



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Howard Drive Elementary School

7750 SW 136TH ST

Miami, FL 33156

305-235-1412

<http://howarddrive.dadeschools.net>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 38%
Alternative/ESE Center No	Charter School No	Minority Rate 66%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Howard Drive Elementary School

Principal

Deanna Dalby D

School Advisory Council chair

Laura Rossano

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

Name	Title
Deanna D. Dalby	Principal
Christina V. Diaz	Assistant Principal

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 – 5, alternate teachers – 1, parents – 5, alternate parent – 1, educational support – 1, alternate educational support – 1, student – 1, alternate student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

The SAC worked together to develop a list of strategies that should be considered for the school year. The SAC will then determine if the implementation of these strategies is evidenced in the SIP and in the student data. Changes and adjustments to these strategies will be made throughout the school year by the SAC, as needed.

Activities of the SAC for the upcoming school year

The SAC activities for the upcoming year will include developing and monitoring the implementation of the School Improvement Plan. In addition, to make decisions which affect instruction and delivery of programs; to work together with the faculty and staff to improve student achievement.

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

The projected use of school improvement funds will be \$1,000 to school wide programs.

Parent Workshops - \$200.00

Intervention- \$500.00

FCAT NGSSS/ Common Core Standards Materials-\$300.00

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

In Compliance

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

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:

Deanna Dalby D

Principal

Years as Administrator: 18

Years at Current School: 11

CredentialsElementary Education
Educational Leadership K-12**Performance Record**

2013 – School Grade B
 Rdg. Proficiency, 65%
 Math Proficiency, 58%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% 65 points
 Math Imp. of Lowest 25% 35 points
 Rdg. AMO -75
 Math AMO-72

2012 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% 53 points
 Math Imp. of Lowest 25% 61 points
 Rdg. AMO -73
 Math AMO-69

2011 - School Grade B
 Rdg. Proficiency, 87%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% 62 points
 Math Imp. of Lowest 25% 49 points
 Rdg. AMO -70
 Math AMO-66

2010- School Grade A
 Rdg. Proficiency, 86%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% 58 points
 Math Imp. of Lowest 25% 61 points

2009 - School Grade A
 Rdg. Proficiency, 85%
 Math Proficiency, 85%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% 55 points
 Math Imp. of Lowest 25% 68 points

Christina V. Diaz

Asst Principal

Years as Administrator: 5

Years at Current School: 4

Credentials

Special Education K-12
 Reading K-12
 Educational Leadership

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 65%
 Math Proficiency, 58%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% 65 points
 Math Imp. of Lowest 25% 35 points
 Rdg. AMO -75
 Math AMO-72

2012 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% 53 points
 Math Imp. of Lowest 25% 61 points
 Rdg. AMO -73
 Math AMO-69

2011 - School Grade B
 Rdg. Proficiency, 87%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% 62 points
 Math Imp. of Lowest 25% 49 points
 Rdg. AMO -70
 Math AMO-66

2010- School Grade A
 Rdg. Proficiency, 86%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% 58 points
 Math Imp. of Lowest 25% 61 points

2009 - School Grade A
 Rdg. Proficiency, 85%
 Math Proficiency, 85%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% 55 points
 Math Imp. of Lowest 25% 68 points

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

40

receiving effective rating or higher

40, 100%

Highly Qualified Teachers

83%

certified in-field

41, 102%

ESOL endorsed

27, 68%

reading endorsed

2, 5%

with advanced degrees

20, 50%

National Board Certified

14, 35%

first-year teachers

0, 0%

with 1-5 years of experience

5, 13%

with 6-14 years of experience

16, 40%

with 15 or more years of experience

22, 55%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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. Provide leadership and growth opportunities for teachers to promote student achievement.
2. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.
3. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.
4. Cultivate collaboration between instructional personnel through Professional Learning Communities (PLC).

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

Teachers who are in their second and third year teaching will be paired with a "mentor" teacher. The "mentor" teacher will be their grade-level chair. The administrators will provide time for mentoring teams to meet, for the teacher to observe their mentors teaching techniques and time for the two to discuss improvements to classroom and instructional practices. The mentors are highly qualified, certified-in-field, effective teachers that have received highly effective or effective evaluation ratings. In addition, this year teachers who have been moved to a different grade level will be provided with sub coverage to observe a colleague in the same grade. Professional conversations will take place after observations.

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 Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals according to the SIP strategies, monitor academic and behavior data evaluating progress at least three times per year. The school-based MTSS Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the four step problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success.

The MTSS Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each OPM. In addition, the team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the MTSS Leadership Team works with other school teams by assisting them with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Deanna D. Dalby – Principal facilitate and monitor MTSS and SIP

Christina V. Diaz – Assistant Principal facilitate and monitor MTSS and SIP

Amy Wood & Karen Greene – Reading Liaisons - will work with teachers at all grade levels in order to ensure that implementation of the Reading curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide Reading data and provide feedback regarding interventions as needed for the RTI program.

Monica Russell – Math Liaisons will work with teachers at all grade levels in order to ensure the implementation of the Mathematics curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide mathematics data and provide feedback regarding interventions as needed for the RTI program.

Julie Rich & Julie Yngber – Science Liaisons-will work with teachers at all grade levels in order to ensure the implementation of the Science curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide science data

Leslie Collier – School Psychologist- Assists with consultation, assessment, and intervention development.

Daria Valle – School Counselor- Assists with consultation, assessment, and intervention development.

Deborah Davis-Behavior Management Teacher will work with teachers at all grade levels in order to ensure that the individual needs of students in Special Education are being met in accordance with their Individual Education Plans. In addition, she will work with administration to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

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

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

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

Baseline data includes:, Florida Assessment for Instruction in Reading (FAIR), STAR reports, Florida Comprehensive Assessment Test (FCAT), District Fall Interim Assessments for Reading, Mathematics, and Science Tests, and District Writing Pre-Test.

Midyear data includes: Florida Assessment for Instruction in Reading (FAIR), STAR reports, Mid-Year District Writing Test, and District Winter Interim Assessments for Reading, Mathematics, and Science.

End of Year data includes: FAIR, STAR Reading & Math , District Interim Assessments for Reading, Mathematics, and Science, District Post Writing Test Results, and FCAT

Behavior: Student Case Management System, Suspensions/expulsions, Attendance, FAB/BIP

procedures

Data Management Tools: Edusoft, PMRN, and writing data

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

The contribution of the MTSS to student learning depends on the motivations and capacities of teachers, administrators, and the MTSS Leadership team working together as a well-functioning team. Staff members should be implementing RtI with fidelity to support MTSS since fidelity is the critical component of the multitiered system of supports (MTSS). Staff need to ensure that they are using the problem-solving process across all three tiers and that they are implementing evidence-based instruction and interventions that are matched to specific need of their students.

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: 10,800

As teachers incorporate innovative instructional approaches that foster a positive learning environment and hold all students to high academic expectations, they typically use a wider range of research-based practices and data sources. Listed below are examples of innovative strategies used during the school day:

- Small & Individual group differentiated instruction
- Wednesday Cosmos day – academic enrichment activities for students of the Gifted in Reading and Mathematics
- SuccessMaker
- Reading Plus
- Professional Development on Common Core and new Reading Series- Wonders

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?

Students participating in the academic enrichment and the after school tutoring courses for reading and mathematics will complete a pre and posttest at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies.

Students participating in enrichment activities and the after school tutoring contributing to a well-rounded education will prepare for a showcase that will display all that they learned throughout the school year.

Who is responsible for monitoring implementation of this strategy?

Teachers,
MTSS Team & the Rtl Team as well as the administrators listed below:
Deanna D. Dalby, Principal
Christina V. Diaz, Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Deanna D. Dalby	Principal
Christina V. Diaz	Assistant Principal
Amy Wood	Intermediate Reading Liaison
Karen Greene	Primary Reading Liaison
Arlene Young	Media Specialist

How the school-based LLT functions

The school-based Literacy Leadership Team meets on a monthly basis to discuss literacy data and/or disseminate information on implementation of literacy programs. The Rtl team will collaborate with the Literacy team and School Support Team in order to address intervention strategies and provide support to teachers and students on an ongoing basis. The Principal will provide all the necessary resources to the LLT, as the Reading Coach will provide her expertise by guiding teachers through assessments analysis in order to make informed decisions on student performance. In addition, the Reading Coach will network closely with the LLT to ensure implementation of the K -12 CRRP with fidelity. The Principal will promote the LLT by offering professional growth opportunities to its members and encouraging the use of data analysis in order to improve and facilitate teaching. Data will be monitored by the Principal, including Progress Monitoring data (F.A.I.R.); Interim Assessments; and observational data, as well as their utilization. The Administration Team will conference with all classroom teachers individually on an ongoing basis at least three times during the year. In addition, the Principal will also monitor implementation of the K – 12 CRRP through classroom observations, grade-level department meetings, and through the designated Literacy team meetings.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team during the 2013-2014 school year will be to foster reading knowledge within the school, implement reading strategies using the common core standards across all content areas, and create a positive atmosphere for literacy across all content areas.

Every Teacher Contributes to Reading Instruction

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

N/A

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

Kindergarten is an important time of transition for children and parents. Howard Drive Elementary offers the Voluntary Pre-Kindergarten program to assist students with getting prepared for Kindergarten. In addition, Kindergarten students are assessed using the statewide kindergarten screening tool (FAIR) at the beginning of the school year to determine the readiness of each child coming into a kindergarten program. Kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS), statewide kindergarten screening that is used to assess the readiness of each child for kindergarten, includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten (Letter Naming Fluency and Initial Sound Fluency). Also, prior to the beginning of the school year, the kindergarten teachers conduct an open house to discuss the expectations of the students and the Kindergarten curriculum. Howard Drive Elementary has also provided strategies and resources to help families and support students as they enter kindergarten.

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	75%	73%	No	78%
American Indian				
Asian				
Black/African American	45%	33%	No	51%
Hispanic	73%	78%	Yes	76%
White	88%	89%	Yes	89%
English language learners	76%	50%	No	78%
Students with disabilities	36%	34%	No	42%
Economically disadvantaged	53%	48%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	24%	78%
Students scoring at or above Achievement Level 4	43	44%	78%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

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)	24	74%	76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	39%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	39%	45%

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.		<i>[data excluded for privacy reasons]</i>	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	89	68%	71%
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	72%	65%	No	75%
American Indian				
Asian				
Black/African American	33%	24%	No	40%
Hispanic	73%	66%	No	75%
White	86%	84%	No	87%
English language learners	90%	44%	No	91%
Students with disabilities	36%	36%	Yes	42%
Economically disadvantaged	48%	37%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	37%	72%
Students scoring at or above Achievement Level 4	22	22%	72%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		35%	42%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	65%	No	75%
American Indian				
Asian				
Black/African American	33%	24%	No	40%
Hispanic	73%	66%	No	75%
White	86%	84%	No	87%
English language learners	90%	44%	No	91%
Students with disabilities	36%	36%	Yes	42%
Economically disadvantaged	48%	37%	No	54%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

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	25	23%	26%
Students scoring at or above Achievement Level 4	41	38%	39%

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)	0		0
Participation in STEM-related experiences provided for students	55	42%	52%

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	41	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	34	35%	32%
Students who receive two or more behavior referrals	26	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	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

Our PTA records and the volunteer sign-in logs, during the 2012-2013 school year indicate that parent participation in school wide activities was 68%. Our goal for the 2013- 2014 school year is to increase parent participation by ten percentage points to 78%. Our goal is to increase parent participation from our students that live in the neighboring community.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide parents with more information on strategies to enhance their child's academic at PTA meetings and events.	125	68%	78%
Utilize Connect-Ed to promote PTA meetings and school wide-events.	600	68%	78%
Use a variety of media—flyers, monthly bulletins, e-mail and website—to advertise PTA meetings and events.	600	68%	78%
Designate staff members to go into the community and make awareness with school activities and events.	125	68%	78%

Area 10: Additional Targets**Additional targets for the school**

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	N/A	N/A%	N/A%

Goals Summary

- G1.** The result of the 2012-2013 FCAT 2.0 indicated that 73% of our students scored at achievement Level 3 and above. Our goal is to increase the percentage to 78% on the 2013-2014 FCAT 2.0.
- G2.** The result of the 2012-2013 FCAT 2.0 Writing Assessment indicates that 68% of our students scored at achievement Level 3.5 and above. Our goal is to increase that percentage to 71% on the 2013-2014 FCAT 2.0 Writing Assessment.
- G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Assessment indicates that 65% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.
- G4.** The result of the 2012-2013 FCAT 2.0 Science assessment indicates that 23% of our fifth grade students scored an achievement Level 3. Our goal is to increase that percentage to 26% for the 2013-2014 FCAT 2.0 Science Assessment.
- G5.** In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased through participation in Science Fair, Fairchild Challenge, other Project Based Learning.
- G6.** Our goal this school year is to decrease the number of students with excessive absences from 6% to 5%. We will decrease the number of behavioral referrals from 4% to 3%. We will decrease the number of referrals leading to suspensions from 2% to 3%.
- G7.** Our goal for the 2013-2014 school year is to increase parent participation by ten percentage points from 58% to 68%

Goals Detail

G1. The result of the 2012-2013 FCAT 2.0 indicated that 73% of our students scored at achievement Level 3 and above. Our goal is to increase the percentage to 78% on the 2013-2014 FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Wonders Reading Series, Accelerated Reader, Time for Kids, and On-leveled readers.

Targeted Barriers to Achieving the Goal

- Students' in the White (89%), and Hispanic (78%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2, Reading Application [LA.3-5.1.7.4] Cause and Effect Relationships(RI.3.3 & RI.3.8). They were unable to compare and contrast across texts. Our goal is to increase the percentage on the 2013-2014 FCAT of subgroup White to (89%), and to Hispanic (76%)
- Students' in the Black (35%), ELL (50%) and ED (48%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2, Reading Application [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2). These students had difficulties identifying the main idea and essential message in grade level text. Our goal is to increase the percentage on the 2013-2014 FCAT of subgroup Black to (51%), ELL (78%) and ED (57%)
- Students' performance data from the 2013 FCAT performance data indicates that 81 (24%) of students scoring at Achievement Level 3 on the 2012-2013 FCAT 2.0. There is a deficiency in Reporting Category 1, Vocabulary [LA.3-5.1.6.9] Multiple Meanings in Context. Students experienced difficulties determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students attaining a Level 3 on the FCAT 2.0. to 29%.
- Students' performance data from the 2013 FCAT performance data indicates that 159 (47%) of students scoring at Achievement Level 4-5 on the 2012-2013 FCAT 2.0. There is a deficiency in Reporting Category 3, Literary Analysis/Fiction/ Nonfiction [LA.3-5.2.1.2] Elements of story structure – character development, setting, plot, problem/solution Students experienced difficulties distinguish their own point of view from that of the narrator, characters, or of the author of the text. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students attaining a Level 4-5 on the FCAT 2.0. to 49%.
- Students' performance data from the 2013 FCAT performance data indicates that 68% of students made learning gains. There is a deficiency in Reporting Category 2, [LA.3-5.1.7.2] Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulties recognizing the author's perspective in text. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students making learning gains on the FCAT 2.0. to 71%.
- Students' performance data from the 2013 FCAT performance data indicates that 65% of students in the lowest 25% made gains. There is a deficiency in Reporting Category 1, Vocabulary, [LA.3-5.1.6.6] Identify shades of meaning in related words. Students demonstrated difficulties with questions that asked them shades of meaning and identifying the author's purpose for figurative language. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students in the lowest 25% in Reading on the FCAT 2.0. to 71%.
- On the 2012-2013 CELLA, students scored 24 (73%) proficient on the Listening/Speaking. Students require additional opportunities to speak the English language and understand spoke

English in the classroom and outside of the classroom setting. Our goal for the 2013-2014 CELLA assessment is to increase the percentage to 76% for the Listening/Speaking.

- On the 2012-2013 CELLA, students scored 13 (39%) proficient on the Reading. Students require additional opportunities to read in English. Our goal for the 2013-2014 CELLA assessment is to increase the percentage to 45% for the Reading.
- On the 2012-2013 CELLA, students scored 13 (39%) proficient on the Reading. Students require additional opportunities to practice academic writing and lack the ability to write descriptive sentences. Our goal for the 2013-2014 CELLA assessment is to increase the percentage to 45% for the Writing.

Plan to Monitor Progress Toward the Goal

Monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/ Rtl and LTT Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Interim Assessments and 2014 FCAT 2.0

G2. The result of the 2012-2013 FCAT 2.0 Writing Assessment indicates that 68% of our students scored at achievement Level 3.5 and above. Our goal is to increase that percentage to 71% on the 2013-2014 FCAT 2.0 Writing Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- New Core Curriculum Writing Standards

Targeted Barriers to Achieving the Goal

- Students' lack practice following the writing process and experience in editing, grammar and revising their work.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, review student writing folders to locate evidence of students' ability to edit their work.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FCAT Writing 2.0

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Assessment indicates that 65% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Go Math Assessment workbooks, utilize math manipulatives, Soar to Success, and SuccessMaker

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0, students in the Black (24%), and White (84%) subgroups did not make annual measurable objectives (AMO). Students in the Black and White subgroups received an inconsistent implementation of small group instruction during the mathematics instructional block. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage points in each subgroup to Black (40%), and White (87%).
- According to the results of the 2013 FCAT 2.0, students in the Hispanic (66%), ELL (44%) and ED (91%) subgroups did not make annual measurable objectives (AMO). Students in the Hispanic, ELL and ED subgroups need more opportunities to use mathematical vocabulary in real world situations and to apply their knowledge to solving world problems. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage points in each subgroup to Hispanic (75%), ELL (91%) and ED (54%).
- According to the results of the 2013 FCAT 2.0, the percentage of students who scores at Level 3 was 94 (28%). Students experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 36%.
- According to the results of the 2013 FCAT 2.0, the percentage of students who scores at or above Level 4 was 119 (35%). Students experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]; . Students need increased opportunities to describe three-dimensional shapes and analyze their properties [NGSSS] Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size [CCSS.Math.Content.4.G.A.2]. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 39%.
- According to the results of the 2013 FCAT 2.0, the percentage of students who made learning gains was 64%. Students experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 68%.
- According to the results of the 2013 FCAT 2.0, the percentage of students at the lowest 25% in Math was 35%. Students experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]. Students are having difficulties determining the amount of elapsed time to the nearest hour and half an hour. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 42%.

Plan to Monitor Progress Toward the Goal

Analyze data from district benchmark assessments at each grade level to determine that progress is being made and to assist teachers make instructional adjustments as needed. Data from the district Interim Assessments will be analyzed to measure progress toward the goal.

Person or Persons Responsible

MTSS/ Rtl and Leadership Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment 2014 FCAT 2.0

G4. The result of the 2012-2013 FCAT 2.0 Science assessment indicates that 23% of our fifth grade students scored an achievement Level 3. Our goal is to increase that percentage to 26% for the 2013-2014 FCAT 2.0 Science Assessment.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Gizmos, inquiry based hands on science activities, Common Core/ pacing guides, Science Builder, Discovery Education, FCAT Explorer, and participation in the Elementary Science Fair.

Targeted Barriers to Achieving the Goal

- The data on the 2012-2013 FCAT 2.0 Science indicates that the percentage of students in grade five who scored at achievement Level 3 was 25 (23%). Students demonstrated weakness in the reporting category Nature of Science . Students demonstrated difficulty with identifying a control group and defending conclusions. Our goal for the 2013-2014 FCAT 2.0 was is to increase the percentage of students scoring Level 3 to 26%.
- The data on the 2012-2013 FCAT 2.0 Science indicates that the percentage of students in grade five who scored at achievement Level 4 and above was 14 (38%). Students demonstrated a weakness in reporting category Nature of Science. Student demonstrated difficulty with understanding scientific questions about natural phenomena. Our goal for the 2013-2014 FCAT 2.0 was is to increase the percentage of students scoring Level 4-5 to 39%.

Plan to Monitor Progress Toward the Goal

Analyze data to ensure that students are making progress and that instruction is being modified as needed. Review student work folders to provide evidence of mastery and monitor science lab reports.

Person or Persons Responsible

MTSS/Rtl and Leadership Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment: 2014 Science FCAT 2.0

G5. In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased through participation in Science Fair, Fairchild Challenge, other Project Based Learning.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Gizmos

Targeted Barriers to Achieving the Goal

- Students have limited exposure to science, math and engineering projects that utilize technology and increase scientific thinking to develop and implement inquiry based activities.

Plan to Monitor Progress Toward the Goal

Monitor the Science Fair, Fairchild Challenge, and other Project Based Learning and look for an increased participation in school site STEM activities that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Yearly

Evidence of Completion:

Summative Assessment: 2014 Science FCAT 2.0

G6. Our goal this school year is to decrease the number of students with excessive absences from 6% to 5%. We will decrease the number of behavioral referrals from 4% to 3%. We will decrease the number of referrals leading to suspensions from 2% to 3%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- COGNOS, attendance rosters

Targeted Barriers to Achieving the Goal

- Students lack intrinsic motivation to attend school.
- We understand that student academic development is also correlated to the number of students who receive one or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Utilize the attendance rosters to monitor student absences.

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Decrease in absences recorded on COGNOS

G7. Our goal for the 2013-2014 school year is to increase parent participation by ten percentage points from 58% to 68%

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Connect Ed, Flyers, Use of facilities in neighboring communities

Targeted Barriers to Achieving the Goal

- Howard Drive Elementary services students that reside outside of the Village of Palmetto Bay and Pinecrest that live in neighboring communities. Parents are limited to attending meetings due to transportation. Our goal is to accommodate these parents by conducting parent meetings in the Library in this neighboring community.

Plan to Monitor Progress Toward the Goal

Review sign-in sheets and attendance logs for the parent information session.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Yearly

Evidence of Completion:

Sign-in sheets and attendance logs for the parent information meetings.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The result of the 2012-2013 FCAT 2.0 indicated that 73% of our students scored at achievement Level 3 and above. Our goal is to increase the percentage to 78% on the 2013-2014 FCAT 2.0.

G1.B1 Students' in the White (89%), and Hispanic (78%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2, Reading Application [LA.3-5.1.7.4] Cause and Effect Relationships(RI.3.3 & RI.3.8). They were unable to compare and contrast across texts. Our goal is to increase the percentage on the 2013-2014 FCAT of subgroup White to (89%), and to Hispanic (76%)

G1.B1.S1 Provide opportunities for students to identify causal relationships imbedded in text.

Action Step 1

Instruct students in the process of using graphic organizers to understand the relationship of organizational patterns in text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Mrs. Wood, Reading Liaison

Participants:

Reading/Language Arts Teachers

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

Utilizing the FCIM, review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing classroom assessments focusing on students' understanding of cause and effect relationship. Ongoing monitoring of SuccessMaker reports, and district Interim Assessments.

Plan to Monitor Effectiveness of G1.B1.S1

MTSS/RtI Team, LLT

Person or Persons Responsible

Utilizing the FCIM review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0

G1.B1.S2 Provide a variety of instructional strategies and activities to interpret text features, such as graphics, legends, illustrations, diagrams, charts, and keys.

Action Step 1

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, fliers, and websites to locate, interpret and organize information from text features.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples; lesson plans.

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Successmaker and Reading Plus data reports; walk-through logs

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments and teacher assessments.

G1.B2 Students' in the Black (35%), ELL (50%) and ED (48%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2, Reading Application [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2). These students had difficulties identifying the main idea and essential message in grade level text. Our goal is to increase the percentage on the 2013-2014 FCAT of subgroup Black to (51%), ELL (78%) and ED (57%)

G1.B2.S1 Provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Action Step 1

Use Close reading strategies and graphic organizers to help students visually see text organizational patterns and how they impact meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Utilize FCIM, review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing classroom assessments focusing on students' understanding main idea, supporting details, implied messages, inferencing and chronological order to monitor progress and to adjust instruction as needed.

Plan to Monitor Effectiveness of G1.B2.S1

Utilize FCIM, review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0

G1.B2.S2 Assign Reading Plus goals to each student to be completed during interventions. Assign Accelerated Reader goals for each grade level and allow opportunities for library visits. In grades 3-5, implement after school tutoring in Reading and Mathematics focusing on targeted benchmarks.

Action Step 1

Monitor the implementation of strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher informal observation logs and rubrics utilized during instruction.

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

Monitor Reading Plus data and small group Differentiated data of strategies through the FCIM process and make adjustments as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observations logs and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B2.S2

Monitor the implementation of strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI and LLT Teams

Target Dates or Schedule

Yearly

Evidence of Completion

2014 FCAT 2.0

G1.B3 Students' performance data from the 2013 FCAT performance data indicates that 81 (24%) of students scoring at Achievement Level 3 on the 2012-2013 FCAT 2.0. There is a deficiency in Reporting Category 1, Vocabulary [LA.3-5.1.6.9] Multiple Meanings in Context. Students experienced difficulties determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students attaining a Level 3 on the FCAT 2.0. to 29%.

G1.B3.S1 Provide opportunities determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic.

Action Step 1

Use a variety of strategies to enhance the vocabulary acquisition such as: Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, and understanding multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks.

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

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' understanding and knowledge in the areas of Multiple Meanings in context and adjust instruction as needed.

Person or Persons Responsible

MTSS/ Rtl and LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' understanding and knowledge in the areas of Multiple Meanings in context and adjust instruction as needed.

Person or Persons Responsible

MTSS/ Rtl and LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G1.B4 Students' performance data from the 2013 FCAT performance data indicates that 159 (47%) of students scoring at Achievement Level 4-5 on the 2012-2013 FCAT 2.0. There is a deficiency in Reporting Category 3, Literary Analysis/Fiction/ Nonfiction [LA.3-5.2.1.2] Elements of story structure – character development, setting, plot, problem/solution Students experienced difficulties distinguish their own point of view from that of the narrator, characters, or of the author of the text. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students attaining a Level 4-5 on the FCAT 2.0. to 49%.

G1.B4.S1 Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Action Step 1

Using reading passages on grade level students will underline the narrator's thoughts and feelings, and determine the narrative viewpoint. In addition, students will acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, assessments created by teachers including benchmark

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

Assess how point of view or purpose shapes the content and style of a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, assessments created by teachers including benchmark

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, schedule quarterly reviews of Interim Assessments data in order to monitor student's knowledge in the areas of story structure.

Person or Persons Responsible

MTSS/RtI and LLT Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G1.B5 Students' performance data from the 2013 FCAT performance data indicates that 68% of students made learning gains. There is a deficiency in Reporting Category 2, [LA.3-5.1.7.2] Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulties recognizing the author's perspective in text. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students making learning gains on the FCAT 2.0. to 71%.

G1.B5.S1 Provide opportunities for students' to Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, and site created benchmark assessments

Facilitator:

Ms. Wood and Ms. Green, Reading Liaisons

Participants:

Reading/Language Arts Teachers

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

Utilizing the FCIM, schedule quarterly reviews of Interim Assessments data in order to monitor students' understanding and in depth knowledge of author's perspective.

Person or Persons Responsible

MTSS/RtI and LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, Districts Interim Assessments and benchmark assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B6 Students' performance data from the 2013 FCAT performance data indicates that 65% of students in the lowest 25% made gains. There is a deficiency in Reporting Category 1, Vocabulary, [LA.3-5.1.6.6] Identify shades of meaning in related words. Students demonstrated difficulties with questions that asked them shades of meaning and identifying the author's purpose for figurative language. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students in the lowest 25% in Reading on the FCAT 2.0. to 71%.

G1.B6.S1 Provide opportunities for students to experience a variety of figurative language and the purpose the author uses it.

Action Step 1

Use Close reading strategies to identify how and why authors use figurative language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher created assessments focusing on benchmark

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

Ongoing classroom assessments focusing on students' understanding of cause and effect relationship.
Ongoing monitoring of SuccessMaker reports, and district Interim Assessments.

Person or Persons Responsible

MTSS/ Rtl and LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, District Interim Assessment, and benchmark assessments.

Plan to Monitor Effectiveness of G1.B6.S1

Ongoing classroom assessments focusing on students' understanding of cause and effect relationship.
Ongoing monitoring of SuccessMaker reports, and district Interim Assessments.

Person or Persons Responsible

MTSS/Rtl and LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G1.B7 On the 2012-2013 CELLA, students scored 24 (73%) proficient on the Listening/Speaking. Students require additional opportunities to speak the English language and understand spoke English in the classroom and outside of the classroom setting. Our goal for the 2013-2014 CELLA assessment is to increase the percentage to 76% for the Listening/Speaking.

G1.B7.S1 During instruction, students will be provided with opportunities to listen to the teacher modeling how to read fluently, participate in read-alouds, and participate in choral reading. Teacher will use repetition in the classroom and repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception.

Action Step 1

Utilize differentiated ELL strategies to address individual needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, site created assessments including benchmark assessments.

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

Monitor the implementation of identifies strategies through the FCIM process and make adjustment to instruction as needed.

Person or Persons Responsible

MTSS/Rtl and LLT Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observation logs and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B7.S1

Monitor the implementation of identifies strategies through the FCIM process and make adjustment to instruction as needed.

Person or Persons Responsible

MTSS/ RtI and LLT Teams

Target Dates or Schedule

Yearly

Evidence of Completion

2014 CELLA administration

G1.B8 On the 2012-2013 CELLA, students scored 13 (39%) proficient on the Reading. Students require additional opportunities to read in English. Our goal for the 2013-2014 CELLA assessment is to increase the percentage to 45% for the Reading.

G1.B8.S1 During instruction, teachers will use Question-Answer-Relationship (QAR) with students to teach them how to ask questions about their reading and help them find answers in a text. Teachers will use K-W-L charts to activating Prior Knowledge of the students to help The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Action Step 1

Utilize differentiated ELL strategies to address individual needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, site created assessments including benchmark assessments.

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

Monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/Rtl and LLT Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B8.S1

Monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/Rtl and LTT Teams

Target Dates or Schedule

Yearly

Evidence of Completion

2014 CELLA

G1.B9 On the 2012-2013 CELLA, students scored 13 (39%) proficient on the Reading. Students require additional opportunities to practice academic writing and lack the ability to write descriptive sentences. Our goal for the 2013-2014 CELLA assessment is to increase the percentage to 45% for the Writing.

G1.B9.S1 Students will be able to use reading response journals to record their feelings, responses, and reactions to reading texts. This will encourage them to think deeply about the texts they have read and to relate this information to their prior knowledge and experiences. Students will receive instruction and independent practice constructing descriptive sentences and using imagery techniques.

Action Step 1

Participate in peer-writing to enhance the use of the writing process

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher created assessments including benchmark assessments.

Action Step 2

Guide students in the development of writing and use graphic organizers to assist them with the planning of their writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher created assessments including benchmarks.

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

Monitor the implementation of identifies strategies though the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/LLT and RtI Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observation and classroom writing samples.

Plan to Monitor Effectiveness of G1.B9.S1

Monitor the implementation of identifies strategies though the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/LLT and RtI Teams

Target Dates or Schedule

Yearly

Evidence of Completion

2014 CELLA

G2. The result of the 2012-2013 FCAT 2.0 Writing Assessment indicates that 68% of our students scored at achievement Level 3.5 and above. Our goal in to increase that percentage to 71% on the 2013-2014 FCAT 2.0 Writing Assessment.

G2.B1 Students' lack practice following the writing process and experience in editing, grammar and revising their work.

G2.B1.S1 Provide students use revising/editing charts, teacher conferencing, or peer editing by: • Evaluating a draft for the use of ideas and content • Rearranging words, sentences, and paragraphs, • Creating clarity by using combination sentence structures to improve sentence fluency • Adding supporting details, and using transitions that connect the supporting details • Edit for correct use of orthographic patterns, plural words, context, antonyms/synonyms, and multiple meaning words • Use Writer's checklist /FCAT 2.0 Writing Rubric to refine draft

Action Step 1

Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • correctly spelling approximations previously circled, • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and teacher created assessments including benchmark assessments

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

Utilize the FCIM, review student work folders to locate evidence of student's ability to revise their work and use correct conventions.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments, Ongoing classroom observations and student writing samples.

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, review student writing folders to locate evidence of students' ability to edit their work.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT Writing 2.0

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Assessment indicates that 65% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.

G3.B1 According to the results of the 2013 FCAT 2.0, students in the Black (24%), and White (84%) subgroups did not make annual measurable objectives (AMO). Students in the Black and White subgroups received an inconsistent implementation of small group instruction during the mathematics instructional block. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage points in each subgroup to Black (40%), and White (87%).

G3.B1.S1 Teachers will Implement a rotation schedule for small group differentiated instruction during the 60 minute mathematics block. Provide instruction based on the needs of students reflected on mini-assessments and teacher observation. Utilize manipulatives to develop understanding of basic mathematics operations.

Action Step 1

Implement small groups differentiated instruction for students in the 60 minute Math block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher made assessments including benchmark assessments

Facilitator:

Ms. Russell, Math Liaison

Participants:

Math Teachers

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

Provide support during small group instruction to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher made assessments including benchmark assessments

Plan to Monitor Effectiveness of G3.B1.S1

Review data from benchmark assessments for each grade level to determine that progress is being made to assist teachers and adjust instruction as needed. Data from the district Interim Assessments will be analyzed to measure progress towards goal.

Person or Persons Responsible

MTSS/Rtl and Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, ongoing classroom assessments, district interim assessments and benchmark assessments.

G3.B1.S2 Identify lowest performing students in grades 3-5 based on the 2013 FCAT results and establish an intervention schedule using SuccessMaker for an additional thirty minutes of instruction 4-5 times a week.

Action Step 1

Identify lowest performing students in each classroom and provide DI in each area of weakness.

Person or Persons Responsible

Teachers in grades 3-5

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, SuccessMaker reports, lesson plans, test, quizzes

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

Classroom walk-thoughts

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-though logs

Plan to Monitor Effectiveness of G3.B1.S2

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students will increase mastery of benchmarks on formative assessments, and on the SuccessMaker program.

G3.B2 According to the results of the 2013 FCAT 2.0, students in the Hispanic (66%), ELL (44%) and ED (91%) subgroups did not make annual measurable objectives (AMO). Students in the Hispanic, ELL and ED subgroups need more opportunities to use mathematical vocabulary in real world situations and to apply their knowledge to solving world problems. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage points in each subgroup to Hispanic (75%), ELL (91%) and ED (54%).

G3.B2.S1 Identify students in the ELL subgroup and allow them to use a journal during classroom instruction. Have students explain vocabulary words in their journal using their own words.

Action Step 1

Interactive Math journal will be used by all learners to apply concrete and abstract skills needed to solve real world problems. Utilize the Problem Solving Guide to help students focus on the essential components of the problem solving process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher created assessments including mini benchmark assessments

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

Review data from the benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the district Interim Assessments will be analyzed to measure progress toward the goal.

Person or Persons Responsible

MTSS/Rtl Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments and District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Review data from the benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the district Interim Assessments will be analyzed to measure progress toward the goal.

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT 2.0

G3.B3 According to the results of the 2013 FCAT 2.0, the percentage of students who scores at Level 3 was 94 (28%). Students experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 36%.

G3.B3.S1 Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms and generate equivalent fractions or simplify fractions to lowest terms.

Action Step 1

Provide students the opportunity to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and mini benchmark assessments

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

Analyze data from grade levels to be sure students are making progress and that instruction is being modified as needed.

Person or Persons Responsible

MTSS/ Rtl and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, district Interim Assessments and mini-benchmark assessments

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data from grade levels to be sure students are making progress and that instruction is being modified as needed.

Person or Persons Responsible

MTSS/ Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G3.B4 According to the results of the 2013 FCAT 2.0, the percentage of students who scores at or above Level 4 was 119 (35%). Students experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]; . Students need increased opportunities to describe three-dimensional shapes and analyze their properties [NGSSS] Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size [CCSS.Math.Content.4.G.A.2]. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 39%.

G3.B4.S1 Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Action Step 1

Provide opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms. Solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and mini benchmark assessments

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

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

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, district Interim Assessments, and mini-benchmark assessments

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

MTSS/ Rtl and Leadership Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT 2.0

G3.B5 According to the results of the 2013 FCAT 2.0, the percentage of students who made learning gains was 64%. Students experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 68%.

G3.B5.S1 Provide opportunities for students to solve real-world problems using multiplication and the related division facts. In addition, translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown.

Action Step 1

Provide opportunities for students to solve real-world problems using multiplication and the related division facts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher made assessments including mini benchmark assessments

Facilitator:

Ms. Russell, Math Liaison

Participants:

Math Teachers

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

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

Person or Persons Responsible

MTSS/ Rtl and Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, district Interim Assessments, and mini-benchmark assessments

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT 2.0

G3.B6 According to the results of the 2013 FCAT 2.0, the percentage of students at the lowest 25% in Math was 35%. Students experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]. Students are having difficulties determining the amount of elapsed time to the nearest hour and half an hour. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 42%.

G3.B6.S1 Provide opportunities for students to determine the area of a rectangle or composite shape made only of rectangles on a plane.

Action Step 1

The students will be provided with more opportunities to utilize hands-on manipulatives to apply math concepts or real life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher made assessments including mini-benchmark assessments

Facilitator:

Math Liaison

Participants:

Mathematics Teachers

Action Step 2

Teachers will attend a professional development opportunities that incorporate using the NGSS/ CCSS standards and research based math strategies to improve the academic achievement of all students.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-In Sheets

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

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

Person or Persons Responsible

MTSS/ Rtl and Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: ongoing classroom assessments, district Interim Assessments, mini-benchmark assessments

Plan to Monitor Effectiveness of G3.B6.S1

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

Person or Persons Responsible

MTSS/ Rtl and Leadership Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessments: 2014 FCAT 2.0

G4. The result of the 2012-2013 FCAT 2.0 Science assessment indicates that 23% of our fifth grade students scored an achievement Level 3. Our goal is to increase that percentage to 26% for the 2013-2014 FCAT 2.0 Science Assessment.

G4.B1 The data on the 2012-2013 FCAT 2.0 Science indicates that the percentage of students in grade five who scored at achievement Level 3 was 25 (23%). Students demonstrated weakness in the reporting category Nature of Science . Students demonstrated difficulty with identifying a control group and defending conclusions. Our goal for the 2013-2014 FCAT 2.0 was is to increase the percentage of students scoring Level 3 to 26%.

G4.B1.S1 Provide opportunities for students to identify control groups and defend scientific conclusions.

Action Step 1

Provide student the opportunity to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, student scientific journal entries, teacher created assessments including mini-benchmark assessments.

Facilitator:

Science Liaison

Participants:

Science Teachers

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

Analyze data to ensure that students are making progress and that instruction is being modified as needed. Review student work folders to provide evidence of mastery and monitor science lab reports.

Person or Persons Responsible

MTSS/ Rtl and Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Ongoing classroom assessments, Gizmos reports, District Interim Assessments and mini-benchmark assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Analyze data to ensure that students are making progress and that instruction is being modified as needed. Review student work folders to provide evidence of mastery and monitor science lab reports.

Person or Persons Responsible

MTSS/ Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT 2.0

G4.B2 The data on the 2012-2013 FCAT 2.0 Science indicates that the percentage of students in grade five who scored at achievement Level 4 and above was 14 (38%). Students demonstrated a weakness in reporting category Nature of Science. Student demonstrated difficulty with understanding scientific questions about natural phenomena. Our goal for the 2013-2014 FCAT 2.0 was is to increase the percentage of students scoring Level 4-5 to 39%.

G4.B2.S1 Provide opportunities for students to develop understanding of scientific questions about natural phenomena.

Action Step 1

Provide students with the opportunity to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, teacher created assessments including min-benchmarks assessments

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

Analyze data to ensure that students are making progress and that instruction is being modified as needed. Review student work folders to provide evidence of mastery and monitor science lab reports.

Person or Persons Responsible

MTSS/Rtl and Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Ongoing classroom assessments, Gizmos reports, District Interim Assessments and mini-benchmark assessments.

Plan to Monitor Effectiveness of G4.B2.S1

Analyze data to ensure that students are making progress and that instruction is being modified as needed. Review student work folders to provide evidence of mastery and monitor science lab reports.

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 Science FCAT 2.0

G5. In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased through participation in Science Fair, Fairchild Challenge, other Project Based Learning.

G5.B1 Students have limited exposure to science, math and engineering projects that utilize technology and increase scientific thinking to develop and implement inquiry based activities.

G5.B1.S1 Provide opportunities for students to participate in STEM projects to increase scientific thinking and inquiry.

Action Step 1

Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher created assessments including mini-benchmarks

Facilitator:

Ms. Rich & Ms. Yngber, Science Liaisons

Participants:

Science Teachers

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

Monitor the Science Fair, Fairchild Challenge, and other Project Based Learning and look for an increased participation in school site STEM activities that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Interim Assessment data

Plan to Monitor Effectiveness of G5.B1.S1

Monitor the Science Fair, Fairchild Challenge, and other Project Based Learning and look for an increased participation in school site STEM activities that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

District and State wide STEM competition participation

G6. Our goal this school year is to decrease the number of students with excessive absences from 6% to 5%. We will decrease the number of behavioral referrals from 4% to 3%. We will decrease the number of referrals leading to suspensions from 2% to 3%.

G6.B1 Students lack intrinsic motivation to attend school.

G6.B1.S1 A school wide incentive such as utilizing a "Perfect Attendance" banner will be used to continuously throughout the year to motivate students to attain the overall school attendance goal.

Action Step 1

Once a class completes the "Perfect Attendance" banner they will come to the media center to be on morning announcements. Each class that receives perfect attendance will receive a prize. Teachers will monitor attendance on a daily basis, and send absence letters home.

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily review of attendance, COGNOS report

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

Utilize the attendance rosters to monitor student absences.

Person or Persons Responsible

MTSS/Rtl and Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in absences recorded on COGNOS

Plan to Monitor Effectiveness of G6.B1.S1

Utilize the attendance rosters to monitor student absences.

Person or Persons Responsible

MTSS/Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in absences recorded on COGNOS

G7. Our goal for the 2013-2014 school year is to increase parent participation by ten percentage points from 58% to 68%

G7.B1 Howard Drive Elementary services students that reside outside of the Village of Palmetto Bay and Pinecrest that live in neighboring communities. Parents are limited to attending meetings due to transportation. Our goal is to accommodate these parents by conducting parent meetings in the Library in this neighboring community.

G7.B1.S1 Provide opportunities for parents to attend parent meetings.

Action Step 1

Disseminate information through parent meetings conducted in neighboring community. Advertise on school website, Connect Ed and sending home flyers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Sign-in sheets and attendance logs for the parent information meetings

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

Review sign-in sheets and attendance logs for the parent information session.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Sign-in sheets and attendance logs for the parent information meetings.

Plan to Monitor Effectiveness of G7.B1.S1

Review sign-in sheets and attendance logs for the parent information session.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Sign-in sheets and attendance logs for the parent information meetings.

Coordination and Integration

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

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

District Policy Against Bullying and Harassment:

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

At Howard Drive Elementary School we participate in a variety of events to promote anti bullying and harassment. This year our school will be participating in the following programs:

- * No Place for Hate - The campaign empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry.
- * Officer Friendly - model program to acquaint children and young adults with law enforcement officials as a part of a community relations campaign.
- * D.A.R.E - Teaching students good decision-making skills to help them lead safe and healthy drug free lives.
- * RAD Kids - The purpose of this program is to train and empower children with real skills so they can recognize, avoid, resist, and if necessary escape violence or harm in their lives. Education is the only thing that can change fear into power and radKIDS® can and does give children opportunity and power to live safer in our world today.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The result of the 2012-2013 FCAT 2.0 indicated that 73% of our students scored at achievement Level 3 and above. Our goal is to increase the percentage to 78% on the 2013-2014 FCAT 2.0.

G1.B1 Students' in the White (89%), and Hispanic (78%) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2, Reading Application [LA.3-5.1.7.4] Cause and Effect Relationships(RI.3.3 & RI.3.8). They were unable to compare and contrast across texts. Our goal is to increase the percentage on the 2013-2014 FCAT of subgroup White to (89%), and to Hispanic (76%)

G1.B1.S1 Provide opportunities for students to identify causal relationships imbedded in text.

PD Opportunity 1

Instruct students in the process of using graphic organizers to understand the relationship of organizational patterns in text.

Facilitator

Mrs. Wood, Reading Liaison

Participants

Reading/Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B5 Students' performance data from the 2013 FCAT performance data indicates that 68% of students made learning gains. There is a deficiency in Reporting Category 2, [LA.3-5.1.7.2] Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulties recognizing the author's perspective in text. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage of students making learning gains on the FCAT 2.0. to 71%.

G1.B5.S1 Provide opportunities for students' to Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

PD Opportunity 1

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text.

Facilitator

Ms. Wood and Ms. Green, Reading Liaisons

Participants

Reading/Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, and site created benchmark assessments

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Assessment indicates that 65% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.

G3.B1 According to the results of the 2013 FCAT 2.0, students in the Black (24%), and White (84%) subgroups did not make annual measurable objectives (AMO). Students in the Black and White subgroups received an inconsistent implementation of small group instruction during the mathematics instructional block. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage points in each subgroup to Black (40%), and White (87%).

G3.B1.S1 Teachers will Implement a rotation schedule for small group differentiated instruction during the 60 minute mathematics block. Provide instruction based on the needs of students reflected on mini-assessments and teacher observation. Utilize manipulatives to develop understanding of basic mathematics operations.

PD Opportunity 1

Implement small groups differentiated instruction for students in the 60 minute Math block.

Facilitator

Ms. Russell, Math Liaison

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and teacher made assessments including benchmark assessments

G3.B5 According to the results of the 2013 FCAT 2.0, the percentage of students who made learning gains was 64%. Students experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 68%.

G3.B5.S1 Provide opportunities for students to solve real-world problems using multiplication and the related division facts. In addition, translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown.

PD Opportunity 1

Provide opportunities for students to solve real-world problems using multiplication and the related division facts

Facilitator

Ms. Russell, Math Liaison

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher made assessments including mini benchmark assessments

G3.B6 According to the results of the 2013 FCAT 2.0, the percentage of students at the lowest 25% in Math was 35%. Students experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]. Students are having difficulties determining the amount of elapsed time to the nearest hour and half an hour. Our goal for the 2013-2014 FCAT 2.0 is to increase the percentage proficiency to 42%.

G3.B6.S1 Provide opportunities for students to determine the area of a rectangle or composite shape made only of rectangles on a plane.

PD Opportunity 1

The students will be provided with more opportunities to utilize hands-on manipulatives to apply math concepts or real life situations.

Facilitator

Math Liaison

Participants

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher made assessments including mini-benchmark assessments

G4. The result of the 2012-2013 FCAT 2.0 Science assessment indicates that 23% of our fifth grade students scored an achievement Level 3. Our goal is to increase that percentage to 26% for the 2013-2014 FCAT 2.0 Science Assessment.

G4.B1 The data on the 2012-2013 FCAT 2.0 Science indicates that the percentage of students in grade five who scored at achievement Level 3 was 25 (23%). Students demonstrated weakness in the reporting category Nature of Science . Students demonstrated difficulty with identifying a control group and defending conclusions. Our goal for the 2013-2014 FCAT 2.0 was is to increase the percentage of students scoring Level 3 to 26%.

G4.B1.S1 Provide opportunities for students to identify control groups and defend scientific conclusions.

PD Opportunity 1

Provide student the opportunity to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Facilitator

Science Liaison

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, student scientific journal entries, teacher created assessments including mini-benchmark assessments.

G5. In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased through participation in Science Fair, Fairchild Challenge, other Project Based Learning.

G5.B1 Students have limited exposure to science, math and engineering projects that utilize technology and increase scientific thinking to develop and implement inquiry based activities.

G5.B1.S1 Provide opportunities for students to participate in STEM projects to increase scientific thinking and inquiry.

PD Opportunity 1

Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities.

Facilitator

Ms. Rich & Ms. Yngber, Science Liaisons

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, teacher created assessments including mini-benchmarks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased through participation in Science Fair, Fairchild Challenge, other Project Based Learning.	\$500
G6.	Our goal this school year is to decrease the number of students with excessive absences from 6% to 5%. We will decrease the number of behavioral referrals from 4% to 3%. We will decrease the number of referrals leading to suspensions from 2% to 3%.	\$500
Total		\$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
ESSAC	\$500	\$500
EESAC	\$500	\$500
Total	\$1,000	\$1,000

Budget Details

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

G5. In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased through participation in Science Fair, Fairchild Challenge, other Project Based Learning.

G5.B1 Students have limited exposure to science, math and engineering projects that utilize technology and increase scientific thinking to develop and implement inquiry based activities.

G5.B1.S1 Provide opportunities for students to participate in STEM projects to increase scientific thinking and inquiry.

Action Step 1

Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities.

Resource Type

Other

Resource

Science Fair recognition awards

Funding Source

ESSAC

Amount Needed

\$500

G6. Our goal this school year is to decrease the number of students with excessive absences from 6% to 5%. We will decrease the number of behavioral referrals from 4% to 3%. We will decrease the number of referrals leading to suspensions from 2% to 3%.

G6.B1 Students lack intrinsic motivation to attend school.

G6.B1.S1 A school wide incentive such as utilizing a "Perfect Attendance" banner will be used to continuously throughout the year to motivate students to attain the overall school attendance goal.

Action Step 1

Once a class completes the "Perfect Attendance" banner they will come to the media center to be on morning announcements. Each class that receives perfect attendance will receive a prize. Teachers will monitor attendance on a daily basis, and send absence letters home.

Resource Type

Other

Resource

Student reward

Funding Source

EESAC

Amount Needed

\$500