



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

South Hialeah Elementary School

265 E 5TH ST

Hialeah, FL 33010

305-885-4556

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 C	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

South Hialeah Elementary School

Principal

Haydee Villanueva

School Advisory Council chair

Neddro Elvin

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

Name	Title
Haydee Villanueva	Principal
Chris Penedo	Intermediate Assistant Principal
Tamme Y. Williams	Primary Assistant Principal
Gloria Bustetter	Primary-Reading
Neddro H. Elvin	Intermediate-Reading
Triana Florio	Mathematics
Eloisa Miguez	Science
Shelley Feliciano	Primary Chairperson
Mercedes Vega	Primary Chairperson
Dalia Gonzalez	Primary Chairperson
Anita Martin	Intermediate Chairperson
Zulay Lezcano	Intermediate Chairperson
Shirley Zaca-Miyar	Intermediate Chairperson
Susan Lamb	SPED Department Chairperson
Olga Vasallo	ELL Department Chairperson
Gladys Faraldo	Technology and Reading Plus Liaison
Ashley Vizcaino	Media Specialist
Neddro Elvin	Reading Coach

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

The South Hialeah Elementary Educational Excellence School Advisory Council (EESAC) is made up of 1 Principal with 2 alternates, 1 UTD Steward, 5 teachers with 4 alternates, 7 parents with 1 alternate, 1 educational support with 2 alternates, 1 business/community representative, 1 student with 1 alternate, 1 adult vocational teacher, and 1 adult vocational student. With the exception of the Principal, UTD Steward, and the business/community representative, all other members are elected by their constituent groups. Teachers, parents, students and education support employees also elect an alternate representative. The alternate for the UTD steward is the union elected alternate. The Council is representative of the ethnic, racial, linguistic, disabled, and economic community served by South Hialeah Elementary School. The teachers elected to the Council are representative of different grade levels.

Involvement of the SAC in the development of the SIP

The EESAC met at the end of the 2012-13 school year to provide input on the strategies utilized toward school improvement goals. The Committee will meet again in September to make additional recommendations and revisions to the SIP.

Activities of the SAC for the upcoming school year

The EESAC's activities for the upcoming year will be to assist in the development and monitor the implementation of the School Improvement Plan (SIP).

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

The EESAC will utilize available funds to purchase ink and furniture. The amounts allocated was \$5,549.00 of which \$2,071.00 was used for classroom supplies and materials, \$3,448.30 was used to purchase ink cartridges for printers. \$29.70 remain in the account.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Haydee Villanueva

Principal

Years as Administrator: 13

Years at Current School: 5

Credentials

Elementary Ed.
Educational Leadership-MS

Performance Record

2013 – School Grade B
South Hialeah Elementary
Rdg. Proficiency, 54%
Math Proficiency, 57%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 60 points
Rdg. Imp. of Lowest 25% -
69 points
Math Imp. of Lowest 25% -
66 points
Rdg. AMO-60%-N
Math AMO-65%-N
2012 – School Grade A
South Hialeah Elementary
Rdg. Proficiency, 56%
Math Proficiency, 61%
Rdg. Lrg. Gains, 81 points
Math Lrg. Gains, 72 points
Rdg. Imp. of Lowest 25% -
85 points
Math Imp. of Lowest 25% -
62 points
Rdg. AMO-56%-Y
Math AMO-62%-N
South Hialeah Elementary
School Year '11 '10 '09
School Grade B A A
AMO 60 64 68
High Stds -Rdg. 73 73 65
High Stds-Math 81 81 76
Lrng Gains-Rdg. 63 66 67
Lrng Gains-Math 65 70 64
Gains-Read 49 70 69
Gains-Math 69 68 60

Gloria Bustetter		
Full-time / School-based	Years as Coach: 6	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	Degrees: Bachelors of Science Business Administration Computer Information Systems Master of Science Elementary Ed. K-6 Certification(s) Reading K-12	
Performance Record	2013 – School Grade B South Hialeah Elementary Rdg. Proficiency, 54% Math Proficiency, 57% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 66 points Rdg. AMO-60%-N Math AMO-65%-N 2012 – School Grade A South Hialeah Elementary Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 81 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 62 points Rdg. AMO-56%-Y Math AMO-62%-N South Hialeah Elementary School Year '11 '10 '09 School Grade B A A AMO 60 64 68 High Stds -Rdg. 73 73 65 High Stds-Math 81 81 76 Lrng Gains-Rdg. 63 66 67 Lrng Gains-Math 65 70 64 Gains-Read 49 70 69 Gains-Math 69 68 60	

Triana Florio		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Mathematics	
Credentials	Degrees: Bachelors of Science- Elem. Ed. 1-6 Master of Science Teaching English to Speakers of Other Languages (TESOL) K-12 /Math Education Certification(s) Elementary Ed. 1-6 Middle Math 5-9 Educational Leadership ESOL Endorsement K-12	
Performance Record	2013 – School Grade B South Hialeah Elementary Rdg. Proficiency, 54% Math Proficiency, 57% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 66 points Rdg. AMO-60%-N Math AMO-65%-N 2012 – School Grade A South Hialeah Elementary Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 81 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 62 points Rdg. AMO-56%-Y Math AMO-62%-N South Hialeah Elementary School Year '11 '10 '09 School Grade B A A AMO 60 64 68 High Stds -Rdg. 73 73 65 High Stds-Math 81 81 76 Lrng Gains-Rdg. 63 66 67 Lrng Gains-Math 65 70 64	

Gains-Read 49 70 69

Gains-Math 69 68 60

Eloisa Miguez

Part-time / District-based

Years as Coach: 7

Years at Current School: 19

Areas

Science

Credentials

Degrees:

Bachelors of Science

Elem. Ed. 1-6

ESOL Endorsement-K-12

Performance Record

2013 – School Grade B
 South Hialeah Elementary
 Rdg. Proficiency, 54%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO-60%-N
 Math AMO-65%-N
 2012 – School Grade A
 South Hialeah Elementary
 Rdg. Proficiency, 56%
 Math Proficiency, 61%
 Rdg. Lrg. Gains, 81 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 85 points
 Math Imp. of Lowest 25% - 62 points
 Rdg. AMO-56%-Y
 Math AMO-62%-N
 South Hialeah Elementary
 School Year '11 '10 '09
 School Grade B A A
 AMO 60 64 68
 High Stds -Rdg. 73 73 65
 High Stds-Math 81 81 76
 Lrng Gains-Rdg. 63 66 67
 Lrng Gains-Math 65 70 64
 Gains-Read 49 70 69
 Gains-Math 69 68 60

Neddro Elvin		
Full-time / School-based	Years as Coach: 3	Years at Current School: 27
Areas	Reading/Literacy	
Credentials	Degrees: Bachelors of Science Elem. Ed. 1-6 Master of Reading Elem. Ed. 1-6 Reading K-12 ESOL Endorsement	
Performance Record	2013 – School Grade B South Hialeah Elementary Rdg. Proficiency, 54% Math Proficiency, 57% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 66 points Rdg. AMO-60%-N Math AMO-65%-N 2012 – School Grade A South Hialeah Elementary Rdg. Proficiency, 56% Math Proficiency, 61% Rdg. Lrg. Gains, 81 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 62 points Rdg. AMO-56%-Y Math AMO-62%-N South Hialeah Elementary School Year '11 '10 '09 School Grade B A A AMO 60 64 68 High Stds -Rdg. 73 73 65 High Stds-Math 81 81 76 Lrng Gains-Rdg. 63 66 67 Lrng Gains-Math 65 70 64 Gains-Read 49 70 69 Gains-Math 69 68 60	

Classroom Teachers

of classroom teachers

82

receiving effective rating or higher

82, 100%

Highly Qualified Teachers

96%

certified in-field

79, 96%

ESOL endorsed

79, 96%

reading endorsed

4, 5%

with advanced degrees

25, 30%

National Board Certified

5, 6%

first-year teachers

0, 0%

with 1-5 years of experience

16, 20%

with 6-14 years of experience

36, 44%

with 15 or more years of experience

30, 37%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

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

Collaborate with universities to provide internship programs in order to recruit teachers. Solicit referrals from current employees. Conduct regular meetings with novice teachers. Assign mentor teachers to novice teachers.

Teacher Mentoring Program/Plan

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

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

Assign novice teachers a designated mentor (MINT mentor) within their grade level or teaching assignment.

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 South Hialeah Elementary MTSS/RtI Leadership Team will hold monthly meetings using the four step problem solving process as the basis for goal setting, planning, and program evaluation with the focus on increasing student achievement and/or success. The team will analyze resources that will facilitate to the implementation of intervention strategies in the classroom to address each students' needs. Finally, data will be gathered and analyzed at all tiers to determine professional development needs for the faculty as indicated by group and individual student needs.

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

Haydee Villanueva, Principal
 Chris Penedo (Intermediate) and Tamme Y. Williams (Primary), Assistant Principals
 Gloria Bustetter (Primary-Reading), Neddros H. Elvin, (Intermediate-Reading) Triana Florio (Mathematics), and Eloisa Miguez (Science)
 Shelly Feliciano, Mercedes Vega, Dalia Gonzalez (Primary Chairpersons) and Anita Martin, Zulay Lezcano, Shirley Zaca-Miyar, (Intermediate Chairpersons)
 Susan Lamb, SPED Department Chairperson
 Olga Vasallo, ELL Department Chairperson
 William Brown, Counselor (Intermediate)
 Susanne MacDougal, Counselor (Primary)

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

- Utilize multiple data sources to monitor the implementation of the School Literacy Plan.
- Provide guidance on the CRRP K-12 Reading Plan.
- Analyze results of the PMRN monitoring data tools, FAIR Assessment, District Interim Assessments, and benchmark data in reading.
- Continue on-going communication with teachers to ensure that the reading program is being implemented with fidelity.
- Provide professional development opportunities for teachers in the six areas of reading: phonemic awareness, phonics, fluency, reading comprehension, oral language, and vocabulary to improve literacy instruction across the curriculum.

- Collaborate with the Region and District support staff to support the implementation of McGraw-Hill Reading Wonders program and strategies.
- Use data to progress monitor and facilitate improvement and intensify interventions for students not making academic improvement in reading.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Assist in monitoring and responding to the needs of subgroups in order to meet the expectations for adequate yearly progress.
- Utilize the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory), Baseline and Interim Assessments, STAR Reading Assessment, Reading Plus, Successmaker Reading and Math Progress Reports, student grades, FCAT, Student Case Management System, Attendance, and Referrals.

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

The school will participate in the MTSS district professional development which consist of foundations and problem solving at Tiers 1, 2 and 3 for Administrators and School Support Team. The MTSS Leader will insure that instruction intervention is done with fidelity and the documentation of the fidelity occurs for all students receiving Tier 2 and 3 support.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,100

The South Hialeah Elementary After-School Care Program offers a variety of education and enrichment activities for all students. The program offers home learning assistance, computer enrichment, piano and guitar lessons, ballet and other dance programs. Our school also offers before and after school care tutorial classes in reading and mathematics for struggling students through Title I and Title III funding.

Strategy Purpose(s)

- 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?

Attendance records are used to determine interests and need by the community. The tutoring program's effectiveness is measured and monitored using school generated Pre and Post-tests in core subjects.

Who is responsible for monitoring implementation of this strategy?

Administration, Reading Coach, and After School Care Manager

Literacy Leadership Team (LLT)

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

Name	Title
Haydee Villanueva	Principal
Chris Penedo	Intermediate Assistant Principal
Tamme Y. Williams	Primary Assistant Principal
Gloria Bustetter	Primary-Reading
Neddro H. Elvin	Intermediate-Reading
Triano Florio	Mathmatics
Eloisa Miguelez	Science
Shelly Faliciano	Primary Chairperson
Mercedes Vega	Primary Chairperson
Dalia Gonzalez	Primary Chairperson
Anita Martin	Intermediate Chairperson
Zulay Lezcano	Intermediate Chairperson
Shirley Zaca-Miyar	Intermediate Chairperson
Susan Lamb	SPED Department Chairperson
Olga Vasallo	ELL Department Chairperson
Gladys Faraldo	Technology and Reading Plus Liaison

Name	Title
Ashley Vizcaino	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team (LLT) will provide necessary resources to the staff to guarantee fidelity of the implementation of the K-12 CRRP. The Team will create a school-wide focus on literacy and reading achievement through the use of data driven programs such as STAR, AR, Reading Plus, Successmaker and the McGraw Hill Reading Wonders Series.. The Team will establish model classrooms, conference with teachers regarding student data, and provide ongoing professional development. The LLT will monitor and utilize assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data to conduct data driven discussions of student progress and make recommendations as needed. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data will be collected via administrative classroom walk-throughs and IPEGS classroom observations. In-program assessments will be administered as the programs dictates (weekly or monthly). This data will be used to determine student intervention and support as needed.

Major initiatives of the LLT

The Literacy Leadership Team's initiatives for the 2013-14 school year will focus on the implementation of the newly adopted Wonders Reading series, Wonderworks Intervention program, as well as, the implementation and usage of the STAR, Accelerated Reader, Reading Plus, and Successmaker programs.

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

Assessment tools utilized for students in this transition include:

- Learning Accomplishment Profile Diagnostic (LAP-D) which assesses four domains of development with two subscales in each domain: Fine Motor (Writing and Manipulation), Cognitive (Counting and Matching), Language (Naming and Comprehension, and Gross Motor Body Movement and Object Movement).
- Phonological and Early Literacy Inventory (P.E.L.I.) which assesses word awareness, rhyme awareness, segmenting, concept of print, alliteration, and blending.
- Devereux Early Childhood Assessment (DECA) utilized to assess initiative, attachment, self-control, and behavioral concerns.
- FLKRS-The FLKRS 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) to gather information on a child's development in emergent literacy.

During the month of April, South Hialeah opens registration for all incoming Kindergarten students. The school offers tours of the campus to new families as well as Kindergarten Orientation in August for all students and parents to inform them of expectations, curriculum and programs. The Friday before school begins we host a "Meet and Greet" in order to give students an opportunity to familiar themselves with their classroom and teacher.

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	60%	54%	No	64%
American Indian		0%		
Asian		0%		
Black/African American	62%	53%	No	66%
Hispanic	60%	54%	No	64%
White		0%		
English language learners	54%	44%	No	59%
Students with disabilities	32%	7%	No	39%
Economically disadvantaged	59%	54%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	24%	32%
Students scoring at or above Achievement Level 4	177	29%	32%

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)		69%	72%

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)	341	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	156	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	138	21%	29%

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	128	61%	65%
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	65%	57%	No	69%
American Indian		0%		
Asian		0%		
Black/African American	73%	42%	No	76%
Hispanic	65%	58%	No	69%
White		0%		
English language learners	64%	50%	No	68%
Students with disabilities	33%	24%	No	40%
Economically disadvantaged	64%	57%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	170	28%	37%
Students scoring at or above Achievement Level 4	171	28%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

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	45	23%	27%
Students scoring at or above Achievement Level 4	35	18%	20%

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)	2		4
Participation in STEM-related experiences provided for students	98	8%	9%

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	94	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	52	4%	3%
Students who are not proficient in reading by third grade	109	54%	49%
Students who receive two or more behavior referrals	135	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	1%	1%

Goals Summary

- G1.** Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Reading 2014 FCAT 2.0 will increase by 10 percentage points to 64%.
- G2.** Our goal for the 2013-2014 school year is that students scoring a 3.5 or above on the 2014 FCAT Writes 2.0 Test will increase by 4 percentage points to 65%.
- G3.** Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Math 2014 FCAT 2.0 will increase by 12 percentage points to 69%.
- G4.** Our goal for the 2013 - 2014 school year is that students scoring at a level 3 or above on the Science FCAT 2.0 will increase by 4 percentage to 27%.
- G5.** Our goal for the 2013-2014 school year is to increase the number of yearly activities from 2 to 4 with a 1% increase in participation.
- G6.** Our goal for the 2013-14 school year is to increase the academic achievement level of Early Warning System (EWS) students by supporting their needs through school-wide and community resources.

Goals Detail

G1. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Reading 2014 FCAT 2.0 will increase by 10 percentage points to 64%.

Targets Supported

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

Resources Available to Support the Goal

- Personnel, Technology, Textbooks, Pacing Guides

Targeted Barriers to Achieving the Goal

- The Hispanic, ELL, ED, and subgroups did not make AMO for 2013. According to the Student Performance data only 54% of Hispanics, 44% of ELL, and 54% of ED students were proficient in Reporting Category 1- Vocabulary and Category 2 - Reading Application.
- The Black and ED subgroups did not make AMO for 2013. According to the Student Performance data only 53% of Blacks and 53% of the ED subgroups were proficient in Reporting Category 1- Vocabulary and Category 2 - Reading Application.
- According to the 2013 FCAT 2.0 reading results only 20% of 3rd grade students scored a Level 3. The area of deficiency was Reporting Category 2 - Reading Application.
- According to the 2013 FCAT 2.0 reading results only 25% of students in grade 3 scored at or above a level 4. The area of deficiency was Reporting Category 2 - Reading Application.
- According to the student performance data of the 2013 administration of the FCAT 2.0 Reading Test only 68% of students made learning gains.
- According to the student performance data of the 2013 administration of the FCAT 2.0 Reading Test only 69% of the lowest 25% made learning gains.
- According to the student performance data of the Listening/Speaking sub-test of the 2013 CELLA only 51% of the students were proficient.
- According to the student performance data of the Reading sub-test of the 2013 CELLA only 24% of the students were proficient.
- According to the student performance data of the Writing sub-test of the 2013 CELLA only 21% of the students were proficient.
- According to the 2013 FCAT 2.0 results only 22% of 5th grade students scored a level 3 on the FCAT. The area of deficiency was Reporting Category 1- Vocabulary and Reporting Category 2 - Reading Application
- According to the Reading FCAT 2.0 students scoring a level 4 and above in 5th grade was 30%. The area of deficiency was Reporting Category 1 - Vocabulary and Reporting Category 2 - Reading Application.
- According to the Reading FCAT 2.0 only 7% of SWD students scored at a level 3 or above. The area of deficiency was Reporting Category 1 - Vocabulary and Reporting Category 2- Reading Application.

Plan to Monitor Progress Toward the Goal

The LLT/RtI Team will monitor the implementation of identified strategies following the FCIM model. Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and LLT/RtI Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 CELLA

G2. Our goal for the 2013-2014 school year is that students scoring a 3.5 or above on the 2014 FCAT Writes 2.0 Test will increase by 4 percentage points to 65%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Personnel, Textbooks, Technology, Graphic Organizers

Targeted Barriers to Achieving the Goal

- An analysis of the 2013 FCAT Writing data indicates that only 61% of our students scored 3.5 or higher.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM along with the LLT/RtI team will review the results of Grade 4 monthly writing samples to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT/RtI

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT Writing 2.0

G3. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Math 2014 FCAT 2.0 will increase by 12 percentage points to 69%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Personnel, Textbooks, Technology

Targeted Barriers to Achieving the Goal

- The Hispanic, ELL, and ED subgroup did not make their AMO for 2013. According to the student performance data only 58% of Hispanics and 57% of ED students were proficient in Mathematical Vocabulary due to language barriers.
- The Black and ED subgroups did not make AMO for 2013. According to the student performance data only 42% of Blacks and 57% of ED students were proficient in Reporting Category: Number Operations and Problem Solving.
- According to the 2013 Math FCAT 2.0 30% of 3rd Grade students scoring at a level 3 demonstrated a deficiency in Reporting Category - Number Fractions.
- According to the 2013 Math FCAT 2.0 22% of 5th grade students scoring at a level 3 demonstrated a deficiency in Reporting Category - Geometry and Fractions.
- According to the 2013 Math FCAT 2.0 25% of 3rd grade students scoring at a level 4 and above demonstrated a deficiency in Reporting Category - Number: Fractions.
- According to the 2013 Math FCAT 2.0 21% of 5th grade students scoring at a level 4 and above demonstrated a deficiency in Reporting Category: Geometry and Fractions.
- As demonstrated by the 2013 Math FCAT 2.0, student showing learning gains will increase by 4 percentage points to 64%.
- As demonstrated by the 2013 Math FCAT 2.0, students showing learning gains in the lowest 25% will increase by 3 percentage points to 69%.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor the implementation of identified strategies following the FCIM model. Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Interim Reports and 2014 FCAT 2.0 Summative: 2014 FCAT Math 2.0

G4. Our goal for the 2013 - 2014 school year is that students scoring at a level 3 or above on the Science FCAT 2.0 will increase by 4 percentage to 27%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Personnel, Textbooks, Technology, Science Resource Kits

Targeted Barriers to Achieving the Goal

- An analysis of the 2013 FCAT data indicates a students scoring at a level 3 showed a deficiency in Reporting Category 3-Physical Science.
- An analysis of the 2013 FCAT data indicates students scoring at level 4 and above showed deficiency in Reporting Category 3 - Physical Science.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor the implementation of identified strategies following the FCIM model. Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT Science 2.0

G5. Our goal for the 2013-2014 school year is to increase the number of yearly activities from 2 to 4 with a 1% increase in participation.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Personnel and Technology

Targeted Barriers to Achieving the Goal

- An analysis of the 2013 FCAT data indicates a deficiency in higher order thinking skills for STEM. OUR goal

Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor the implementation of identified strategies following the FCIM model. Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT Science 2.0

G6. Our goal for the 2013-14 school year is to increase the academic achievement level of Early Warning System (EWS) students by supporting their needs through school-wide and community resources.

Targets Supported

Resources Available to Support the Goal

- Attendance Reports, CIS, Truancy Child Study Team (TCST), Administrators, MTSS/RTI team

Targeted Barriers to Achieving the Goal

- Parents unfamiliar with the District's attendance policy.

Plan to Monitor Progress Toward the Goal

Following the FCIM model the MTSS/RtI will review Truancy report to determine the effectiveness of the strategies to ensure students are making adequate progress in regards to individual student attendance.

Person or Persons Responsible

Administrator and MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

An increase in school-wide attendance to 98.86%.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Reading 2014 FCAT 2.0 will increase by 10 percentage points to 64%.

G1.B1 The Hispanic, ELL, ED, and subgroups did not make AMO for 2013. According to the Student Performance data only 54% of Hispanics, 44% of ELL, and 54% of ED students were proficient in Reporting Category 1- Vocabulary and Category 2 - Reading Application.

G1.B1.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Aloud, and Think/Pair/Share strategies during whole/small group instruction utilizing grade level appropriate texts including identifiable author's purpose for writing: including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Action Step 1

Use McGraw-Hill Reading Wonders to Plan with the Model-Close Reading: Text Evidence and Guided Practice of Close Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw-Hill Weekly Assessments and District Baseline, Fall, Winter and Post Assessments

Facilitator:

Reading Coach

Participants:

Teachers

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw Hill Weekly Assessments, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw Hill Weekly Assessments, District Baseline, Fall, Winter and Post Assessments

G1.B1.S2 Provide differentiated instruction to address identified deficiencies in context clues, synonyms, multiple meanings, and prefix/suffix .

Action Step 1

Students will receive instruction at teacher led centers using open ended questions and reproducibles to address identified deficiencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

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

Classroom walkthroughs and Teacher observation

Person or Persons Responsible

Administrators and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B1.S2

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administrators and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G1.B1.S3 Provide students with assigned tasks on Reading Plus, SuccessMaker, and/or Imagine Learning that focus on interpreting elements of story structure.

Action Step 1

Data chats and Reading Plus, Successmaker, and/or Imagine Learning Progress Reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus, Successmaker and/or Imagine Learning Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor program usage on Reading Plus, Successmaker, and/or Imagine Learning reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus, Successmaker and/or Imagine Learning Reports

Plan to Monitor Effectiveness of G1.B1.S3

Discuss Program Use and Progress during data chats

Person or Persons Responsible

Administrators and LTT/Rtl team

Target Dates or Schedule

Ongoing

Evidence of Completion

Program Reports, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 The Black and ED subgroups did not make AMO for 2013. According to the Student Performance data only 53% of Blacks and 53% of the ED subgroups were proficient in Reporting Category 1- Vocabulary and Category 2 - Reading Application.

G1.B2.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Aloud, and Think/Pair/Share strategies during whole/small group instruction utilizing grade level appropriate texts including identifiable author's purpose for writing: including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Action Step 1

Use McGraw Hill Reading Wonders to Plan with the Model-Close Reading: Text Evidence and Guided Practice of Close Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw Hill Weekly Assessments and District Baseline, Fall, Winter and Post Assessments

Action Step 2

Use the Reading Wonders Intervention Program in small groups

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw Hill Intervention assessments

Facilitator:

Participants:

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw Hill Weekly Assessments, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw Hill Weekly Assessments, District Baseline, Fall, Winter and Post Assessments

G1.B3 According to the 2013 FCAT 2.0 reading results only 20% of 3rd grade students scored a Level 3. The area of deficiency was Reporting Category 2 - Reading Application.

G1.B3.S1 Provide opportunities for students to utilize reciprocal teaching, think aloud, and think/pair/share strategies during whole/small group instruction. Utilize grade level appropriate text including identifiable author's purpose for writing: including telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Action Step 1

Students will use grade level appropriate novels along with the McGraw Hill Reading Wonder Series to focus on main idea, text structure, themes and elements of story.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments, District Baseline, Fall, Winter and Post Assessments

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 According to the 2013 FCAT 2.0 reading results only 25% of students in grade 3 scored at or above a level 4. The area of deficiency was Reporting Category 2 - Reading Application.

G1.B4.S1 Using the Reading Plus and/or Successmaker reading programs the students will read and comprehend literature and informational text at the high end of the 3rd grade text complexity band independently and proficiently.

Action Step 1

Students will use the Reading Plus Program and/or Successmaker Reading 2-3 times weekly to enhance their skills in Reading Application.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus Progress Reports

Facilitator:

Reading Plus Trainer

Participants:

3-5 Grade Teachers

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

Monitor Usage on Reading Plus and Successmaker

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus or Successmaker Progress Reports District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Monitor Usage on Reading Plus and Successmaker

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G1.B5 According to the student performance data of the 2013 administration of the FCAT 2.0 Reading Test only 68% of students made learning gains.

G1.B5.S1 Teachers will utilize the STAR and Accelerated Reader program to motivate students to increase their fluency, comprehension, and vocabulary through level appropriate text.

Action Step 1

Students will answer questions referring explicitly to text as the basis for the answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

STAR/AR Reports

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Teachers will use STAR and AR Reports to Monitor student usage and goals.

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

STAR/Accelerated Reader Reports, District Baseline, Fall, Winter and Post Assessments

G1.B6 According to the student performance data of the 2013 administration of the FCAT 2.0 Reading Test only 69% of the lowest 25% made learning gains.

G1.B6.S1 Provide students with opportunities to receive appropriate interventions.

Action Step 1

Students will utilize Successmaker for interventions daily for 15 minutes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports

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

Teachers will use the reports to monitor student progress and make necessary adjustments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports

Plan to Monitor Effectiveness of G1.B6.S1

Classroom Observations, District Baseline, Fall, Winter and Post Assessments

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports, District Baseline, Fall, Winter and Post Assessments

G1.B7 According to the student performance data of the Listening/Speaking sub-test of the 2013 CELLA only 51% of the students were proficient.

G1.B7.S1 Teachers will use the (LEA) to have students produce language in response to first-hand, multi-sensorial experiences.

Action Step 1

Students will use repetition and pattern drills to learn phrases or new vocabulary and oral language through choral repetition, chants, songs or speaking within a group.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments and 2014 CELLA

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA

Plan to Monitor Effectiveness of G1.B7.S1

Classroom Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA

G1.B8 According to the student performance data of the Reading sub-test of the 2013 CELLA only 24% of the students were proficient.

G1.B8.S1 Provide students with opportunities to engage in activities such as picture walks, KWL, summarizing, semantic mapping, and read aloud.

Action Step 1

Student will utilize story retelling to focus on the importance of attending to details and understanding story elements.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessment

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

Classroom Walkthrough and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G1.B9 According to the student performance data of the Writing sub-test of the 2013 CELLA only 21% of the students were proficient.

G1.B9.S1 Provide students the opportunities to engage in activities such as illustrating, labeling, graphic organizers, spelling, and the writing process.

Action Step 1

Students will use various writing strategies in their reading response journals and monthly writing samples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Response Journals and Writing Samples

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Response Journals, Writing Samples, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Response Journals, Writing Samples, District Baseline, Fall, Winter and Post Assessments

G1.B10 According to the 2013 FCAT 2.0 results only 22% of 5th grade students scored a level 3 on the FCAT. The are of deficiency was Reporting Category 1- Vocabulary and Reporting Category 2 - Reading Application

G1.B10.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Aloud, and Think/Pair/Share strategies during whole/small group instruction utilizing grade level appropriate texts including identifiable author's purpose for writing: including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Action Step 1

Students will use grade level appropriate novels along with the McGraw Hill Reading Wonder Series to focus on developing Reading Application skills: main idea, text structure, themes and elements of story.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Classroom Walkthroughs and Observation

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G1.B10.S2 Teachers will use word walls, context clue charts, concept definition maps, and multiple meaning charts in order to provide students the tools to develop their vocabulary.

Action Step 1

Students will develop and maintain a response journal to provide opportunities to develop meaning of words and phrases as they are used in text including figurative language and general academic and domain specific words or phrases.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Response Journals and District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Fidelity of Implementation of G1.B10.S2

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B10.S2

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Fidelity of Implementation of G1.B10.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B10.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B11 According to the Reading FCAT 2.0 students scoring a level 4 and above in 5th grade was 30%. The area of deficiency was Reporting Category 1 - Vocabulary and Reporting Category 2 - Reading Application.

G1.B11.S1 Using the Reading Plus and/or Successmaker reading programs the students will read and comprehend literature and informational text at a higher level of the 3rd grade text complexity band independently and proficiently.

Action Step 1

Students will use the Reading Plus Program and/or Successmaker Reading 2-3 times weekly to enhance their skills in Reading Application.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus Progress Reports

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Monitor Usage on Reading Plus and Successmaker

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus or Successmaker Progress Reports District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B11.S1

Monitor Usage on Reading Plus and Successmaker

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus or Successmaker Progress Reports District Baseline, Fall, Winter and Post Assessments

G1.B11.S2 Provide opportunities for students to determine meaning of words and phrases as they are used in a text, including figurative language and general academic and domain specific words and phrases, including shades of meaning.

Action Step 1

Students will use the McGraw Hill Reading Wonders and Novels to develop an understanding of vocabulary of words and phrases as they are used in a text, including figurative language and general academic and domain specific words and phrases, including shades of meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Vocabulary Assessments, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Fidelity of Implementation of G1.B11.S2

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G1.B11.S2

Classroom Walkthroughs and Teacher Observation

Person or Persons Responsible

Administration and LLT/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G1.B12 .According to the Reading FCAT 2.0 only 7% of SWD students scored at a level 3 or above. The area of deficiency was Reporting Category 1 - Vocabulary and Reporting Category 2- Reading Application.

G1.B12.S1 Provide students with assigned tasks on Imagine Learning that focus on interpreting elements of story structure.

Action Step 1

Data chats and Imagine Learning Progress Reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Imagine Learning Reports

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Monitor program usage on Imagine Learning reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Imagine Learning Reports

Plan to Monitor Effectiveness of G1.B12.S1

Discuss Program Use and Progress during data chats

Person or Persons Responsible

Administrators and LTT/Rtl team

Target Dates or Schedule

Ongoing

Evidence of Completion

Program Reports, District Baseline, Fall, Winter and Post Assessments

G2. Our goal for the 2013-2014 school year is that students scoring a 3.5 or above on the 2014 FCAT Writes 2.0 Test will increase by 4 percentage points to 65%.

G2.B1 An analysis of the 2013 FCAT Writing data indicates that only 61% of our students scored 3.5 or higher.

G2.B1.S1 Provide students an opportunity to improve narrative and expository writing by viewing higher scoring narrative writing samples as well as utilizing the writing process to demonstrate proficiency.

Action Step 1

Students will use: • the writing process (pre-writing strategies) and graphic organizers which include characters, setting, plot, and sequence. • figurative and descriptive language to add supporting details to narrative writing. • grammar lessons, teacher-student editing and revision conferences, apply appropriate conventions in their writing. • clear introductions and group related information in paragraphs focusing on main idea with ample development and supporting details. • appropriate transitions to connect the supporting details.

Person or Persons Responsible

Teachers and LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and Reading Response Journals

Facilitator:

Reading Coach

Participants:

Teachers

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

Utilizing the FCIM along with the LLT/RtI team will review the results of Grade 4 monthly writing samples to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing samples and Reading Response Journal

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM along with the LLT/RtI team to review the results of Grade 4 monthly writing samples to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing samples, Reading Response Journals and 2014 FCAT Writes 2.0

G2.B1.S2 Administer mock writing test school-wide. Tests were exchanged and graded amongst the 4th grade teachers.

Action Step 1

Students will introduce the topic clearly, and group related information in paragraphs, focusing on main idea with ample development and supporting details.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Writing 2.0

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Students will use appropriate transitions to connect the supporting details.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT Writes 2.0

Plan to Monitor Effectiveness of G2.B1.S2

Utilize the FCIM along with the MTSS/RtI team to review the results of Grade 4 monthly writing prompts to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts and 2014 FCAT Writes 2.0

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Math 2014 FCAT 2.0 will increase by 12 percentage points to 69%.

G3.B1 The Hispanic, ELL, and ED subgroup did not make their AMO for 2013. According to the student performance data only 58% of Hispanics and 57% of ED students were proficient in Mathematical Vocabulary due to language barriers.

G3.B1.S1 Students will develop Mathematical Practices of the Common Core State Standards to support mathematical fluency, vocabulary, and problem solving proficiency using the Successmaker Program.

Action Step 1

Students will use the Successmaker Program to develop an understanding real world problem solving to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Support mathematical fluency and problem solving skills in the areas of:

- multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Usage and Progress Reports

Facilitator:

Technology Liason

Participants:

Teachers

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports and District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B1.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports, District Baseline, Fall, Winter and Post Assessments

G3.B2 The Black and ED subgroups did not make AMO for 2013. According to the student performance data only 42% of Blacks and 57% of ED students were proficient in Reporting Category: Number Operations and Problem Solving.

G3.B2.S1 Students will develop Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency using the Successmaker Program.

Action Step 1

Students will use the Successmaker Program to develop an understanding real world problem solving to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems. Support mathematical fluency and problem solving skills in the areas of:
- multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Usage and Progress Reports

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports and District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B2.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports, District Baseline, Fall, Winter and Post Assessments

G3.B3 According to the 2013 Math FCAT 2.0 30% of 3rd Grade students scoring at a level 3 demonstrated a deficiency in Reporting Category - Number Fractions.

G3.B3.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, and comparison.

Action Step 1

Students will use the Harcourt Go Math Textbook and Think Central to develop an understanding of fractions using manipulatives and real world problem solving to:

- identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa
- compare and order fractions, including fractions greater than one, using models or strategies
- identify an equivalent fraction, excluding fractions greater than one, using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math Series Chapter, Unit Tests, and Reteach Assessments

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B3.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G3.B4 According to the 2013 Math FCAT 2.0 22% of 5th grade students scoring at a level 3 demonstrated a deficiency in Reporting Category - Geometry and Fractions.

G3.B4.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

Action Step 1

Students will use the Harcourt Go Math Textbook and Think Central to develop an understanding of fractions using manipulatives and real world problem solving to:

- determine the volume of prisms and determine the surface area of prisms given a graphic or net
- solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane
- perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math Series Chapter, Unit Tests, and Reteach Assessments

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

Classroom Walkthroughs and Teacher Observation

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B4.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 According to the 2013 Math FCAT 2.0 25% of 3rd grade students scoring at a level 4 and above demonstrated a deficiency in Reporting Category - Number: Fractions.

G3.B5.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, and comparison.

Action Step 1

Students will use the Harcourt Go Math Textbook and Think Central to develop an understanding of fractions using manipulatives and real world problem solving to:

- represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa
- compare and order fractions, including fractions greater than one, using models and strategies
- represent and identify equivalent fractions, including fractions greater than one, using models

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math Series Chapter, Unit Tests, and Reteach Assessments

Action Step 2

Students will use the Harcourt Go Math Textbook and Think Central to develop an understanding of fractions using manipulatives and real world problem solving to:

- represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa
- compare and order fractions, including fractions greater than one, using models and strategies
- represent and identify equivalent fractions, including fractions greater than one, using models

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math Series Chapter, Unit Tests, and Reteach Assessments

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B5.S1

The MTSS/Rtl Team will monitor the implementation of identified strategies following the FCIM model. Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Reports and 2014 FCAT 2.0 Summative: 2014 FCAT Math 2.0

G3.B6 According to the 2013 Math FCAT 2.0 21% of 5th grade students scoring at a level 4 and above demonstrated a deficiency in Reporting Category: Geometry and Fractions.

G3.B6.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, and comparison.

Action Step 1

Students will use the Harcourt Go Math Textbook and Think Central to develop an understanding of fractions using manipulatives and real world problem solving 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
- perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math Series Chapter, Unit Tests, and Reteach Assessments

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B6.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G3.B7 As demonstrated by the 2013 Math FCAT 2.0, student showing learning gains will increase by 4 percentage points to 64%.

G3.B7.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, and comparison.

Action Step 1

Students will use the Successmaker Program to develop an understanding real world problem solving to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Support mathematical fluency and problem solving skills in the areas of:

- multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports and District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B7.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports, District Baseline, Fall, Winter and Post Assessments

G3.B8 As demonstrated by the 2013 Math FCAT 2.0, students showing learning gains in the lowest 25% will increase by 3 percentage points to 69%.

G3.B8.S1 Students will develop Mathematical Practices of the Common Core State Standards to support mathematical fluency, vocabulary, and problem solving proficiency using the Successmaker Program.

Action Step 1

Students will use the Successmaker Program to develop an understanding real world problem solving to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Support mathematical fluency and problem solving skills in the areas of:

- multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Usage and Progress Reports

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports, District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G3.B8.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Reports, District Baseline, Fall, Winter and Post Assessments

G4. Our goal for the 2013 - 2014 school year is that students scoring at a level 3 or above on the Science FCAT 2.0 will increase by 4 percentage to 27%.

G4.B1 An analysis of the 2013 FCAT data indicates a students scoring at a level 3 showed a deficiency in Reporting Category 3-Physical Science.

G4.B1.S1 Students will be provided with hands-on activities to increase skill proficiency, communication skills, independent thinking and decision making based on direct evidence and experiences. These hands on activities will allow students to explore the physical aspects of our natural world.

Action Step 1

Students will engage in science projects utilizing the Scientific Process in order to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair Project Rubric and District Baseline, Fall, Winter and Post Assessments

Action Step 2

Student will utilize instructional technology resources such as Discovery, FCAT Explorer, and Explore Learning Gizmos to reinforce skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program usage and District Baseline, Fall, Winter and Post Assessments

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

MTSS/Rtl Team and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G4.B1.S1

District Interim Test and 2014 Math FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 An analysis of the 2013 FCAT data indicates students scoring at level 4 and above showed deficiency in Reporting Category 3 - Physical Science.

G4.B2.S1 Students will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

Students will engage in science projects utilizing the Scientific Process in order to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair Project Rubric District Baseline, Fall, Winter and Post Assessments

Action Step 2

Student will utilize instructional technology resources such as Discovery, FCAT Explorer, and Explore Learning Gizmos to reinforce skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program Usage District Baseline, Fall, Winter and Post Assessments

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

Classroom Walkthroughs and Teacher Observations

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Effectiveness of G4.B2.S1

District Interim Test and 2014 Science FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Fall, Winter and Post Assessments

G5. Our goal for the 2013-2014 school year is to increase the number of yearly activities from 2 to 4 with a 1% increase in participation.

G5.B1 An analysis of the 2013 FCAT data indicates a deficiency in higher order thinking skills for STEM. Our goal

G5.B1.S1 Promote parental involvement through science parent night incorporating hands-on activities.

Action Step 1

The Science Liason will conduct two Family Fairs in order to inform parents and demonstrate the Scientific Process needed to complete an experiment.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

On-going

Evidence of Completion

Parent Sign-in Sheet

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

School-Wide Science Fair

Person or Persons Responsible

Science Liason and Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Science Judges from the Miami Project to Cure Paralysis and University of Miami Miller School of Medicine will judge the projects utilizing Science Fair Rubric. First, Second, and third Place winners will be selected.

Plan to Monitor Effectiveness of G5.B1.S1

District Interim Science Test and 2014 Science FCAT 2.0

Person or Persons Responsible

Administration and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Experiments and District Baseline, Fall, Winter and Post Assessments

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Our goal for the 2013-14 school year is to increase the academic achievement level of Early Warning System (EWS) students by supporting their needs through school-wide and community resources.

G6.B1 Parents unfamiliar with the District's attendance policy.

G6.B1.S1 Identify students who may be developing a pattern of non-attendance and refer to Truancy Child Study Team (TCST) for intervention services.

Action Step 1

The MTSS/Rtl Team will monitor students who receive two or more attendance referrals providing students with counseling and encouraging parent involvement in this process.

Person or Persons Responsible

Administration, Teachers, CIS

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Reports

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

Following the FCIM model the MTSS/Rtl will review Truancy Report to determine the effectiveness of the strategies.

Person or Persons Responsible

Administrators and MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement on the final attendance report with an increase in school attendance to 98.86%.

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model the MTSS/Rtl Team will review Truancy reports to determine the effectiveness of the strategies.

Person or Persons Responsible

Administrators and MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

An increase in school-wide attendance to 98.86%.

Coordination and Integration

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

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

Title I Part A:

South Hialeah provides District services to ensure students requiring additional remediation are assisted through extended learning opportunities before-school and/or after-school programs, or summer school. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone

calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP

– which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS

Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I Part C Migrant:

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I Part D:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II:

The District uses supplemental funds for improving basic education as follows:

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

Title III:

South Hialeah utilizes Title III funds to supplement and enhance the programs for English Language Learner

(ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons are purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists South Hialeah with the identification, enrollment, attendance, and transportation of homeless students. South Hialeah is eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to South Hialeah and also provides a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

The District Homeless Student Liaison continues to participate in community organization meetings and task

forces as it relates to homeless children and youth. South Hialeah will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Additionally, South Hialeah Elementary participates in the Alliance for a Healthier Generation program that provides increasing opportunities for students to exercise and play. It provides healthy foods and beverages in our school's cafeteria and offers resources for teachers and staff to become healthy role models on a quarterly basis. Furthermore, South Hialeah was awarded the Fruit and Vegetable grant from the Florida Department of Education's Food and Nutrition Management for the 2012-2013 school year. The school will receive an annual allotment of up to \$75 per student for purchasing and distributing fruit and/or vegetable snacks for all staff and students, three times per week.

Housing Programs (N/A)

Head Start

The Head Start program is located at South Hialeah Elementary. Joint activities, including professional development and transition processes are shared. South Hialeah Elementary fosters this program to develop

a continuum of care, education and services to support the families and children of its surrounding community.

Adult Ed (N/A)

Career and Technical Education (N/A)

Job Training (N/A)

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Reading 2014 FCAT 2.0 will increase by 10 percentage points to 64%.

G1.B1 The Hispanic, ELL, ED, and subgroups did not make AMO for 2013. According to the Student Performance data only 54% of Hispanics, 44% of ELL, and 54% of ED students were proficient in Reporting Category 1- Vocabulary and Category 2 - Reading Application.

G1.B1.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Aloud, and Think/Pair/Share strategies during whole/small group instruction utilizing grade level appropriate texts including identifiable author's purpose for writing: including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

PD Opportunity 1

Use McGraw-Hill Reading Wonders to Plan with the Model-Close Reading: Text Evidence and Guided Practice of Close Reading.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw-Hill Weekly Assessments and District Baseline, Fall, Winter and Post Assessments

G1.B2 The Black and ED subgroups did not make AMO for 2013. According to the Student Performance data only 53% of Blacks and 53% of the ED subgroups were proficient in Reporting Category 1- Vocabulary and Category 2 - Reading Application.

G1.B2.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Aloud, and Think/Pair/Share strategies during whole/small group instruction utilizing grade level appropriate texts including identifiable author's purpose for writing: including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

PD Opportunity 1

Use the Reading Wonders Intervention Program in small groups

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

McGraw Hill Intervention assessments

G1.B4 According to the 2013 FCAT 2.0 reading results only 25% of students in grade 3 scored at or above a level 4. The area of deficiency was Reporting Category 2 - Reading Application.

G1.B4.S1 Using the Reading Plus and/or Successmaker reading programs the students will read and comprehend literature and informational text at the high end of the 3rd grade text complexity band independently and proficiently.

PD Opportunity 1

Students will use the Reading Plus Program and/or Successmaker Reading 2-3 times weekly to enhance their skills in Reading Application.

Facilitator

Reading Plus Trainer

Participants

3-5 Grade Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus Progress Reports

G2. Our goal for the 2013-2014 school year is that students scoring a 3.5 or above on the 2014 FCAT Writes 2.0 Test will increase by 4 percentage points to 65%.

G2.B1 An analysis of the 2013 FCAT Writing data indicates that only 61% of our students scored 3.5 or higher.

G2.B1.S1 Provide students an opportunity to improve narrative and expository writing by viewing higher scoring narrative writing samples as well as utilizing the writing process to demonstrate proficiency.

PD Opportunity 1

Students will use: • the writing process (pre-writing strategies) and graphic organizers which include characters, setting, plot, and sequence. • figurative and descriptive language to add supporting details to narrative writing. • grammar lessons, teacher-student editing and revision conferences, apply appropriate conventions in their writing. • clear introductions and group related information in paragraphs focusing on main idea with ample development and supporting details. • appropriate transitions to connect the supporting details.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing samples and Reading Response Journals

G3. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Math 2014 FCAT 2.0 will increase by 12 percentage points to 69%.

G3.B1 The Hispanic, ELL, and ED subgroup did not make their AMO for 2013. According to the student performance data only 58% of Hispanics and 57% of ED students were proficient in Mathematical Vocabulary due to language barriers.

G3.B1.S1 Students will develop Mathematical Practices of the Common Core State Standards to support mathematical fluency, vocabulary, and problem solving proficiency using the Successmaker Program.

PD Opportunity 1

Students will use the Successmaker Program to develop an understanding real world problem solving to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Support mathematical fluency and problem solving skills in the areas of:

- multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations.

Facilitator

Technology Liason

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker Usage and Progress Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Reading 2014 FCAT 2.0 will increase by 10 percentage points to 64%.	\$15,677
G3.	Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Math 2014 FCAT 2.0 will increase by 12 percentage points to 69%.	\$2,071
Total		\$17,748

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Title I	\$13,160	\$0	\$13,160
EESAC	\$2,517	\$2,071	\$4,588
Total	\$15,677	\$2,071	\$17,748

Budget Details

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

G1. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Reading 2014 FCAT 2.0 will increase by 10 percentage points to 64%.

G1.B5 According to the student performance data of the 2013 administration of the FCAT 2.0 Reading Test only 68% of students made learning gains.

G1.B5.S1 Teachers will utilize the STAR and Accelerated Reader program to motivate students to increase their fluency, comprehension, and vocabulary through level appropriate text.

Action Step 1

Students will answer questions referring explicitly to text as the basis for the answers.

Resource Type

Evidence-Based Program

Resource

Renaissance Place - STAR and Accelerated Reader in a group

Funding Source

Title I

Amount Needed

\$13,160

G1.B11 According to the Reading FCAT 2.0 students scoring a level 4 and above in 5th grade was 30%. The area of deficiency was Reporting Category 1 - Vocabulary and Reporting Category 2 - Reading Application.

G1.B11.S1 Using the Reading Plus and/or Successmaker reading programs the students will read and comprehend literature and informational text at a higher level of the 3rd grade text complexity band independently and proficiently.

Action Step 1

Students will use the Reading Plus Program and/or Successmaker Reading 2-3 times weekly to enhance their skills in Reading Application.

Resource Type

Evidence-Based Program

Resource

Ink and Toner Supplies

Funding Source

EESAC

Amount Needed

\$2,517

G3. Our goal during the 2013-14 school year is that students scoring at level 3 or above on the Math 2014 FCAT 2.0 will increase by 12 percentage points to 69%.

G3.B4 According to the 2013 Math FCAT 2.0 22% of 5th grade students scoring at a level 3 demonstrated a deficiency in Reporting Category - Geometry and Fractions.

G3.B4.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

Action Step 1

Students will use the Harcourt Go Math Textbook and Think Central to develop an understanding of fractions using manipulatives and real world problem solving to:

- determine the volume of prisms and determine the surface area of prisms given a graphic or net
- solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane
- perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Resource Type

Other

Resource

Classroom supplies and materials

Funding Source

EESAC

Amount Needed

\$2,071