

2013-2014 SCHOOL IMPROVEMENT PLAN

Highly Inquisitive And Versatile Education (Hive)

Preparatory School

5855 NW 171ST ST

Miami, FL 33015

305-231-4888

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
78%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
97%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Highly Inquisitive/Versatile Educ(Hive) Prep

Principal

Peter Dedesma / Carlos Gonzalez V

School Advisory Council chair

Jenny Maya-Munne

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

Name	Title
Carlos Gonzalez	Principal
Karina Rodriguez	Assistant Principal
Jennifer Zequeira	Reading Coach
Emilio Fox	Education Consultant
Ashley Sossa	Math Lead
Christina Aleman	Special Education Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, Teachers – 5, Parents – 7, Alternate Teachers – 1, Alternate Parents – 1, Educational Support Employee – 1, Alternate Educational Support Employee – 1, Student – 1, Alternate Student – 1, Business Community Representative - 2, student – 1, Board of Directors – 1

Involvement of the SAC in the development of the SIP

By assisting in the creating of the strategies to each barrier and in identifying each barrier. In addition, the progress monitoring of the SIP Goals and Strategies throughout the year.

Activities of the SAC for the upcoming school year

1. To assist and monitor the assessment aligned tutoring programs and workshops programs.
2. To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP);
3. To assist in the preparation and evaluation of the school's annual budget; and
4. To recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Bylaws & Policies, and labor contract provisions.

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

To support the implementation of classroom libraries that utilize interactive laptops and online library databases such as Myon.com. Allocation: \$2,260

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Peter Dedesma / Carlos Gonzalez V

Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

BA Secondary Science

Performance Record

2013 – School Grade: A
 Rdg. Proficiency, 55%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% - 75 points
 Rdg. AMO – 53%
 Math AMO – 70%
 2012 – School Grade: A
 Rdg. Proficiency, 47%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 83 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 89 points
 Rdg. AMO – 49%
 Math AMO – 45%
 2011 School Grade: A
 AYP: No
 High Standards Rdg., 58%
 High Standards Math, 62%
 Lrng Gains Rd., 64 pts.
 Lrng Gains Math, 82 pts.
 L25 Gains Rd., 67%
 L25 Gains Math, 87%
 2010 School Grade: N/A
 AYP: N/A
 High Standards Rdg., 56%
 High Standards Math, 53%
 Lrng Gains Rd., 50 pts.
 Lrng Gains Math, 31 pts.
 L25 Gains Rd., 50%
 L25 Gains Math, 31%
 2009 School Grade: NA
 Project Specialist at Florida Atlantic University

Karina Rodriguez

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

-Social Studies Education 6-12
 -Rookie Teacher of the Year at Felix Varela Senior 2012-2013
 -Advanced Placement U.S. History teacher 2013-2014
 -Lead Magnet Teacher at Felix Varela Senior High 2012-2013
 -Social Science Department Chair 2010-2012 at Cornelia Connelly Center in New York, NY

Performance Record**Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Jennifer Zequeira**

Full-time / School-based

Years as Coach: 1

Years at Current School: 4

Areas

Reading/Literacy

Credentials

BA Elementary Education (K-6)
 MA Curriculum & Instruction, Reading

Performance Record

2012- 2013 Worked as 4th Grade Reading Teacher at ALCS.
 2013 – School Grade: A
 Rdg. Proficiency, 59%
 Rdg. Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 82 points
 Rdg. AMO – 53%
 Math AMO – 70%
 2012 – School Grade: A
 Rdg. Proficiency, 63%
 Rdg. Lrg. Gains, 80 points
 Rdg. Imp. of Lowest 25% - 78 points
 Rdg. AMO – 49%
 Math AMO – 45%
 2011 Worked as Kindergarten Teacher at ALCS.
 2009-2011 Worked as a temporary teacher for MDCPS

Classroom Teachers**# of classroom teachers**

27

receiving effective rating or higher

27, 100%

Highly Qualified Teachers

96%

certified in-field

26, 96%

ESOL endorsed

17, 63%

reading endorsed

1, 4%

with advanced degrees

1, 4%

National Board Certified

0, 0%

first-year teachers

1, 4%

with 1-5 years of experience

25, 93%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

3, 43%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

Partnering all teachers with education consultants; Principal
Partnership with college of education local colleges and universities: Principal
Professional Learning Communities that focus on trending topics within relevant fields; Principal

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 teacher/consultant mentors to all 1st through 2nd year teachers and teachers new to the school; Administration

All pairings are aligned by curricular, personality, and geographic needs; Administration

Examples:

- pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Close proximity to classrooms/offices for easier access;
- Credibility with colleagues;
- Expertise in accessing data resources and using data to analyze instruction.

Mentors support mentees by responding to developmental needs and promoting ongoing examination of classroom practice; Administration

Mentors are supported by the administration through quarterly meetings and data chats; Administration

First Year Teacher for current school year: Melissa Ramos

Mentor for first Year Teacher: Jennifer Zequeira

Rationale for partnership: Zequeira is the schools reading coach with the experience and availability to support Ramos throughout her first year.

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

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

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

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

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

Tier 2

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

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

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

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

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

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

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

Tier 1 (Leadership Team)

- Administrator(s) (Carlos Gonzalez, Karina Rodriguez) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- School reading (Jennifer Zequiera), math (Ashley Sossa), science (Tegan Morales), and behavior specialists (Christina Aleman)
- School psychologist (Dagmary De La Osa)
- School social worker (N/A)
- Member of advisory group, community stakeholders, parents

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (quarterly) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Administrators, School Psychologist, School Education Specialist) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (Administrators) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document outlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting

that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

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

Behavior

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

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 5,400

The additional 30 minutes to the daily schedule enable for the implementation of the school's "workshops" program. During a 30 minute block within each school day, each class within grades 2-5 is broken up into multiple classes of a teacher to student ratio of 1:6. The groups are targeted according to data collected and the curriculum depends on student performance. Homogenous reading intervention (SuccessMaker) groups are formed while heterogeneous reading literacy (Readers Theater) groups are formed.

Strategy Purpose(s)

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

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

The "workshops" groups and curricula are fluid, adjusting with each interim, FAIR, and FCAT/SAT assessment taken. Student groups change according to weaknesses/strengths and curricular approaches change according to school performance needs.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Summer Program

Minutes added to school year: 7,200

The summer program is a reading program for retained 3rd graders and identified rising 3rd graders. This program follows the M-DCPS summer school guidelines as well as its 20-day calendar.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The summer school reading program utilizes the SAT-10 assessment for the rising 3rd graders and the FCAT for the retained 3rd graders.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Carlos Gonzalez	Principal
Stephanie Miranda	2nd Grade Reading Lead
Lisette Iverson	3rd Grade Reading Lead
Jennifer Zequeira	Reading Coach
Emilio Fox	Educational Consultant

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which meets once a month.

The principal will promote the MTSS as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the MTSS
 - selecting team members who are skilled and committed to improving literacy
 - offering professional growth opportunities for team members
 - creating a collaborative environment that fosters sharing and learning
 - developing a school wide organizational model that supports literacy instruction
- encouraging the use of data to improve teaching and student achievement in all classes

Major initiatives of the LLT

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and
- monitoring the teacher's use of data driven instruction during classroom visitations.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Each teacher participates within the reading "workshops" program at the school; working with 6-8 students primarily targeting reading deficiencies. In addition, each teacher participates in professional development programs that focus on literacy and other reading strategies that support the workshops program.

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

HIVE Prep will continue to harbor relationships with local VPK programs by developing parent liaison committees and informational orientations regularly. HIVE Prep will participate in the College Bound Parents program: a program that provides information and assistance to incoming kindergarten parents throughout their K-12 years and will assess the incoming Kindergarten students using the FLKRS test as a baseline assessment as well as the CELLA test for the ELL students. Incoming students' social and emotional development will be assessed through the use of ECHOS. Data will be used to plan instruction and determine the need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Throughout the year the students' progression will be continually monitored through our FAIR testing.

College and Career Readiness

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

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	53%	55%	Yes	58%
American Indian		0%		
Asian		0%		
Black/African American	57%	59%	Yes	61%
Hispanic	53%	55%	Yes	57%
White		0%		
English language learners	33%	43%	Yes	40%
Students with disabilities	41%	36%	No	47%
Economically disadvantaged	52%	54%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	30%	33%
Students scoring at or above Achievement Level 4	50	26%	27%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	122	70%	73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	59	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	67	38%	44%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	27	39%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	50%	70%	Yes	55%
American Indian		0%		
Asian		0%		
Black/African American	53%	64%	Yes	58%
Hispanic	47%	74%	Yes	52%
White		0%		
English language learners	42%	66%	Yes	48%
Students with disabilities	59%	64%	Yes	63%
Economically disadvantaged	48%	69%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	40%	42%
Students scoring at or above Achievement Level 4	58	30%	31%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		75%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

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	23	38%	40%
Students scoring at or above Achievement Level 4	23	38%	39%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

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)	3		5
Participation in STEM-related experiences provided for students	14	93%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	23	5%	4%
Students who are not proficient in reading by third grade	30	44%	40%
Students who receive two or more behavior referrals	26	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

See Parental involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Based on the 2013 Reading FCAT 2.0 student proficiency was 55%. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency to 58%. This reflects an increase of 3 percentage points.

- G2.** The results of the 2013 CELLA Listening/Speaking Test indicate that 70% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 73%.

- G3.** The results of the 2013 CELLA Reading Test indicate that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 7 percentage points to 41%.

- G4.** The results of the 2013 CELLA Writing Test indicate that 38% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 6 percentage points to 44%.

- G5.** Based on the 2013 Writing FCAT 2.0 student proficiency was 39%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 45%. This reflects an increase of 6 percentage points.

- G6.** The results of the 2013 FCAT Mathematics Test indicate that 40% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 proficiency by 2 percentage points to 42%.

- G7.** The results of the 2013 FCAT Mathematics Test indicate that 30% of students achieved proficiency (level 4 and 5). Our goal is to increase student proficiency by 1 percentage points to 31% in the 2014 FCAT Mathematics Test.

- G8.** On the 2013 FCAT Mathematics Test 63% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4% percentage points to 67%.

- G9.** Our goal for the 2013-2014 school year is to increase the percent of students taking the FCAT 2013 in the lowest 25% making learning gains by 3 percentage points to 78% in the 2014 FCAT.

- G10.** The results of the 2013 FCAT Science Test indicates that 38% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 2 proficiency by 4 percentage points to 40%.

- G11.** The results of the 2013 FCAT Science Test indicate that 38% of students achieved level 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency by 1 percentage points to 39%.

- G12.** The STEM goal for the 2013-2014 year is to implement the Inquire Program throughout grades 2-5 with an enrollment of 25 students.
- G13.** Our goal for the 2013-2014 school year is to reduce the number of students who miss 10% or more of available instructional time from 6% to 5%, the total number of students retained from 5% to 4%.
- G14.** See Parental Involvement Plan

Goals Detail

G1. Based on the 2013 Reading FCAT 2.0 student proficiency was 55%. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency to 58%. This reflects an increase of 3 percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Reading Wonders, SuccessMaker, Chapter Books, Florida Ready

Targeted Barriers to Achieving the Goal

- The results of the 2013 Reading FCAT indicate that 36% of students with Disabilities made satisfactory progress in reading. Our goal for the 2014 Reading FCAT is to increase the number of SWD making progress by 9 percentage points to 47%.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interm assessments Summative: FCAT 2014

G2. The results of the 2013 CELLA Listening/Speaking Test indicate that 70% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 73%.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- Imagine Learning, Reading Wonders, Chapter Books,

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the CELLA Listening/Speaking test was reporting Category Vocabulary.

Plan to Monitor Progress Toward the Goal

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, ESOL Coordinator

Target Dates or Schedule:

Ongoing, Quarterly

Evidence of Completion:

Formative: Imagine reports, interim assessments Summative: CELLA 2014

G3. The results of the 2013 CELLA Reading Test indicate that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 7 percentage points to 41%.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- Imagine Learning, Reading Wonders, Chapter Books, Readers Theater, SuccessMaker

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the CELLA Reading test was reporting category Comprehension. Students need support with identifying text structure.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing, Quarterly

Evidence of Completion:

Formative: FAIR, Interim assessments Summative: CELLA 2014

G4. The results of the 2013 CELLA Writing Test indicate that 38% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 6 percentage points to 44%.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- Zaner-Blosser Writing, Imagine Learning

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the CELLA Writing test was reporting category Sentences.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration, Reading Coach, ESOL Coordinator

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Writing Assessments Summative: CELLA 2014

G5. Based on the 2013 Writing FCAT 2.0 student proficiency was 39%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 45%. This reflects an increase of 6 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Zaner-Bloser Writing

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was editing for language conventions.
- The Mid-year Writing Assessment (26%) indicated a 12 percentage points reduction in proficiency when compared to the Pre-test Writing Assessment (38%).

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: interim writing assessments Summative: FCAT Writing 2014

G6. The results of the 2013 FCAT Mathematics Test indicate that 40% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 proficiency by 2 percentage points to 42%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Go Math, IXL Math, Florida Coach Math, Gizmos

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category II, Geometry.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: interim assessments Summative: FCAT 2014

G7. The results of the 2013 FCAT Mathematics Test indicate that 30% of students achieved proficiency (level 4 and 5). Our goal is to increase student proficiency by 1 percentage points to 31% in the 2014 FCAT Mathematics Test.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Go Math, IXL Math, Gizmos

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category III, Number: Fractions.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: interim assessments Summative: FCAT 2014

G8. On the 2013 FCAT Mathematics Test 63% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4% percentage points to 67%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math, IXL Math, SuccessMaker Math, Gizmos

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category I, Numbers and Operations.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: interim assessments Summative: FCAT 2014

G9. Our goal for the 2013-2014 school year is to increase the percent of students taking the FCAT 2013 in the lowest 25% making learning gains by 3 percentage points to 78% in the 2014 FCAT.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math Intervention, SuccessMaker Math, IXL Math

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category I, Numbers: base Ten and Fractions.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: interim assessments Summative: FCAT 2014

G10. The results of the 2013 FCAT Science Test indicates that 38% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 2 proficiency by 4 percentage points to 40%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Foresman Science, Gizmos, Interactive Science

Targeted Barriers to Achieving the Goal

- The area of deficiency according to our current year's assessments has been Nature of Science.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim assessments Summative: FCAT 2014

G11. The results of the 2013 FCAT Science Test indicate that 38% of students achieved level 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency by 1 percentage points to 39%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science, Gizmos, Inquire

Targeted Barriers to Achieving the Goal

- The area of deficiency according to our current year's assessments was Physical Sciences.

Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal will be monitored by the utilization of trend analysis reports and year at a glance report.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: interim assessments Summative: FCAT 2014

G12. The STEM goal for the 2013-2014 year is to implement the Inquire Program throughout grades 2-5 with an enrollment of 25 students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The Inquire program focuses on the integration of inquisitive strategies into the focus calendar of the school.

Targeted Barriers to Achieving the Goal

- The Inquire program focuses on the integration of inquisitive strategies into the focus calendar of the school.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible**Target Dates or Schedule:****Evidence of Completion:**

G13. Our goal for the 2013-2014 school year is to reduce the number of students who miss 10% or more of available instructional time from 6% to 5%, the total number of students retained from 5% to 4%.

Targets Supported

- EWS

Resources Available to Support the Goal

- We understand that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non-proficient in reading by third grade, students who receive two or more behavior referrals that lead to suspension.

Targeted Barriers to Achieving the Goal

- In order to maintain low rates of discipline issues and high rates of attendance, students need to fully understand the behavioral expectations according to the MDCPS Student Code of Conduct.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G14. See Parental Involvement Plan

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the 2013 Reading FCAT 2.0 student proficiency was 55%. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency to 58%. This reflects an increase of 3 percentage points.

G1.B1 The results of the 2013 Reading FCAT indicate that 36% of students with Disabilities made satisfactory progress in reading. Our goal for the 2014 Reading FCAT is to increase the number of SWD making progress by 9 percentage points to 47%.

G1.B1.S1 Students need support in organizing informational text and text features to perform a task through interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys.

Action Step 1

Student will use grade-level appropriate real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Student will also use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Classroom assessment, interim assessments, and Reading Plus. Summative: 2014 FCAT

Facilitator:

Administration

Participants:

LLT, Reading Teachers

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

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and reading coach meetings.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: classroom assessments, SuccessMaker reports, interim assessments Summative: FCAT 2014

Plan to Monitor Effectiveness of G1.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly, ongoing

Evidence of Completion

Formative: interim assessments, SuccessMaker reports Summative: FCAT 2014

G2. The results of the 2013 CELLA Listening/Speaking Test indicate that 70% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 73%.

G2.B1 The area of deficiency as noted on the 2013 administration of the CELLA Listening/Speaking test was reporting Category Vocabulary.

G2.B1.S1 Students need support with increasing their knowledge of vocabulary terms.

Action Step 1

Teacher-led groups will be conducted in order to provide an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction. Teachers will use visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book.

Person or Persons Responsible

LLT and LEP Committee

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative Assessments: Vocabulary Notebooks, Classroom assessments, State & District Assessment tools, and Success Maker assessment tools. Summative Assessments: 2014 CELLA

Facilitator:

ESOL Coordinator

Participants:

LLT and LEP Committee

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, reading coach meetings, and LEP Committee meetings.

Person or Persons Responsible

LEP Committee, LLT, Administration

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Imagine reports, interim assessments Summative: CELLA 2014

G3. The results of the 2013 CELLA Reading Test indicate that 34% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 7 percentage points to 41%.

G3.B1 The area of deficiency as noted on the 2013 administration of the CELLA Reading test was reporting category Comprehension. Students need support with identifying text structure.

G3.B1.S1 Students need support with identifying text structure.

Action Step 1

Teachers will use the role-play strategy where students will assume the roles of characters and collaboratively create stories. Students determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guideline.

Person or Persons Responsible

LLT & LEP Committee

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative Assessments: Cold Reads Binder, Classroom assessments, State & District Assessment tools, and Success Maker assessment tools. Summative Assessment: 2014 CELLA

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

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and reading coach meetings.

Person or Persons Responsible

Administration, ESOL Coordinator

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: FAIR, Imagine reports, SuccessMaker reports, interim assessments Summative: CELLA 2014

Plan to Monitor Effectiveness of G3.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, ESOL Coordinator

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: FAIR, Interim assessments Summative: CELLA 2014

G4. The results of the 2013 CELLA Writing Test indicate that 38% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 6 percentage points to 44%.

G4.B1 The area of deficiency as noted on the 2013 administration of the CELLA Writing test was reporting category Sentences.

G4.B1.S1 Students need support in developing the ability to write descriptive sentences.

Action Step 1

Students will participate in a Process Writing program. Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Person or Persons Responsible

LLT, LEP Committee

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative Assessment: Writing Prompts, Classroom assessments, State & District Assessment tools, and Success Maker assessment tools. Summative Assessments: 2014 CELLA

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

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and reading coach meetings.

Person or Persons Responsible

LLT, LEP Committee

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Writing folders, Baseline & Mid-Year Writing assessments Summative: CELLA 2014

Plan to Monitor Effectiveness of G4.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Writing folders, interim writing assessments Summative: CELLA 2014

G4.B1.S2 Students need support in writing in steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Action Step 1**Person or Persons Responsible****Target Dates or Schedule****Evidence of Completion**

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

G5. Based on the 2013 Writing FCAT 2.0 student proficiency was 39%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 45%. This reflects an increase of 6 percentage points.

G5.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was editing for language conventions.

G5.B1.S1 Students need support when asked to edit their work and revise basic skills like capitalization and subject/verb agreement.

Action Step 1

Students will be revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Person or Persons Responsible

MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: School wide monthly prompts, District writing assessments Summative Assessments: 2014 FCAT Assessment

Facilitator:

Reading Coach

Participants:

MTSS team

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

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and reading coach meetings.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: monthly writing prompts, interim writing assessments Summative: FCAT Writing 2014

Plan to Monitor Effectiveness of G5.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Formative: Monthly writing reports, interim writing assessments Summative: FCAT Writing 2014

G5.B1.S2 Students needs support when using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.

Action Step 1

Students will utilize drafting techniques to sustain writing by: moving from a plan to a draft writing as quickly as possible, drafting in present tense and 1st person point of view, developing a pre-writing plan to create a picture, and using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Weekly

Evidence of Completion

Benchmark aligned writing folders

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

Writing teachers will meet with the writing lead teacher and reading coach to monitor student progress and to plan accordingly.

Person or Persons Responsible

Reading coach and writing lead

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work folders and teacher lesson plans

Plan to Monitor Effectiveness of G5.B1.S2

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: student writing folders Summative: FCAT Writing 2014

G5.B2 The Mid-year Writing Assessment (26%) indicated a 12 percentage points reduction in proficiency when compared to the Pre-test Writing Assessment (38%).

G5.B2.S1 Students needs support when using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.

Action Step 1

Students will be revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Person or Persons Responsible

MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: School wide monthly prompts, District writing assessments Summative Assessments: 2014 FCAT Assessment

Facilitator:

Reading Coach

Participants:

MTSS team

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

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and reading coach meetings.

Person or Persons Responsible

MTSS

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: monthly writing prompts, interim writing assessments Summative: FCAT Writing 2014

Plan to Monitor Effectiveness of G5.B2.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Formative: Monthly writing reports, interim writing assessments Summative: FCAT Writing 2014

G6. The results of the 2013 FCAT Mathematics Test indicate that 40% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 proficiency by 2 percentage points to 42%.

G6.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category II, Geometry.

G6.B1.S1 The students need support in the ability to use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area.

Action Step 1

Teachers will provide grade level appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, classifying, building, drawing, and analyzing models that develop measurement concepts and skills.

Person or Persons Responsible

MTSS team

Target Dates or Schedule

Bi-weekly, Quarterly

Evidence of Completion

Formative Assessments: Biweekly assessments; District interim data reports, student authentic work. Summative Assessments: 2014 FCAT Assessment

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

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and math department meetings.

Person or Persons Responsible

Administration, Math Lead

Target Dates or Schedule

Quarterly, Ongoing

Evidence of Completion

Formative: interim assessments, Gizmos reports, IXL reports Summative: FCAT 2014

Plan to Monitor Effectiveness of G6.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly, Ongoing

Evidence of Completion

Formative: interim assessments, classroom assessments Summative: FCAT 2014

G7. The results of the 2013 FCAT Mathematics Test indicate that 30% of students achieved proficiency (level 4 and 5). Our goal is to increase student proficiency by 1 percentage points to 31% in the 2014 FCAT Mathematics Test.

G7.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category III, Number: Fractions.

G7.B1.S1 The students need support in the ability to understand multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

Action Step 1

The teacher will engage students in lessons including the ability to determine factors and multiples, relate fractions to decimals and percent, and generate equivalent fractions and simplify fractions. The teacher will incorporate gizmos and IXL into the lessons in order to provide aligned enrichment opportunities.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Classroom assessments, Gizmos reports, IXL assessments Summative: FCAT 2014

Facilitator:

Math Lead

Participants:

MTSS Team, Math Teachers

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

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and math department meetings.

Person or Persons Responsible

Administration, Math Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: calssroom assignments, interim assessments Summative: FCAT 2014

Plan to Monitor Effectiveness of G7.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: interim assessments Summative: FCAT 2014

G8. On the 2013 FCAT Mathematics Test 63% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4% percentage points to 67%.

G8.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category I, Numbers and Operations.

G8.B1.S1 Students need more opportunities for mathematical exploration and development of numbers and operations, to make connections to real life practical applications of numbers.

Action Step 1

Teachers will provide concrete real world practice of mathematical applications of numbers and operations through the use of manipulative, models, literacy connections, and technology, as evidenced in teacher lesson plans. Implement math intervention and tutoring programs focusing on numbers and operations.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Quarterly, Ongoing

Evidence of Completion

Formative: Classroom assessments, Interim Assessments, SuccessMaker report, Gizmos reports
Summative: FCAT 2014

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and math department meetings.

Person or Persons Responsible

Administration, Math Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: interim assessments, classroom assessments Summative: FCAT 2014

Plan to Monitor Effectiveness of G8.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, Math Lead

Target Dates or Schedule

Quarterly, Ongoing

Evidence of Completion

Formative: interim assessments, IXI reports, SuccessMaker reports Summative: FCAT 2014

G9. Our goal for the 2013-2014 school year is to increase the percent of students taking the FCAT 2013 in the lowest 25% making learning gains by 3 percentage points to 78% in the 2014 FCAT.

G9.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category I, Numbers: base Ten and Fractions.

G9.B1.S1 The minimal amount of available afterschool tutorials in Category I, Number: Base Ten and Fractions may have led to a weakness in the enhancement of the students in the lowest 25%.

Action Step 1

The school will identify the lowest 25% performing students in grades 3-5, and will provide academic support in Number: Base Ten and Fractions through the use of models, place value, and properties of operations to represent and create representation. Before and after school mathematical tutoring sessions utilizing programs such as SuccessMaker will be utilized.

Person or Persons Responsible

Administration, Math Lead

Target Dates or Schedule

Quarterly, ongoing

Evidence of Completion

Formative: classroom assessments, SuccessMaker reports, Interim Assessments. Summative: 2014 FCAT

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and math department meetings.

Person or Persons Responsible

Administration, Math Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: interim assessments, SuccessMaker reports, IXL reports Summative: FCAT 2014

Plan to Monitor Effectiveness of G9.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, Math Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: interim assessments Summative: FCAT 2014

G10. The results of the 2013 FCAT Science Test indicates that 38% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 2 proficiency by 4 percentage points to 40%.

G10.B1 The area of deficiency according to our current year's assessments has been Nature of Science.

G10.B1.S1 Students need support in the ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Teachers will provide activities (such as Gizmos) for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities.

Person or Persons Responsible

MTSS team

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Classroom assessments, interim assessments, Gizmos reports Summative: 2014 FCAT

Facilitator:

Administration

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and science department meetings.

Person or Persons Responsible

Administration, Science Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: interim assessments, classroom assessments, gizmos reports Summative: FCAT 2014

Plan to Monitor Effectiveness of G10.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, Science Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Interim assessments, gizmos reports Summative: FCAT 2014

G11. The results of the 2013 FCAT Science Test indicate that 38% of students achieved level 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency by 1 percentage points to 39%.

G11.B1 The area of deficiency according to our current year's assessments was Physical Sciences.

G11.B1.S1 Students need support Students 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

Teachers will implement instructional strategies to increase rigor through inquiry-based learning strategies and collaborative group projects through the use of Gizmos.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Classroom assessments, Interim Assessments, Gizmos Summative: FCAT 2014

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Fidelity of strategy implementation will be monitored through administrative observations, grade level meetings, and science department meetings.

Person or Persons Responsible

Administration, Science Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: interim assessments, classroom assessments, gizmo reports Summative: FCAT 2014

Plan to Monitor Effectiveness of G11.B1.S1

Strategies will be monitored for effectiveness through the comparison of the school's data vs. district data. In addition, individual classroom data will be compared to equivalent classes.

Person or Persons Responsible

Administration, Science Lead

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: interim assessments, classroom assessments Summative: FCAT 2014

G12. The STEM goal for the 2013-2014 year is to implement the Inquire Program throughout grades 2-5 with an enrollment of 25 students.

G12.B1 The Inquire program focuses on the integration of inquisitive strategies into the focus calendar of the school.

G12.B1.S1 The school is establishing this program from grades 2-5 and it will develop student's thinking skills, link critical thinking skills to all subject areas, and prepare students for possible placement into gifted and advanced programs.

Action Step 1

By utilizing the school's administration, classroom assessments will be monitored and individual student progress through the use of data reports will be used.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative Assessments: Biweekly assessments; District interim data reports, student authentic work. Summative Assessments: 2014 FCAT

Facilitator:

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G13. Our goal for the 2013-2014 school year is to reduce the number of students who miss 10% or more of available instructional time from 6% to 5%, the total number of students retained from 5% to 4%.

G13.B1 In order to maintain low rates of discipline issues and high rates of attendance, students need to fully understand the behavioral expectations according to the MDCPS Student Code of Conduct.

G13.B1.S1 The following action steps will be implemented: •Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. •The MTSS/Rtl team will monitor student who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in the process. • A reward system will be established to recognize student for perfect attendance and outstanding citizenship through “Do the Right Thing” project. •Peer mediation teams will be developed as a means of assisting with conflict resolution. •Before and after school tutorial programs will be established to address students’ areas of need. •Readers workshops, utilizing readers theater programs, will continue to be implemented school-wide to focus on targeted reading deficiencies.

Action Step 1

Monthly Early Warning Systems meeting will be held by the administrative team in order to focus on the mentioned strategies.

Person or Persons Responsible

Administration, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports, Behavior Referrals

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 1, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, 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 to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. 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; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III:

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used 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 is 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

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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison 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 (FEFP) allocation.

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.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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.

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. Based on the 2013 Reading FCAT 2.0 student proficiency was 55%. Our goal for the 2014 Reading FCAT 2.0 is to increase student proficiency to 58%. This reflects an increase of 3 percentage points.

G1.B1 The results of the 2013 Reading FCAT indicate that 36% of students with Disabilities made satisfactory progress in reading. Our goal for the 2014 Reading FCAT is to increase the number of SWD making progress by 9 percentage points to 47%.

G1.B1.S1 Students need support in organizing informational text and text features to perform a task through interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys.

PD Opportunity 1

Student will use grade-level appropriate real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Student will also use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Facilitator

Administration

Participants

LLT, Reading Teachers

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Classroom assessment, interim assessments, and Reading Plus. Summative: 2014 FCAT

G2. The results of the 2013 CELLA Listening/Speaking Test indicate that 70% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 73%.

G2.B1 The area of deficiency as noted on the 2013 administration of the CELLA Listening/Speaking test was reporting Category Vocabulary.

G2.B1.S1 Students need support with increasing their knowledge of vocabulary terms.

PD Opportunity 1

Teacher-led groups will be conducted in order to provide an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction. Teachers will use visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book.

Facilitator

ESOL Coordinator

Participants

LLT and LEP Committee

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative Assessments: Vocabulary Notebooks, Classroom assessments, State & District Assessment tools, and Success Maker assessment tools. Summative Assessments: 2014 CELLA

G5. Based on the 2013 Writing FCAT 2.0 student proficiency was 39%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 45%. This reflects an increase of 6 percentage points.

G5.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was editing for language conventions.

G5.B1.S1 Students need support when asked to edit their work and revise basic skills like capitalization and subject/verb agreement.

PD Opportunity 1

Students will be revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Facilitator

Reading Coach

Participants

MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: School wide monthly prompts, District writing assessments Summative Assessments: 2014 FCAT Assessment

G5.B2 The Mid-year Writing Assessment (26%) indicated a 12 percentage points reduction in proficiency when compared to the Pre-test Writing Assessment (38%).

G5.B2.S1 Students needs support when using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.

PD Opportunity 1

Students will be revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Facilitator

Reading Coach

Participants

MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: School wide monthly prompts, District writing assessments Summative Assessments: 2014 FCAT Assessment

G7. The results of the 2013 FCAT Mathematics Test indicate that 30% of students achieved proficiency (level 4 and 5). Our goal is to increase student proficiency by 1 percentage points to 31% in the 2014 FCAT Mathematics Test.

G7.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was Category III, Number: Fractions.

G7.B1.S1 The students need support in the ability to understand multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

PD Opportunity 1

The teacher will engage students in lessons including the ability to determine factors and multiples, relate fractions to decimals and percent, and generate equivalent fractions and simplify fractions. The teacher will incorporate gizmos and IXL into the lessons in order to provide aligned enrichment opportunities.

Facilitator

Math Lead

Participants

MTSS Team, Math Teachers

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Classroom assessments, Gizmos reports, IXL assessments Summative: FCAT 2014

G10. The results of the 2013 FCAT Science Test indicates that 38% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 2 proficiency by 4 percentage points to 40%.

G10.B1 The area of deficiency according to our current year's assessments has been Nature of Science.

G10.B1.S1 Students need support in the ability to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

PD Opportunity 1

Teachers will provide activities (such as Gizmos) for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities.

Facilitator

Administration

Participants

Science teachers

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative: Classroom assessments, interim assessments, Gizmos reports Summative: 2014 FCAT

G12. The STEM goal for the 2013-2014 year is to implement the Inquire Program throughout grades 2-5 with an enrollment of 25 students.

G12.B1 The Inquire program focuses on the integration of inquisitive strategies into the focus calendar of the school.

G12.B1.S1 The school is establishing this program from grades 2-5 and it will develop student's thinking skills, link critical thinking skills to all subject areas, and prepare students for possible placement into gifted and advanced programs.

PD Opportunity 1

By utilizing the school's administration, classroom assessments will be monitored and individual student progress through the use of data reports will be used.

Facilitator

Participants

Administration

Target Dates or Schedule

Ongoing, Quarterly

Evidence of Completion

Formative Assessments: Biweekly assessments; District interim data reports, student authentic work. Summative Assessments: 2014 FCAT

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The results of the 2013 CELLA Listening/Speaking Test indicate that 70% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 73%.	\$1,500
G5.	Based on the 2013 Writing FCAT 2.0 student proficiency was 39%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 45%. This reflects an increase of 6 percentage points.	\$1,800
G12.	The STEM goal for the 2013-2014 year is to implement the Inquire Program throughout grades 2-5 with an enrollment of 25 students.	\$450
Total		\$3,750

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials			Total
FEFP	\$1,500	\$1,800	\$0		\$3,300
Title 1	\$450	\$0	\$0		\$450
	\$0	\$0	\$0		\$0
Total	\$1,950	\$1,800	\$0		\$3,750

Budget Details

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

G2. The results of the 2013 CELLA Listening/Speaking Test indicate that 70% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 3 percentage points to 73%.

G2.B1 The area of deficiency as noted on the 2013 administration of the CELLA Listening/Speaking test was reporting Category Vocabulary.

G2.B1.S1 Students need support with increasing their knowledge of vocabulary terms.

Action Step 1

Teacher-led groups will be conducted in order to provide an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction. Teachers will use visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book.

Resource Type

Evidence-Based Program

Resource

Zaner-Bloser writing program for grades K-5.

Funding Source

FEFP

Amount Needed

\$1,500

G5. Based on the 2013 Writing FCAT 2.0 student proficiency was 39%. Our goal for the 2014 Writing FCAT 2.0 is to increase student proficiency to 45%. This reflects an increase of 6 percentage points.

G5.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was editing for language conventions.

G5.B1.S1 Students need support when asked to edit their work and revise basic skills like capitalization and subject/verb agreement.

Action Step 1

Students will be revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Resource Type

Evidence-Based Materials

Resource

A writing program that focuses on inquisitive questioning and thinking into the core curriculum.

Funding Source

FEFP

Amount Needed

\$1,800

G5.B2 The Mid-year Writing Assessment (26%) indicated a 12 percentage points reduction in proficiency when compared to the Pre-test Writing Assessment (38%).

G5.B2.S1 Students needs support when using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.

Action Step 1

Students will be revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Resource Type

Resource

Funding Source

Amount Needed

G12. The STEM goal for the 2013-2014 year is to implement the Inquire Program throughout grades 2-5 with an enrollment of 25 students.

G12.B1 The Inquire program focuses on the integration of inquisitive strategies into the focus calendar of the school.

G12.B1.S1 The school is establishing this program from grades 2-5 and it will develop student's thinking skills, link critical thinking skills to all subject areas, and prepare students for possible placement into gifted and advanced programs.

Action Step 1

By utilizing the school's administration, classroom assessments will be monitored and individual student progress through the use of data reports will be used.

Resource Type

Evidence-Based Program

Resource

A 21st century skills program that supports the core curriculum through inquiry-based projects.

Funding Source

Title 1

Amount Needed

\$450