3rd-5th grade students will participate in a STEM learning after school mathematics club, "Designing Learning Contexts to Promote Equitable and Productive Student-Led Mathematics Discussions".

PD Opportunity 1

Teachers will provide students with opportunities to participate in STEM related activities in an after school mathematics club

Facilitator

Dr. Langer-Osuna

Participants

Mathematics Teachers

Target Dates or Schedule

Once a week

Evidence of Completion

Attendance logs of student participants in club

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	For the 2013 school year 88% of the students scored proficient on the FCAT Reading 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient to 90%.	$707
G3.	For the 2013 school year 86% of the students scored proficient on the FCAT Mathematics 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient by five percentage points.	$707
	Total	$1,414

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
EESAC Funds		$1,414	$1,414
Total		$1,414	$1,414

Budget Details

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

G1. For the 2013 school year 88% of the students scored proficient on the FCAT Reading 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient to 90%.

G1.B2 On the 2013 FCAT Reading 2.0 performance data, 82% of the students scored proficient on Reporting Category 3 (LA.3-5.1.7.2). Students experience difficulties in determining main idea or essential message in grade-level text (NGSSS); inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B2.S1 During before school morning tutorial SuccessMaker Program students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text to use text features to locate, interpret and organize information

Action Step 1

The teacher facilitating the SuccessMaker before school tutorial program provide opportunities for students to focus on interpreting elements of a story within and across text and to use text features to locate, interpret and organize information

Resource Type

Evidence-Based Program

Resource

EESAC Funds

Funding Source

EESAC Funds

Amount Needed

$707

G3. For the 2013 school year 86% of the students scored proficient on the FCAT Mathematics 2.0. Our goal for the 2014 school year is to increase the percentage of students scoring proficient by five percentage points.

G3.B2 On the 2013 FCAT Mathematics 2.0 assessment 81% of the students scored proficient in Reporting Category Number Operations. Students need additional strategies to develop a better understanding of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.

G3.B2.S1 During the before school tutorial SuccessMaker Program students will be assigned specific tasks on SuccessMaker that provide application practice for students to develop a better understanding of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.

Action Step 1

The teacher facilitating the SuccessMaker before school tutorial program will provide opportunities for students to focus on application practice of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.

Resource Type

Evidence-Based Program

Resource

EESAC Funds

Funding Source

EESAC Funds

Amount Needed

$707