

2013-2014 SCHOOL IMPROVEMENT PLAN

Bridgeprep Academy Of Greater Miami
137 NE 19TH ST
Miami, FL 33132
786-477-4372

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 44%
Alternative/ESE Center No	Charter School Yes	Minority Rate 83%

School Grades History

2013-14 B	2012-13 C	2011-12	2010-11
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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

Bridgeprep Academy Of Greater Miami

Principal

Maria Cedeno

School Advisory Council chair

Leah Burton

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

Name	Title
Maria Cedeno	Principal
Vanessa Latorre	Curriculum Specialist

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 – 0, teachers – 3, parents – 4, educational support-2, student – 2, BCR – 1

Involvement of the SAC in the development of the SIP

The SAC monitored data throughout the year and was instrumental in providing suggestions and strategies for the 2013-2014 SIP. This committee plans to make sure the SIP is carried out with fidelity.

Activities of the SAC for the upcoming school year

This year the SAC plans to plan educational activities, and schedule beneficial workshops for both students and parents. The SAC will monitor implementation of the school improvement plan. In addition, the SAC will make sure that the funds are properly allocated to programs that serve as enrichment for the student body.

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

The \$5.00 per student that we receive will be used to provide supplemental materials to students to reach student achievement.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria Cedeno		
Principal	Years as Administrator: 25	Years at Current School: 3
Credentials	Bachelor of Arts in Family and Consumer Science Master's in Social Science Education Educational Leadership Certified Program (36 hrs. beyond Master's)	
Performance Record	2013 – BridgePrep Academy Greater Miami, Principal School Grade: C Rdg. Lrg. Gains, 66% Math Lrg. Gains, 67% Rdg. Imp. of Lowest 25%- 66% Math Imp. of Lowest 25%- 67% Rdg. AMO – Hispanic: 41% ELL: 38% ED: 39% Math AMO– Hispanic: 34% ELL: 42% ED: 33% 2012 –BridgePoint Academy of Greater Miami/InterAmerican, Principal Rdg. Proficiency, 24% Math Proficiency, 16% Rdg. Lrg. Gains, 47% Math Lrg. Gains, 31% Rdg. Imp. of Lowest 25% - 47% Math Imp. of Lowest 25%- 31% Rdg. AMO – White: 73% Hispanic: 65% ELL: 18% ED: 61% Math AMO– White: 67% Hispanic: 54% ELL: 9% ED: 39% 2011-BridgePoint Academy of Greater Miami, Principal First year of this school (no data) 2010-Miami-Dade County Public Schools, ETO Advocacy 2009-Rockway Middle School, Principal School Grade: A Rdg. Proficiency, 66% Math Proficiency, 65% Rdg. Lrg. Gains, 65% Math Lrg. Gains, 74%	

Rdg. Imp. of Lowest 25% - 63%
 Math Imp. of Lowest 25%- 70%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Alexis Franco

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelor of Arts and Science in Religious Studies with a minor in Business Management and Economics
 Professional Teaching Certification in Integrated Curriculum and Business Education Grades 6-12

Performance Record

2013-BridgePrep Academy, Reading Curriculum Specialist
 2012- Renaissance Middle Charter School, 8th Grade Reading Teacher
 75% of students made learning gains in Reading
 90% of lowest 25% made gains.
 2011- Renaissance Middle Charter School, 8th Grade Reading Teacher
 76% Meeting high standards in Reading
 90% of lowest 25% made learning gains.
 2010- Renaissance Middle Charter School, 8th Grade Reading Teacher
 85% meeting high standards in Reading
 77% of lowest 25% made learning gains
 2009- Good Shepherd Catholic School, Teacher

Classroom Teachers

of classroom teachers

21

receiving effective rating or higher

21, 100%

Highly Qualified Teachers

95%

certified in-field

20, 95%

ESOL endorsed

17, 81%

reading endorsed

2, 10%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

3, 14%

with 1-5 years of experience

14, 67%

with 6-14 years of experience

4, 19%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The administration recruits highly qualified teachers through referrals, recommendations, and postings on the school website. The administration hires highly qualified teachers and offers compensation based on certification/degrees. As the teacher accumulates years with the school, their salary is increased by a set, board approved percentage.

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

Mentors will support the creation of effective classroom strategies to enhance the delivery of classroom instruction. The teachers will participate in shared planning after school 3-5 days.

Pairings:

Yaritzza Payret, 1st Grade Math/ Science Teacher- Leah Burton, 2nd Grade Math/ Science Teacher (8 years experience, certified in Elementary Education).

Maria Tomas, Kindergarten Math/ Science Teacher- Carmen Moreno, 3rd Grade Math/ Science Teacher (8 years experience, certified in Primary Education)

Belkis Sosa, 3rd Grade Reading/ Language Arts Teacher- Carmen Moreno, 3rd Grade Math/ Science Teacher (8 years experience, certified in Primary Education)

Sulay Gonzalez, Physical Education Teacher- Vanessa Latorre, Curriculum Specialist (9 years experience).

Sandra Amador, Reading Coach- Vanessa Latorre, Curriculum Specialist (9 years experience).

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.
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 monthly to:

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

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

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

proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

1. MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following:

Administrator(s) (Maria Cedeno) who will ensure commitment and allocate resources;

Teacher(s) (C. Brandreth, L. Burton, V. Latorre), and Interventionist (S. Amador) who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

School reading, math, science teachers

Special education personnel (I. Travieso, K. Chavez)

Members of school advisory committee (A. Herz, L. Knox)

3. MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions. The Tier 1 level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

The Tier 2 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.

The Tier 3 of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

MTSS team will meet monthly to discuss student progress and monitor Problem-Solving Worksheets. Team will distribute samples of Problem-Solving Worksheets to all teachers during the first month of school. Team will also monitor district trainings for MTSS. Team will proofread and help revise SIP before submission to State. Rtl process will be considered when writing academic goals in the various content areas.

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

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

Data 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 intervention

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Achieve 3000
- Oral Reading Fluency Measures
- Wonder Works
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

All teachers have been exposed to MTSS during pre-school planning days. The school will align all professional development days to coincide with the school wide MTSS process. Trainings will include how to disaggregate data, how to plan for data driven instruction and best practices based on school's data.

Additional training throughout the year on the Problem Solving Worksheet. The MTSS/ Rtl team will monitor and encourage use of the Problem Solving Worksheets at their grade levels.

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.

In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation 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.

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: 5,400

- The students receive 30 extra minutes of instruction daily in Spanish (Language Arts in Spanish).
- Our school offers access to the computers before and after school for students to utilize for web-based programs (Reading Plus, Achieve 3000, Sumdog).
- Our teachers are given time every day and on TPD when they can plan collaboratively and attend/ receive professional development.
- We offer several enrichment activities such as ballet, cheerleading, basketball, volleyball, karate, tennis, and art.

Strategy Purpose(s)

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

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

Data is collected by the instructional coaches, the curriculum specialist, and/ or the interventionist twice a month. It is analyzed by benchmark mastery, from which the students are tiered and given interventions at their level.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Maria Cedeno	Principal
Vanessa Latorre	Curriculum Specialist
Sandra Amador	Interventionist
Leah Burton	Teacher
Catherine Brandreth	Teacher
Ivette Travieso	SPED Teacher
Krystal Chavez	SPED chairperson

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, mentor reading

teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents. The team will meet monthly throughout the school year. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

“Reading Across the Curriculum”

We will have to organize our team and acquire the necessary training for a successful team. Our reading coach will attend the monthly coaches' meetings; return to the school and train the staff. The principal will visit, the classrooms to ensure all teachers are using differentiated instruction and that level I and II students are being pulled out for intensive small group reading.

Another major initiative of the LLT will be “Book IT!,” a program that motivate children to read by rewarding their reading accomplishments with praise, recognition, and pizza. The program is simple for the teacher to use, flexible (because goals match reading ability), and fun (because achieving a goal is a great reason to celebrate).

Every Teacher Contributes to Reading Instruction

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

NA

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

In order to assist our Kindergarten students and parents we offer a Kindergarten Orientation prior to the beginning of school to ensure that they are made aware of our school's rules, regulations, and expectations. At this time they are also able to tour the school, meet the staff, and see their classroom. We also administer FLKRS, FAIR, and subject area pre-tests in order to determine the readiness of each child. Parents are also invited and encouraged to attend our round table meetings and made aware of all the opportunities for parental involvement at our school. A monthly calendar of events goes out to all our families to notify/remind them of the activities taking place each month. They are also informed about the MDCPS Parent Portal and our school's Edline page, where they can access information about what is currently happening at our school, in their child's class, and where they can find homelearning assignments and helpful links.

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	73%	51%	No	75%
American Indian				
Asian				
Black/African American				
Hispanic	68%	57%	No	71%
White	75%	30%	No	78%
English language learners	25%	29%	Yes	32%
Students with disabilities				
Economically disadvantaged	64%	45%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	21%	37%
Students scoring at or above Achievement Level 4	21	31%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	47	63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	47	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)	34	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	34%	41%

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	11	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	52%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	58%	63%	Yes	62%
White	70%	30%	No	73%
English language learners	17%	50%	Yes	24%
Students with disabilities				
Economically disadvantaged	44%	52%	Yes	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	27%	37%
Students scoring at or above Achievement Level 4	17	25%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

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	[data excluded for privacy reasons]		24%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		32%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		7
Participation in STEM-related experiences provided for students	100	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	25	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	2	1%	1%
Students who are not proficient in reading by third grade	12	52%	47%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

An anticipated barrier is Increasing awareness of parental involvement activities. All activities, such as The Parent Academy, Parent/Teacher Breakfast, Meet and Greet, Open House, and Tea for Two, at the school will be posted on the internet, emails and phone calls will also be made. Teachers and administration will monitor participation with Sign-in Sheets, Volunteer logs, PAVE Logs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal for the 2013-2014 school year is to increase parental involvement by 2 percentage points to 98%.	272	96%	98%

Goals Summary

- G1.** Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency from 51% to 75%, an increase of 24 percentage points.
- G2.** Our goal for the 2014 Writing FCAT 2.0 is to increase the level of proficiency from 46% to 51%, an increase of 5 percentage points.
- G3.** Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency from 52% to 66%, an increase of 14 percentage points.
- G4.** Our goal for the 2014 Science FCAT 2.0 is to increase Level 3 student proficiency by 4 percentage points, from 20% to 24%.
- G5.** Our goal for the 2014 school year is to increase the number of experiences and maintain our 100% participation in Science, Technology, Engineering, and Mathematics.
- G6.** Our goal for the 2013-2014 school year is to use the Early Warning System to increase reading proficiency and attendance and reduce retentions, and behavior referrals in Elementary School.
- G7.** Our goal for the 2013-2014 school year is to increase parental involvement by 1 percentage point, from 98% to 99%..

Goals Detail

G1. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency from 51% to 75%, an increase of 24 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Achieve3000, computer access, Voyager Passport and Journey, Reading Coaches

Targeted Barriers to Achieving the Goal

- An anticipated barrier for students achieving a Level 3 in Reading was reading application.
- The area of deficiency noted for the Hispanic, White, and Economically Disadvantaged subgroups was Informational Text/ Research Processing.
- The area of deficiency noted for students making Learning Gains in Reading is Vocabulary.
- The area of deficiency for the CELLA- Listening and Speaking subgroup in Reading was Vocabulary.
- The area of deficiency for the CELLA- Reading subgroup in reading was Reading Application.
- The area of deficiency for the CELLA- Writing subgroup in reading was Vocabulary.

Plan to Monitor Progress Toward the Goal

Review of student journal writing

Person or Persons Responsible

Teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

CELLA assessment

G2. Our goal for the 2014 Writing FCAT 2.0 is to increase the level of proficiency from 46% to 51%, an increase of 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Achieve 3000, Teacher, Supplies (pens, journals, pencils), selection of writing prompts

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012-2013 FCAT 2.0 Writing test for 4th grade was Written Application.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency from 52% to 66%, an increase of 14 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- GoMath Textbooks
- Think Central
- FCAT Explorer
- District Assessments
- Bi-weekly Assessments

Targeted Barriers to Achieving the Goal

- The area of deficiency noted for the White subgroup in the 2013 Mathematics FCAT 2.0 was base numbers and measurement.
- The areas of deficiency noted for the students achieving Level 3 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5
- The area of deficiency noted for the students achieving Level 4 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5
- The area of deficiency noted for students making Learning Gains in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5
- The area of deficiency noted for students in the lowest 25% subgroup in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5,

Plan to Monitor Progress Toward the Goal

Will monitor and analyze formative assessments, mini assessments, District Interim Assessments, District Assessments. Will monitor student attendance, student grades, the completion of classroom and home learning assignments and student in-class engagement.

Person or Persons Responsible

Teachers, Math Coach, MTSS/RTI, Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments, Mini Assessments, District Interim Assessments, student work samples, student Grades, student attendance

G4. Our goal for the 2014 Science FCAT 2.0 is to increase Level 3 student proficiency by 4 percentage points, from 20% to 24%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Lab activities

Targeted Barriers to Achieving the Goal

- Monitor implementation of hands-on activities and scientific writing strategies to ensure students understand benchmark areas. Lab activities will reinforce benchmark areas as well.

Plan to Monitor Progress Toward the Goal

Walk throughs, data chats

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessments include graded assignments, portfolio, group projects, self and peer evaluations, lab portfolios and science fair projects and the 2014 FCAT 2.0.

G5. Our goal for the 2014 school year is to increase the number of experiences and maintain our 100% participation in Science, Technology, Engineering, and Mathematics.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science and Mathematics teachers, Textbooks

Targeted Barriers to Achieving the Goal

- During the 2013 school year, 100% of the students participated in STEM related activities. During the 2014 school year 100% participation will be maintained.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Our goal for the 2013-2014 school year is to use the Early Warning System to increase reading proficiency and attendance and reduce retentions, and behavior referrals in Elementary School.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Manager/Registrar
- ISIS
- Attendance Manager
- Achieve 3000
- Highly qualified teachers
- Parent/ Student handbook

Targeted Barriers to Achieving the Goal

- The area of deficiency noted is unfamiliarity to attendance procedures
- In the 2012-13 school year 1% Elementary School students were retained. Our goal for the 2013-14 school year is to for retentions to remain at 1%, or less.
- In the 2013-14 school year 52% of the students were not proficient in reading by third grade. Our goal for the 2013-14 school year is to reduce this percentage to 47%, a decrease of 5 percentage points.

Plan to Monitor Progress Toward the Goal

Administration/ leadership team will conduct data chats with teachers and discuss progress.

Person or Persons Responsible

Administration, home room teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Achieve 3000 reports

G7. Our goal for the 2013-2014 school year is to increase parental involvement by 1 percentage point, from 98% to 99%..

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parents
- Administration

Targeted Barriers to Achieving the Goal

- Many of the parents are unavailable during day or afternoon hours because they work.

Plan to Monitor Progress Toward the Goal

Monitor through use of Sign-in Sheets, Volunteer logs, PAVE Logs.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign-in Sheets, Volunteer Logs, PAVE Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency from 51% to 75%, an increase of 24 percentage points.

G1.B1 An anticipated barrier for students achieving a Level 3 in Reading was reading application.

G1.B1.S1 Students in second through fifth grade will utilize this program not only in language arts, but in content areas. They are required to complete 2 sessions a week with 85% proficiency for fidelity. All teachers can monitor a student's success on the online data base. Based off of the student's success, the teacher can then offer interventions/ remediation based off of mastery of skill.

Action Step 1

interventions/ remediation, data chats, walk throughs

Person or Persons Responsible

Reading Coach, LLT team, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Interim Assessments, Reports from FCAT Explorer, 2014 FCAT Reading 2.0

Facilitator:

Reading Coach

Participants:

Reading Coach, LLT team, Administration

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

Walk throughs, data chats

Person or Persons Responsible

Reading Coach, LLT team, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from Achieve3000 online database, 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Walk throughs, data chats with teachers

Person or Persons Responsible

Administration, LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, FAIR, 2014 FCAT Reading 2.0

G1.B2 The area of deficiency noted for the Hispanic, White, and Economically Disadvantaged subgroups was Informational Text/ Research Processing.

G1.B2.S1 Provide opportunities for the specified subgroups to use Informational Text to strengthen arguments in order to support their answers.

Action Step 1

Using real world documents included in the Achieve 3000 Program to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly assessments and quarterly monitoring through Coach-made and District exams

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

Program administration

Person or Persons Responsible

Administration, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G1.B2.S1

Achiee 3000 scores, bi-weekly and quarterly exams, FCAT 2.0 reading

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B3 The area of deficiency noted for students making Learning Gains in Reading is Vocabulary.

G1.B3.S1 Students will be provided with the opportunity to improve their vocabulary skills through "word of the week".

Action Step 1

A new word will be introduced each week. It will be posted on the bulletin board in the main office, announced in the morning announcements. Students and teachers will be encouraged to use the word.

Person or Persons Responsible

School-wide

Target Dates or Schedule

Weekly

Evidence of Completion

Monitoring by Administration Team

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 The area of deficiency for the CELLA- Listening and Speaking subgroup in Reading was Vocabulary.

G1.B4.S1 CELLA students will be provided with opportunities to improve vocabulary through role-playing, and teacher/student modeling.

Action Step 1

Implementing real world role-playing activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made tests, oral assessments.

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

Conduct classroom walk-throughs, review teacher lesson plans.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G1.B4.S1

Monitor students' listening and speaking skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Grades received for role-play activities, CELLA Test scores

G1.B5 The area of deficiency for the CELLA- Reading subgroup in reading was Reading Application.

G1.B5.S1 Provide students opportunity to increase their reading comprehension through the use of Achieve 3000 program.

Action Step 1

CELLA students will use the Achieve 3000 program to increase their reading comprehension skills.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Achieve 3000 data reports

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

Monitor program administration

Person or Persons Responsible

LLT, Administration, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Achieve 3000 assessment data

Plan to Monitor Effectiveness of G1.B5.S1

Achieve 3000 score, bi-weekly and quarterly exams, CELLA exam

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B6 The area of deficiency for the CELLA- Writing subgroup in reading was Vocabulary.

G1.B6.S1 Provide ELL students with opportunities to improve their vocabulary use in writing through the use of writing prompts and journal writing.

Action Step 1

Provide real world prompts for ELL students to complete journal entries.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals and writing portfolios.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B6.S1

Provide real world prompts for ELL students to complete journal entries.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals and writing portfolios.

G2. Our goal for the 2014 Writing FCAT 2.0 is to increase the level of proficiency from 46% to 51%, an increase of 5 percentage points.

G2.B1 The area of deficiency as noted on the 2012-2013 FCAT 2.0 Writing test for 4th grade was Written Application.

G2.B1.S1 Provide opportunities for students to improve their Writing Application skills by the correct usage of proper Language Conventions.

Action Step 1

Monitor writing centers and analyze pre and post writing samples.

Person or Persons Responsible

Teachers, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data, student work samples

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

Classroom walk throughs

Person or Persons Responsible

Teachers, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, student grades

Plan to Monitor Effectiveness of G2.B1.S1

Review journals and assignments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Writing scores, student work samples

G3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency from 52% to 66%, an increase of 14 percentage points.

G3.B1 The area of deficiency noted for the White subgroup in the 2013 Mathematics FCAT 2.0 was base numbers and measurement.

G3.B1.S1 Increase the use of manipulatives and hands on activities to reinforce mathematical concepts which include developing an understanding of number operations and problems.

Action Step 1

walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Graded assignments, group projects, mini assessments, and peer evaluation will serve as an evaluation tool, as well as the 2014 FCAT 2.0

Facilitator:

Math Coach

Participants:

Administration, Math Coach

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

walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT Math, Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, 2014 FCAT Math

G3.B2 The areas of deficiency noted for the students achieving Level 3 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5

G3.B2.S2 Students will use FCAT Explorer, as well as Math Coach Interactive to improve areas of decimals, fractions, geometry, and measurement.

Action Step 1

The students will use FCAT Explorer and Math Coach Interactive

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Data from FCAT Explorer, Math Coach Interactive, Classroom Assessments

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

Track student usage

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Program usage reports

Plan to Monitor Effectiveness of G3.B2.S2

Students will graph their progress

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress charts

G3.B3 The area of deficiency noted for the students achieving Level 4 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5

G3.B3.S1 Provide 4th grade students who achieved a Level 4 or higher on the 2013 Mathematics FCAT 2.0 with opportunities to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B3.S1

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teacher, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B4 The area of deficiency noted for students making Learning Gains in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5

G3.B4.S2 Students will be using FCAT Explorer, as well as Math Coach Interactive in order to improve in the areas of decimals, fractions, geometry, and measurement.

Action Step 1

FCAT Explorer, Math Coach Interactive

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Data from FCAT Explorer, Math Coach Interactive, Classroom Assessments.

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

Tracking student usage

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Program Generated reports

Plan to Monitor Effectiveness of G3.B4.S2

Progress will be graphed by each student

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

The graphed charts

G3.B5 The area of deficiency noted for students in the lowest 25% subgroup in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5,

G3.B5.S1 Provide students making Learning Gains on the 2013 Mathematics 2.0 FCAT with opportunities that support mathematical fluency and problem solving skills in the areas of: relating decimals, fractions, and percents.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teacher, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Action Step 2

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teacher, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B5.S1

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G4. Our goal for the 2014 Science FCAT 2.0 is to increase Level 3 student proficiency by 4 percentage points, from 20% to 24%.

G4.B1 Monitor implementation of hands-on activities and scientific writing strategies to ensure students understand benchmark areas. Lab activities will reinforce benchmark areas as well.

G4.B1.S2 Administration will monitor lesson plans and school events that reflect science benchmarks.

Action Step 1

Administration will check science lesson plans and monitor fidelity of the lessons.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

checklist, signed lesson plans

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

Lesson plans will be checked alongside the Miami Dade County Public schools pacing guides

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Signed lesson plans

Plan to Monitor Effectiveness of G4.B1.S2

Students will complete a follow-up assignment

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed follow up assignments

G6. Our goal for the 2013-2014 school year is to use the Early Warning System to increase reading proficiency and attendance and reduce retentions, and behavior referrals in Elementary School.

G6.B1 The area of deficiency noted is unfamiliarity to attendance procedures

G6.B1.S2 Highlight the attendance portion of the Parent/Student handbook and hold conference with parents explaining and stressing the importance of being at school everyday and arriving on time.

Action Step 1

Send home attendance policy and hold parent conferences

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

quarterly

Evidence of Completion

Parent Communication Logs

Action Step 2

Send home attendance policy and hold parent conferences

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

quarterly

Evidence of Completion

Parent Communication Logs

Plan to Monitor Fidelity of Implementation of G6.B1.S2

All teacher parent communication logs and sign in sheets will be checked

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent communication logs, sign in sheets

Plan to Monitor Effectiveness of G6.B1.S2

Attendance Reports will be analyzed for progress

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports

G6.B2 In the 2012-13 school year 1% Elementary School students were retained. Our goal for the 2013-14 school year is to for retentions to remain at 1%, or less.

G6.B2.S1 Provide students with intervention in low-performing subject areas, as well as opportunities to attend before and after school tutoring.

Action Step 1

Provide small group intervention, as well as the opportunity to attend before/after school tutoring.

Person or Persons Responsible

Interventionist, instructional coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-In sheets, tutoring/intervention rosters, tutoring/intervention logs, student progress reports, bi-weekly assessments, teacher-made assessments, district assessments.

Action Step 2

Provide small group intervention, as well as the opportunity to attend before/after school tutoring.

Person or Persons Responsible

Interventionist, instructional coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-In sheets, tutoring/intervention rosters, tutoring/intervention logs, student progress reports, bi-weekly assessments, teacher-made assessments, district assessments.

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

Will monitor the implementation of identified strategy on an ongoing basis by conducting observations, walk-throughs, and conducting meetings with the interventionists and teachers.

Person or Persons Responsible

LLT, Administration, Instructional coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, intervention/tutoring attendance rosters, bi-weekly assessments, district assessments

Plan to Monitor Effectiveness of G6.B2.S1

Review student assessment data.

Person or Persons Responsible

Administration, Instructional Coaches, Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly assessments, district exams, teacher-made tests, student progress reports.

G6.B3 In the 2013-14 school year 52% of the students were not proficient in reading by third grade. Our goal for the 2013-14 school year is to reduce this percentage to 47%, a decrease of 5 percentage points.

G6.B3.S2 Students will increase the frequency of usage of Achieve 3000.

Action Step 1

Students will increase the number of articles completed on Achieve 3000

Person or Persons Responsible

Teacher, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Achieve 3000 usage reports

Plan to Monitor Fidelity of Implementation of G6.B3.S2

Program usage reports will be reviewed

Person or Persons Responsible

administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Achieve 3000 usage reports

Plan to Monitor Effectiveness of G6.B3.S2

Program data/progress reports

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

ongoing

Evidence of Completion

Achieve 3000 reports

G7. Our goal for the 2013-2014 school year is to increase parental involvement by 1 percentage point, from 98% to 99%..

G7.B1 Many of the parents are unavailable during day or afternoon hours because they work.

G7.B1.S1 Offer parent events / meetings during evening hours to accommodate working families.

Action Step 1

Administer parent survey to determine interests and needs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Survey results

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

Following the FCIM, the administration will monitor the reports and adjust strategy if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, parent survey results

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM, the administration will monitor the reports and adjust strategy if needed.

Person or Persons Responsible

Administration team

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets parent survey results

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. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency from 51% to 75%, an increase of 24 percentage points.

G1.B1 An anticipated barrier for students achieving a Level 3 in Reading was reading application.

G1.B1.S1 Students in second through fifth grade will utilize this program not only in language arts, but in content areas. They are required to complete 2 sessions a week with 85% proficiency for fidelity. All teachers can monitor a student's success on the online data base. Based off of the student's success, the teacher can then offer interventions/ remediation based off of mastery of skill.

PD Opportunity 1

interventions/ remediation, data chats, walk throughs

Facilitator

Reading Coach

Participants

Reading Coach, LLT team, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Interim Assessments, Reports from FCAT Explorer, 2014 FCAT Reading 2.0

G3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency from 52% to 66%, an increase of 14 percentage points.

G3.B1 The area of deficiency noted for the White subgroup in the 2013 Mathematics FCAT 2.0 was base numbers and measurement.

G3.B1.S1 Increase the use of manipulatives and hands on activities to reinforce mathematical concepts which include developing an understanding of number operations and problems.

PD Opportunity 1

walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed

Facilitator

Math Coach

Participants

Administration, Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Graded assignments, group projects, mini assessments, and peer evaluation will serve as an evaluation tool, as well as the 2014 FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency from 51% to 75%, an increase of 24 percentage points.	\$500
G3.	Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency from 52% to 66%, an increase of 14 percentage points.	\$300
Total		\$800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
SAC funds	\$500	\$0	\$500
SAC fund	\$0	\$300	\$300
Total	\$500	\$300	\$800

Budget Details

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

G1. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency from 51% to 75%, an increase of 24 percentage points.

G1.B1 An anticipated barrier for students achieving a Level 3 in Reading was reading application.

G1.B1.S1 Students in second through fifth grade will utilize this program not only in language arts, but in content areas. They are required to complete 2 sessions a week with 85% proficiency for fidelity. All teachers can monitor a student's success on the online data base. Based off of the student's success, the teacher can then offer interventions/ remediation based off of mastery of skill.

Action Step 1

interventions/ remediation, data chats, walk throughs

Resource Type

Evidence-Based Materials

Resource

Achieve 3000 is an online tool used to offer students language arts skills through the use of informational texts.

Funding Source

SAC funds

Amount Needed

\$500

G3. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency from 52% to 66%, an increase of 14 percentage points.

G3.B1 The area of deficiency noted for the White subgroup in the 2013 Mathematics FCAT 2.0 was base numbers and measurement.

G3.B1.S1 Increase the use of manipulatives and hands on activities to reinforce mathematical concepts which include developing an understanding of number operations and problems.

Action Step 1

walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed

Resource Type

Evidence-Based Program

Resource

Licenses to SumDog, a math website that offers students interventions based on their level of instruction.

Funding Source

SAC fund

Amount Needed

\$300