



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Shores Elementary School

10351 NE 5TH AVE

Miami Shores, FL 33138

305-758-5525

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

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I No | Free and Reduced Lunch Rate 73% |
| Alternative/ESE Center No | Charter School No | Minority Rate 88% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 B | 2012-13 A | 2011-12 B | 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

Miami Shores Elementary School

Principal

Brenda L. Swain

School Advisory Council chair

Andrell Howell-Bryant

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

| Name | Title |
|-----------------|-----------------------|
| Brenda L. Swain | Principal |
| Evie Mayor | Asst. Principal |
| Adwina Quamina | Counselor |
| Tirsis Shaarbay | Bilingual Chairperson |
| Gary Merone | SPED Teacher |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 5, educational support - 1, student – 1, Business/Community Representatives – 3.

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council will review the plan and discuss possible additions for complete implementation of the 2013-2014 SIP.

Activities of the SAC for the upcoming school year

The Miami Shores Elementary School Advisory Council will conduct monthly meetings to address the needs of the students, monitor and review the implementation of the School Improvement Plan, and make adjustments as indicated by school site data.

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

Funds will be used for but not limited to:

- Student Incentives
- Attendance Incentives

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:

Brenda L. Swain

Principal

Years as Administrator: 7

Years at Current School: 5

Credentials

BS Psychology, MS Reading Education, EDS Educational Leadership

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 65%
 Math Lrg. Gains, 82%
 Rdg. Imp. of Lowest 25% - 77%
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2012 – School Grade B
 Rdg. Proficiency, 59%
 Math Proficiency, 61%
 Rdg. Lrg. Gains, 72%
 Math Lrg. Gains, 60%
 Rdg. Imp. of Lowest 25% - 79%
 Math Imp. of Lowest 25% - 81%

| Evie Mayor | | |
|---------------------------|---|----------------------------|
| Asst Principal | Years as Administrator: 1 | Years at Current School: 1 |
| Credentials | BS Psychology, MS Elementary Ed, Ed. S Ed Leadership | |
| Performance Record | 2013 – School Grade – A Rdg. Proficiency, 65% Math Proficiency, 77% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25%-81 points Rdg. AMO – Yes Math AMO – Yes | |

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers

49

receiving effective rating or higher

49, 100%

Highly Qualified Teachers

73%

certified in-field

49, 100%

ESOL endorsed

39, 80%

reading endorsed

3, 6%

with advanced degrees

23, 47%

National Board Certified

1, 2%

first-year teachers

0, 0%

with 1-5 years of experience

5, 10%

with 6-14 years of experience

26, 53%

with 15 or more years of experience

18, 37%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

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

1. Regular meetings held with new teachers and the Instructional Leadership Team.
2. Partnering new teachers with veteran staff members.
3. Solicit referrals from College of Education Deans from surrounding colleges/universities

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

The administrative staff will provide opportunities to allow the mentee to observe classroom lessons throughout the school year. The mentor and mentee will meet on a bi-weekly basis to review the Individual Professional Development Plans and the School Improvement Plan.
M. Mixon (Mentee) paired with L. Howard (Mentor/Kinder Grade Level Chair)

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

Miami Shores Elementary School's MTSS Team meets once bi-weekly to engage in the following activities:

- Review all school data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- The MSE team will identify professional development to assist with MTSS implementation/success.
- The MSE team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- The MSE team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation to ensure the effectiveness of the program.

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

MTSS Members include:

- Principal
- Assistant Principal
- Counselor
- Grade Level Chairs
- School Psychologist
- Bilingual Chairperson
- Interventionist
- SPED Teacher

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

The Miami Shores Elementary School MTSS Team met with the Educational Excellence School Advisory Council (EESAC) to help develop the School Improvement Plan (SIP). The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching through the identification of professional development activities to assist all instructional staff.

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

Reading:

Baseline data: Progress Monitoring and Reporting Network (PMRN), District Baseline Assessments, Region Monthly Assessments, Florida Comprehensive Assessment Test (FCAT), Stanford Achievement Test -10 (SAT-10), FCAT Simulation (Crunch Time Plan), Midyear: Florida Assessments for Instruction in Reading (FAIR), Interim Assessments.

Mathematics:

District Baseline Assessments, Region Monthly Assessments, Florida Comprehensive Assessment Test (FCAT), Stanford Achievement Test -10 (SAT-10), FCAT Simulation (Crunch Time Plan), Interim Assessments and District Quarterly Assessments for Primary.

Science:

District Baseline Assessments, Region Monthly Assessments, Florida Comprehensive Assessment Test (FCAT), FCAT Simulation (Crunch Time Plan), District Quarterly Assessments for grades 3 and 4, and Interim Assessments.

Writing:

District Baseline Assessments, Florida Comprehensive Assessment Test (FCAT), FCAT Simulation (Crunch Time Plan), School-site writing assessments on a bi-monthly basis for grade 4.

Behavior:

Student Case Management System (SCAMS), ESE Student Monthly Suspension Report, Student Services Referrals, and Suspension Rate Trend Data

End of year: FAIR, FCAT 2.0, SAT-10.

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

Bi-weekly Instructional Leadership Team (ILT) meeting will incorporate MTSS on the agenda. In addition, the Literacy Leadership Team (LLT) will also meet monthly to discuss any MTSS issues.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 180

Miami Shores Elementary School has a Principal Operated Before/After Care Program for students in grades pre-kindergarten through fifth grade. The program offers enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Miami Shores Elementary School will collect attendance data to determine consistent participation in the two programs.

Who is responsible for monitoring implementation of this strategy?

Principal
 Assistant Principal
 Community School Manager

Literacy Leadership Team (LLT)

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

| Name | Title |
|-----------------|---------------------|
| Brenda L. Swain | Principal |
| Evie Mayor | Assistant Principal |
| Adwina Quamina | Counselor |

| Name | Title |
|-----------------|-----------------------|
| Tirsis Shaarbay | Bilingual Chairperson |
| Gary Merone | SPED |

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

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 should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The Miami Shores Elementary School's LLT major initiative for the 2013-2014 school year will be to provide assistance to instructional staff with the partial/ full implementation of the Common Core State Standards (CCSS).

Every Teacher Contributes to Reading Instruction

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

Not Applicable

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

Miami Shores Elementary School will:

1. Continue the "Welcome to Kindergarten" program to build partnership with local early education

programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The school's administrative team will continue to host the annual "open house for new/prospective parents".

2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Maintain articulation process between prekindergarten teachers and kindergarten teachers to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.
4. Utilize the FLKRS and FAIR assessments to monitor student progress and to schedule in-school interventions as needed.

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

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

Strategies for improving student readiness for the public postsecondary level

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 | 65% | 64% | Yes | 69% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 58% | 60% | Yes | 62% |
| Hispanic | 81% | 68% | No | 83% |
| White | 83% | 77% | Yes | 85% |
| English language learners | 44% | 49% | Yes | 50% |
| Students with disabilities | 53% | 38% | Yes | 58% |
| Economically disadvantaged | 61% | 56% | No | 65% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 109 | 29% | 33% |
| Students scoring at or above Achievement Level 4 | 128 | 34% | 36% |

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) | | 72% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 78% | 80% |

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) | 73 | 62% | 66% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 37 | 32% | 39% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 36 | 31% | 38% |

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 | 76 | 64% | 68% |
| 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 | 68% | 61% | No | 71% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 65% | 54% | No | 69% |
| Hispanic | 70% | 68% | No | 73% |
| White | 82% | 79% | Yes | 84% |
| English language learners | 58% | 51% | Yes | 62% |
| Students with disabilities | 44% | 36% | Yes | 50% |
| Economically disadvantaged | 63% | 54% | No | 67% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 113 | 30% | 36% |
| Students scoring at or above Achievement Level 4 | 120 | 32% | 35% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 65% | 69% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 69% | 72% |

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 39 | 31% | 34% |
| Students scoring at or above Achievement Level 4 | 30 | 24% | 25% |

Florida Alternate Assessment (FAA)

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

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

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 1 | | 2 |
| Participation in STEM-related experiences provided for students | 1 | 100% | 100% |

Area 8: Early Warning Systems

Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 40 | 5% | 4% |
| Students retained, pursuant to s. 1008.25, F.S. | 20 | 3% | 2% |
| Students who are not proficient in reading by third grade | 56 | 42% | 38% |
| Students who receive two or more behavior referrals | 46 | 6% | 5% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 2 | 0% | 0% |

Area 9: Parent Involvement

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

Parental involvement targets for the school

During the 2013-2014 school year, parent participation in school site activities was 5 percent.. Our goal for the 2012-2013 school year is to increase parent participation by 5 percent to 10%.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Increase the number of parents attending PTA meetings, parent workshops, and school site activities. | 35 | 5% | 10% |

Goals Summary

- G1.** The results of the 2013 FCAT Writing Test indicate that 64% of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher on the FCAT Writing Test to 68%.
- G2.** Results from the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to the percentage of students achieving Level 3 proficiency or higher to 71%.
- G3.** The results of the 2013 FCAT 2.0 Science Test indicate that 55% of Fifth Grade students achieved Level 3 proficiency or above. Our goal for the 2013-2014 school year is to increase the percentage at Level 3 or above to 59%.
- G4.** During the 2012-2013 school there were two organized STEM activities, including a school Science Fair. Our goal for the 2013-2014 school year will be to increase to 3 experiences.
- G5.** Our goal during the 2013-2014 school year will be to reduce the student absenteeism and retentions, while improving student behavior and mitigating lost of instructional time.
- G6.** During the 2012-2013 school year our PTA membership was 159. Given the importance of parental involvement, and the role of the PTA in providing additional financial support to the school, our goal is to increase PTA membership by 3%.
- G7.** Results of the 2012-13 FCAT 2.0 Reading Test indicated that 64% of students in grades 3 through 5 scored at Level 3 or above. Our goal for the 2013-14 school year is for 69% of students to score Level 3 or above.

Goals Detail

G1. The results of the 2013 FCAT Writing Test indicate that 64% of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher on the FCAT Writing Test to 68%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Fourth grade teachers administer monthly writing prompts. The McGraw/Hill Wonder Series includes a Reading/Writing workshop component for students.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT Writing Test, 150 (61%) fourth grade students achieved scores of 3.5 or higher. These performances can be attributed in part to the success of the interventions and programs being used in the teaching of writing, but point to the need for enriched writing instruction at all grade levels.

Plan to Monitor Progress Toward the Goal

Progress and effectiveness will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year. Quantitative measures used to monitor progress will include: Formative: Writing prompts, score logs Summative: 2014 FCAT Writing Test scores

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

Classroom walkthroughs will be conducted on a weekly basis, ensuring consistent implementation of strategies. Monthly reviews of writing prompt responses will document progress toward goal attainment.

Evidence of Completion:

Goal attainment will be determined by results on the: 2014 FCAT Writing Test scores

G2. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to the percentage of students achieving Level 3 proficiency or higher to 71%.

Targets Supported

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

Resources Available to Support the Goal

- Teachers implement the Go Math! series. Implementation of district Pacing Guides in mathematics assists with pacing and sequencing of instruction. Think Central is utilized as a supplemental resource for math instruction.

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 69% of Black students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- Results of the 2013 FCAT 2.0 Mathematics Test indicate that 68% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 73% of Hispanic students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- Results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 67% of Economically Disadvantaged students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- Results of the 2013 FCAT 2.0 Mathematics Test indicate that 30% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Level 3 students by 6 percentage point to 36%.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 32% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving Level 4 and 5 proficiency by 3 percentage point to 35%.
- Results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of students in grades 3 through 5 demonstrated Learning Gains. Our goal for the 2013-2014 school year is for 69% of students to make Learning Gains on the 2014 FCAT 2.0 Mathematics Test.
- Results of the 2013 FCAT 2.0 Mathematics Test indicated that 62% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains in Mathematics by 4 percentage points to 66%.

Plan to Monitor Progress Toward the Goal

Student progress and performance will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as necessary, if students' progress toward goal is insufficient.

Person or Persons Responsible

Principal and Assistant Principal will be primarily responsible for monitoring progress toward the goal. Assistance will be provided by Micro-Systems Technician with producing utilization reports, and from grade-level and department chairpersons as pertains to instructional adjustments necessary to improve student progress.

Target Dates or Schedule:

Progress toward meeting the goal will be assessed on a quarterly basis, with additional opportunities for progress monitoring provided by Interim Assessments.

Evidence of Completion:

Student performances and progress toward meeting the goal will be assessed through Formative (Interim Assessments, classroom-based assessments) and Summative (FCAT 2.0 Mathematics Test) measures.

G3. The results of the 2013 FCAT 2.0 Science Test indicate that 55% of Fifth Grade students achieved Level 3 proficiency or above. Our goal for the 2013-2014 school year is to increase the percentage at Level 3 or above to 59%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District pacing guides in Science are available, as is the district-adopted Science series. Science teachers have access to laboratory equipment in order to facilitate experiments and other hands-on activities. Technological resources, including Gizmos, are available for teacher and student use.

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science Test indicate that 31% of fifth grade students scored at Level 3. Our goal for the 2013-2014 school year is for 34% of students to score at Level 3 on the FCAT 2.0 Science Test.
- Results of the 2013 FCAT 2.0 Science Test indicate that 24% of fifth grade students scored at Level 4 or 5. Our goal for the 2013-2014 school year is for 25% of students to score at Level 3 on the FCAT 2.0 Science Test.

Plan to Monitor Progress Toward the Goal

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

Beginning in September 2013 and monthly thereafter; summative assessment to take place in May/June 2014.

Evidence of Completion:

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G4. During the 2012-2013 school there were two organized STEM activities, including a school Science Fair. Our goal for the 2013-2014 school year will be to increase to 3 experiences.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- District Science Team, resource and support materials from District supporting Science Fair and STEM activities. District-adopted Science series with associated ancillary materials.

Targeted Barriers to Achieving the Goal

- A review of STEM-related experiences provided to students during the 2012-2013 school year revealed that there were two such organized activities (Science Fair, Primary and Intermediate). Our goal for the 2013-2014 school year will be to increase the number of STEM related experiences, with a resulting increase in participation, by 50% (3 experiences).

Plan to Monitor Progress Toward the Goal

Increase the number of STEM activities during the 2013-14 school year

Person or Persons Responsible

Principal Assistant Principal Elementary Science Leader

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Participation in 1 additional STEM activity

G5. Our goal during the 2013-2014 school year will be to reduce the student absenteeism and retentions, while improving student behavior and mitigating lost of instructional time.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- EESAC funding is available to support the provision of attendance incentives for students. Student Services personnel is available to address issues of absenteeism and tardiness.

Targeted Barriers to Achieving the Goal

- Student attendance has fluctuated slightly over the past two years, from 96.75% in 2011-2012 to 97% in the 2012-2013 school year. While there has been a slight improvement, attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention.
- While a variety of factors can contribute to a student's retention, the effective use of preventive strategies and supports is crucial in mitigating these negative factors, thereby optimizing opportunities for success.
- Students who are not proficient in Reading require additional intensive interventions delivered in a manner that does not negatively impact the student's ability to actively participate in classroom activities.

Plan to Monitor Progress Toward the Goal

Quarterly reviews of attendance reports, correlated with Student Services actions regarding absenteeism, will be conducted.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Quarterly, with summative assessment to be conducted in May 2014.

Evidence of Completion:

Formative: Monthly and quarterly student attendance and referral reports; Summative: 2014 student attendance report.

G6. During the 2012-2013 school year our PTA membership was 159. Given the importance of parental involvement, and the role of the PTA in providing additional financial support to the school, our goal is to increase PTA membership by 3%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTA Membership records for the 2012-2013 and 2013-2014 school years. PTA Meeting Sign-in Sheets

Targeted Barriers to Achieving the Goal

- Parental involvement is low due to meeting times during the 2012-2013 school year.
- Access to translators to present meeting content in different languages is limited.

Plan to Monitor Progress Toward the Goal

Increased PTA Membership

Person or Persons Responsible

Principal PTA President

Target Dates or Schedule:

December 2013

Evidence of Completion:

Review documentation for monthly meeting sign-in sheets and current membership numbers.

G7. Results of the 2012-13 FCAT 2.0 Reading Test indicated that 64% of students in grades 3 through 5 scored at Level 3 or above. Our goal for the 2013-14 school year is for 69% of students to score Level 3 or above.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Wonders Reading Series
- Wonder Works Intervention Program from McGraw Hill Reading
- Increased utilization of Success Maker as supplemental intervention.
- Expanded utilization of Reading Plus as a supplemental intervention.
- Continue implementation of Accelerated Reader program

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the ED subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 64% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the Hispanic subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO Subgroup to demonstrate 83% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 students proficiency by 4percentage points to 33%.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 34% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 students' proficiency by 2 percentage point to 36%.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 72% of students in grades 3 through 5 made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students making Learning Gains in Reading by 3% to 75%.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 78% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains by 2% to 80%.
- 2013 CELLA Administration data indicate that 73 ELL students (62%) achieved a score of "Proficient" in Listening/Speaking. Our target for the 2013-2014 school year will be to have 66% of ELL students achieve a score of "Proficient."
- 2013 CELLA Administration data indicate that 37ELL students (32%) achieved a score of "Proficient" in Reading. Our target for the 2013-2014 school year will be to have 39% of ELL students achieve a score of "Proficient."
- 2013 CELLA Administration data indicate that 36 ELL students (31%) achieved a score of "Proficient" in Writing. Our target for the 2013-2014 school year will be to have 38% of ELL students achieve a score of "Proficient."

Plan to Monitor Progress Toward the Goal

Reports and utilization data from McGraw Hill Reading Wonders series, Reading Plus, Successmaker, Accelerated Reader, and other technological tools will be reviewed to ensure consistent usage rates.

Person or Persons Responsible

Principal and Assistant Principal will conduct progress monitoring toward goal attainment.

Target Dates or Schedule:

Quarterly progress monitoring will involve reviews of student performance and program/intervention utilization data

Evidence of Completion:

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT Writing Test indicate that 64% of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher on the FCAT Writing Test to 68%.

G1.B1 As noted on the 2013 administration of the FCAT Writing Test, 150 (61%) fourth grade students achieved scores of 3.5 or higher. These performances can be attributed in part to the success of the interventions and programs being used in the teaching of writing, but point to the need for enriched writing instruction at all grade levels.

G1.B1.S1 Continue to implement specific writing strategies and techniques (e.g., Melissa Forney strategies, rubric analysis, revision/editing process, high-impact writing strategies, journaling) in all classes beginning in Kindergarten. Teachers will ensure that students develop rich writing skills, including the use of dialogue, figurative language, and rich vocabulary within the context of proper use of conventions, during the course of the school year is critical. In order to accurately assess progress and adjust instructional methods, monthly assessments should continue to be used at all grade levels.

Action Step 1

The implementation of specific writing strategies and techniques (e.g., Melissa Forney strategies, rubric analysis, revision/editing process, high-impact writing strategies, journaling) in all classes beginning in Kindergarten.

Person or Persons Responsible

Assistant Principal will monitor the implementation of specified writing strategies by teachers, including interdisciplinary applications of the writing process through elective and special area classes.

Target Dates or Schedule

Beginning on August 19, 2013 and ongoing thereafter.

Evidence of Completion

In order to accurately assess progress and adjust instructional methods, monthly assessments should continue to be used at all grade levels. Reviews of writing prompt responses will document completion of the action step.

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

Fidelity of implementation will be monitored via classroom walk-throughs and observations of instruction; Monitor the implementation and/or incorporation of the CCS Rigorous Plan and related activities across grade levels (K through 5). Additionally, monthly writing prompts will be evaluated and returned to teachers for use as teaching tools to drive classroom instruction, particularly regarding content, stylistic elements, vocabulary, and proper writing conventions.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Classroom walkthroughs conducted on a weekly basis and monthly reviews of writing prompt responses by students.

Evidence of Completion

Progress and effectiveness will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year.

Plan to Monitor Effectiveness of G1.B1.S1

Effectiveness of the strategies will be monitored via classroom walk-throughs and observations of instruction; The implementation and/or incorporation of the CCS Rigorous Plan and related activities across grade levels (K through 5) will be monitored. Additionally, monthly writing prompts will be evaluated and returned to teachers for use as teaching tools to drive classroom instruction, particularly regarding content, stylistic elements, vocabulary, and proper writing conventions.

Person or Persons Responsible

Assistant Principal will monitor the effectiveness of the strategies.

Target Dates or Schedule

Classroom walkthroughs will be conducted on a weekly basis, ensuring consistent implementation of strategies. Monthly reviews of writing prompt responses will document progress toward goal attainment.

Evidence of Completion

Progress and effectiveness will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year. Formative: Writing prompts, score logs Summative: 2014 FCAT Writing Test scores

G2. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to the percentage of students achieving Level 3 proficiency or higher to 71%.

G2.B1 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 69% of Black students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B1.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principal, Grade-level Chairperson

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by October 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by October 2013.

Facilitator:

Assistant Principal, Math Teachers

Participants:

Teachers

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

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principal will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning October 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principal.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G2.B1.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Assistant Principal will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G2.B2 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 68% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 73% of Hispanic students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B2.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principal, Grade-level Chairperson

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by September 16, 2013.

Facilitator:

Assistant Principal, Math Liaison

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principal will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning September 16, 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principal.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G2.B2.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Assistant Principal will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G2.B3 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 67% of Economically Disadvantaged students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B3.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principal, Grade-level Chairperson

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by October 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by October 2013.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principal will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning October 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principal.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G2.B3.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Assistant Principal will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G2.B4 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 30% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Level 3 students by 6 percentage point to 36%.

G2.B4.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principal, Grade-level Chairperson

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by October 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by October 2013.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principal will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning October 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principal.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G2.B4.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Assistant Principal will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G2.B5 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 32% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving Level 4 and 5 proficiency by 3 percentage point to 35%.

G2.B5.S1 Teachers will provide an opportunity for students to be engaged in mathematical dialogue and problem solving activities through the use of collaborative learning strategies, hands-on interactions with mathematical concepts and content, and/or more complex problem solving processes.

Action Step 1

Teachers will implement an enriched, discovery-based approach to the development of mathematical understandings. Hands-on activities will be employed during the course of instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 26, 2013 and ongoing thereafter.

Evidence of Completion

Student work products and performances on classroom-based assessments.

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Fidelity of implementation will be monitored through classroom-walkthroughs and observations of instructional delivery in mathematics. PLCs will be provided opportunities to meet biweekly to plan hands-on activities in mathematics.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Results of classroom walkthroughs, student work products, and performances on classroom-based assessments.

Plan to Monitor Effectiveness of G2.B5.S1

Student progress and performance on intervention programs and assessments will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments.

Evidence of Completion

Results of classroom walkthroughs, as well as student utilization and performance reports on interventions, will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G2.B6 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of students in grades 3 through 5 demonstrated Learning Gains. Our goal for the 2013-2014 school year is for 69% of students to make Learning Gains on the 2014 FCAT 2.0 Mathematics Test.

G2.B6.S1 Increase the number of opportunities for individual students to engage in meaningful instructional activities (including hands-on activities, reinforcement, practice and enrichment) focused on mathematics benchmarks and developing mastery of mathematics skills, with particular emphasis on geometry and measurement. Additionally, we will increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks through tutorial programs.

Action Step 1

Teachers will provide meaningful hands-on activities designed to deepen students' understanding of targeted concepts and benchmarks. Differentiated instruction will be provided to ensure student mastery of concepts taught. Tutorial support in Mathematics will be made available to selected students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter

Evidence of Completion

Student work products and performances on classroom-based and Interim assessments.

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Fidelity of implementation will be monitored through classroom-walkthroughs and observations of instructional delivery in mathematics. PLCs will be provided opportunities to meet biweekly to plan hands-on activities in mathematics.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Results of classroom walkthroughs and reviews of student work outcomes.

Plan to Monitor Effectiveness of G2.B6.S1

Student progress and performance on intervention programs and assessments will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments.

Evidence of Completion

Formative assessments of effectiveness will include district Interim Assessments; Summative assessment of effectiveness will be determined based on student performances on the 2014 FCAT 2.0 Mathematics Test.

G2.B7 Results of the 2013 FCAT 2.0 Mathematics Test indicated that 62% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains in Mathematics by 4 percentage points to 66%.

G2.B7.S1 Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks, identified through progress monitoring activities, through tutorial programs.

Action Step 1

Teachers will provide meaningful hands-on activities designed to deepen students' understanding of targeted concepts and benchmarks. Differentiated instruction will be provided to ensure student mastery of concepts taught. Tutorial support in Mathematics will be made available to selected students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter.

Evidence of Completion

Student work products and performances on classroom-based and Interim assessments.

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Fidelity of implementation will be monitored through classroom-walkthroughs and observations of instructional delivery in mathematics. PLCs will be provided opportunities to meet biweekly to plan hands-on activities in mathematics.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Results of classroom walkthroughs and reviews of student work outcomes.

Plan to Monitor Effectiveness of G2.B7.S1

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments. Student progress and performance on intervention programs and assessments will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Quarterly reviews of student performance data.

Evidence of Completion

Formative assessments of effectiveness will include district Interim Assessments; Summative assessment of effectiveness will be determined based on student performances on the 2014 FCAT 2.0 Mathematics Test.

G3. The results of the 2013 FCAT 2.0 Science Test indicate that 55% of Fifth Grade students achieved Level 3 proficiency or above. Our goal for the 2013-2014 school year is to increase the percentage at Level 3 or above to 59%.

G3.B1 Results of the 2013 FCAT 2.0 Science Test indicate that 31% of fifth grade students scored at Level 3. Our goal for the 2013-2014 school year is for 34% of students to score at Level 3 on the FCAT 2.0 Science Test.

G3.B1.S1 Encourage teachers to use the District Pacing Guides and to become proficient in their grade levels standards. Students should be involved in an increased number of laboratory and simulation activities to reinforce understanding of concepts in physical science and the nature of scientific processes.

Action Step 1

Encourage teachers to use the District Pacing Guides and to become proficient in their grade level standards. Students should be involved in an increased number of laboratory and simulation activities to reinforce understanding of concepts in physical science and the nature of scientific processes. Continue implementation of vertical articulation and Professional Learning Communities for science teachers, focusing on ongoing progress monitoring of student performance on benchmarks, the identification of best practices in the teaching of science standards, and the development of additional strategies and activities addressing all big ideas and targeted benchmarks.

Person or Persons Responsible

Science teachers, Assistant Principal

Target Dates or Schedule

Beginning in August 2013 and monthly thereafter.

Evidence of Completion

Student work samples and products; PLC minutes

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

Monitoring of PLC activities and discussions, as well as observed instruction during classroom walkthroughs.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

PLC minutes, classroom walkthrough logs.

Plan to Monitor Effectiveness of G3.B1.S1

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Beginning in September 2013 and monthly thereafter.

Evidence of Completion

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G3.B2 Results of the 2013 FCAT 2.0 Science Test indicate that 24% of fifth grade students scored at Level 4 or 5. Our goal for the 2013-2014 school year is for 25% of students to score at Level 3 on the FCAT 2.0 Science Test.

G3.B2.S1 Encourage teachers to use the District Pacing Guides and to become proficient in their grade levels standards. Students should be exposed to in an increased number of rigorous laboratory and experiments to reinforce understanding of concepts in physical science and the nature of scientific processes.

Action Step 1

Encourage teachers to use the District Pacing Guides and to become proficient in their grade levels standards. Students should be exposed to in an increased number of rigorous laboratory and experiments to reinforce understanding of concepts in physical science and the nature of scientific processes.

Person or Persons Responsible

Science Teachers, Assistant Principal

Target Dates or Schedule

Beginning in August 2013 and monthly thereafter.

Evidence of Completion

Student work samples and products; PLC minutes

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Monitoring of PLC activities and discussions, as well as observed instruction during classroom walkthroughs.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

PLC minutes, classroom walkthrough logs.

G4. During the 2012-2013 school there were two organized STEM activities, including a school Science Fair. Our goal for the 2013-2014 school year will be to increase to 3 experiences.

G4.B1 A review of STEM-related experiences provided to students during the 2012-2013 school year revealed that there were two such organized activities (Science Fair, Primary and Intermediate). Our goal for the 2013-2014 school year will be to increase the number of STEM related experiences, with a resulting increase in participation, by 50% (3 experiences).

G4.B1.S1 Participate in school-collaborative SWAT activities during the 2013-14 school year.

Action Step 1

Science with a Twist

Person or Persons Responsible

Principal Assistant Principal Science Leader

Target Dates or Schedule

Quarterly SWAT activities

Evidence of Completion

Participation in SWAT activities

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

Increase participation in STEM activities

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Participation in one additional STEM activity

Plan to Monitor Effectiveness of G4.B1.S1

SWAT Activity

Person or Persons Responsible

Principal Elementary Science Leader

Target Dates or Schedule

Quarterly

Evidence of Completion

Participation in SWAT activity

G5. Our goal during the 2013-2014 school year will be to reduce the student absenteeism and retentions, while improving student behavior and mitigating lost of instructional time.

G5.B1 Student attendance has fluctuated slightly over the past two years, from 96.75% in 2011-2012 to 97% in the 2012-2013 school year. While there has been a slight improvement, attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention.

G5.B1.S1 Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).

Action Step 1

Design and implement incentive programs, at either the homeroom, school or grade-level basis, to reward attendance. Ensure that students with a pattern of absenteeism are identified and parents notified of necessary corrective actions.

Person or Persons Responsible

Teachers, Student Services Staff, Attendance Clerk, Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter

Evidence of Completion

Student attendance records, records of student and parent contacts regarding attendance.

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

Monthly reviews of student attendance rates, as well as ongoing reviews of teacher and Student Services referrals due to poor attendance.

Person or Persons Responsible

Assistant Principals, Attendance Clerk

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

Student attendance reports, documentation of attendance referrals and resulting actions.

Plan to Monitor Effectiveness of G5.B1.S1

Reviews of student attendance reports will be conducted monthly to ensure that desired improvements are occurring; follow-up communications with parents/guardians of targeted students will be conducted, and results will reflect improved student attendance.

Person or Persons Responsible

Principal, Assistant Principals, Attendance Clerk

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

Student attendance reports, documentation of communications with parents/guardians regarding attendance.

G5.B2 While a variety of factors can contribute to a student's retention, the effective use of preventive strategies and supports is crucial in mitigating these negative factors, thereby optimizing opportunities for success.

G5.B2.S1 Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.

Action Step 1

Reviews of student academic performances, as reflected in course grades, will be conducted. Students demonstrating a pattern of academic difficulty will be provided with advisement and support to address the issues. Parents and guardians will be provided with information regarding how to effectively support their child.

Person or Persons Responsible

Teachers, Student Services staff, Administrators

Target Dates or Schedule

Beginning in October 2013 and ongoing thereafter.

Evidence of Completion

Student performance reports, communication logs, Student Services report forms

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

Student grade reports will be reviewed and correlated to Student Service forms for academic advisement.

Person or Persons Responsible

Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grade reports, Student Services forms.

Plan to Monitor Effectiveness of G5.B2.S1

Academic progress of targeted students will be monitored through grade reports. Insufficient progress will lead to the identification and implementation of additional intervention strategies, as appropriate.

Person or Persons Responsible

Principal, Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grade reports

G5.B3 Students who are not proficient in Reading require additional intensive interventions delivered in a manner that does not negatively impact the student's ability to actively participate in classroom activities.

G5.B3.S1 Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., Successmaker, Reading Plus). Additionally, the McGraw/Hill Wonder Works Reading Intervention program should be implemented in the primary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS/Rtl process.

Action Step 1

Computer laboratory schedules will be developed and implemented, providing structured opportunities for student to utilize Reading intervention programs. Students not demonstrating proficiency on interim and other assessments will be afforded Tier II Reading interventions during their Reading/Language Arts block. Schedule adjustments will be made for Tier III students to receive additional intensive Reading interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter

Evidence of Completion

Student utilization reports, MTSS/Rtl documentation

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Program utilization reports, and ongoing progress monitoring documentation, will be reviewed by MTSS/Rtl Leadership Team. Adjustments or additional actions will be initiated, as appropriate.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly; frequency will increase to weekly or daily for students at Tier II or III, respectively.

Evidence of Completion

Student performance and utilization reports, MTSS/Rtl progress monitoring data and documentation

Plan to Monitor Effectiveness of G5.B3.S1

Reviews of student utilization and performance reports will be conducted to assess the degree of student progress toward proficiency. Adjustments to interventions will be made based on reviews, as appropriate.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Quarterly; schedule to be adjusted as appropriate for MTSS/RtI reporting and intervention timeframes

Evidence of Completion

Student utilization and performance reports, MTSS/RtI progress monitoring data and documentation

G6. During the 2012-2013 school year our PTA membership was 159. Given the importance of parental involvement, and the role of the PTA in providing additional financial support to the school, our goal is to increase PTA membership by 3%.

G6.B1 Parental involvement is low due to meeting times during the 2012-2013 school year.

G6.B1.S1 PTA General meeting times have been pushed back one hour to allow time for parents to travel to the school site after work shifts.

Action Step 1

General PTA Meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly PTA Meetings Monthly Executive Board PTA Meetings

Evidence of Completion

PTA Meeting Agendas/Sign-in Sheets

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

PTA Meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly PTA Meetings

Evidence of Completion

Monthly Sign-In Sheets

Plan to Monitor Effectiveness of G6.B1.S1

PTA Monthly Meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Increased parental involvement documented through volunteer logs and PTA membership drives.

G6.B2 Access to translators to present meeting content in different languages is limited.

G6.B2.S1 Secure and utilize translators for our Creole and Spanish speaking parents during monthly PTA meetings.

Action Step 1

Secure translators for monthly PTA meetings

Person or Persons Responsible

Principal Parent Academy Liaison

Target Dates or Schedule

October 2013

Evidence of Completion

Correspondence with Parent Academy personnel to secure official translators at no cost to the school site.

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

Use of translators for monthly PTA meetings

Person or Persons Responsible

Principal Parent Academy Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Translator present at monthly PTA meetings

Plan to Monitor Effectiveness of G6.B2.S1

Translation services during PTA meetings

Person or Persons Responsible

Principal Parent Academy Liaison

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Translator present at all monthly PTA meetings

G7. Results of the 2012-13 FCAT 2.0 Reading Test indicated that 64% of students in grades 3 through 5 scored at Level 3 or above. Our goal for the 2013-14 school year is for 69% of students to score Level 3 or above.

G7.B5 Results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the ED subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 64% proficiency.

G7.B5.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Schedules will be developed, and available time during the instructional day restructured, in order to provide students in need of targeted instruction and interventions with sufficient opportunities to access them.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Student utilization reports, intervention data

Facilitator:

Assistant Principals, Reading Liaison

Participants:

Assistant Principals, Grade-level Chairpersons, Reading Liaison

Plan to Monitor Fidelity of Implementation of G7.B5.S1

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level Chairperson.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Plan to Monitor Effectiveness of G7.B5.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

LLT will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G7.B6 Results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the Hispanic subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO Subgroup to demonstrate 83% proficiency.

G7.B6.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Schedules will be developed, and available time during the instructional day restructured, in order to provide students in need of targeted instruction and interventions with sufficient opportunities to access them.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Assistant Principal, Reading Liaison

Facilitator:

Administration, Reading Liaison

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G7.B6.S1

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level Chairperson.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Plan to Monitor Effectiveness of G7.B6.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

LLT will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G7.B7 Results of the 2013 FCAT 2.0 Reading Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 students proficiency by 4percentage points to 33%.

G7.B7.S1 Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining, and actively engage students in the use of these texts.

Action Step 1

Students should focus on what the author thinks and feels. Main idea may be stated or implied; students must seek evidence in text. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided with practice in identifying topics and themes within texts. Students will also be taught to identify and interpret elements of story structure within a text. Their understanding of character development and character point of view will be deepened by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Students will use poetry to practice identifying descriptive language that defines moods and provides imagery, note how authors use figurative language such as similes, metaphors, and personification, and use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013 and thereafter until June 2014

Evidence of Completion

Student work samples, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G7.B7.S1

Fidelity of implementation will be monitored through reviews of progress monitoring data and classroom walkthroughs. Monitoring of utilization data to ensure fidelity of implementation and reviews of program-specific progress reports on individual students.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in October 2013 and ongoing through June 2014

Evidence of Completion

Progress and effectiveness will be assessed as follows: Formative: FAIR, FCAT Explorer, Reading Plus, District Assessments Summative: 2014 FCAT 2.0 results in Reading.

Plan to Monitor Effectiveness of G7.B7.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Beginning in October 2013 and ongoing through June 2014

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G7.B8 Results of the 2013 FCAT 2.0 Reading Test indicate that 34% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 students' proficiency by 2 percentage point to 36%.

G7.B8.S1 Teachers will provide enrichment texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text, as well as the author's intent in structuring text in specific ways.

Action Step 1

Through enrichment activities students will be taught to identify and interpret elements of story structure within a text. Students should focus on what the author thinks and feels, as well as how text structure communicates these ideas. Main idea may be stated or implied; students must seek evidence in text. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order, and the reasons why they have been used in the selected texts. Students will be provided with practice in identifying topics and themes within texts. Their understanding of character development and character point of view will be deepened by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Students will use poetry to practice identifying descriptive language that defines moods and provides imagery, note how authors use figurative language such as similes, metaphors, and personification, and use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information, as well as to deepen understandings of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Student work samples, classroom walkthroughs

Facilitator:

Reading Liaison

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G7.B8.S1

Fidelity of implementation will be monitored through classroom walkthroughs and reviews of progress monitoring data. Monitoring of utilization data to ensure fidelity of implementation and reviews of program-specific progress reports on individual students.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Progress and effectiveness will be assessed as follows: Formative: FAIR, FCAT Explorer, Reading Plus, District Assessments Summative: 2014 FCAT 2.0 results in Reading.

Plan to Monitor Effectiveness of G7.B8.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G7.B11 2013 CELLA Administration data indicate that 73 ELL students (62%) achieved a score of “Proficient” in Listening/Speaking. Our target for the 2013-2014 school year will be to have 66% of ELL students achieve a score of “Proficient.”

G7.B11.S1 Plan and implement lessons that engage students in the oral use of English vocabulary through presentations, role-playing, and other formats

Action Step 1

Plan and implement lessons that engage students in the oral use of English vocabulary through presentations, role-playing, and other formats. Lesson development and implementation to be facilitated through PLC discussions.

Person or Persons Responsible

Assistant Principal, ELL Teachers

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Observation of students' performances

Plan to Monitor Fidelity of Implementation of G7.B11.S1

Classroom walkthroughs and observations of teaching performances will be used to assess the ongoing implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Classroom walkthroughs; student performances on classroom-based assessments

Plan to Monitor Effectiveness of G7.B11.S1

Student outcomes on performance-based tasks and classroom assessments will be reviewed; progress monitoring and subsequent instructional adjustments will be made with input from PLCs.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Quarterly monitoring of student performance data, leading to summative assessment of effectiveness in May/June 2014

Evidence of Completion

Summative assessment of effectiveness will be determined through student performances on the 2013 CELLA administration.

G7.B12 2013 CELLA Administration data indicate that 37ELL students (32%) achieved a score of “Proficient” in Reading. Our target for the 2013-2014 school year will be to have 39% of ELL students achieve a score of “Proficient.”

G7.B12.S1 Enhance the utilization of technology-based resources (e.g., Reading Plus) designed to assist ELL students with acquiring English-language reading skills.

Action Step 1

Schedule opportunities for ELL students to access and utilize technology-based resources (e.g., Reading Plus) designed to assist with acquiring English-language reading skills.

Person or Persons Responsible

Assistant Principal, ELL Teachers

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Student progress will be monitored based on program-generated reports and teacher observations.

Plan to Monitor Fidelity of Implementation of G7.B12.S1

Reviews of program utilization reports and classroom walkthroughs will be conducted as a means of ensuring that targeted students are being provided with, and using, available support resources.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Program utilization reports and classroom walkthrough logs.

Plan to Monitor Effectiveness of G7.B12.S1

Student performances on classroom based assessments will provide formative monitoring data. A review of 2014 CELLA administration data will be conducted to assess the effectiveness of the strategy.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Beginning in August 2013, and ongoing through May/June 2014

Evidence of Completion

Results of the 2014 CELLA administration will provide summative data regarding effectiveness.

G7.B13 2013 CELLA Administration data indicate that 36 ELL students (31%) achieved a score of “Proficient” in Writing. Our target for the 2013-2014 school year will be to have 38% of ELL students achieve a score of “Proficient.”

G7.B13.S1 Weekly journal writing will be incorporated into ELL students instructional program, with an emphasis on the reading and oral presentation of journal entries (in support of Listening/Speaking and Reading).

Action Step 1

Weekly journal writing will be incorporated into ELL students instructional program, with an emphasis on the reading and oral presentation of journal entries (in support of Listening/Speaking and Reading).

Person or Persons Responsible

ELL Teachers, Assistant Principal

Target Dates or Schedule

Beginning in August 2013, ongoing through June 2013

Evidence of Completion

Student journal responses and writing samples

Plan to Monitor Fidelity of Implementation of G7.B13.S1

Classroom walkthroughs and reviews of student journal responses/writing prompt responses will demonstrate the consistent provision of writing opportunities.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Beginning in September 2013, ongoing through June 2014

Evidence of Completion

Student writing samples and classroom walkthrough logs.

Plan to Monitor Effectiveness of G7.B13.S1

Student performances on classroom based assessments will provide formative monitoring data. A review of 2014 CELLA administration data will be conducted to assess the effectiveness of the strategy.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Beginning in August 2013, and ongoing through May/June 2014

Evidence of Completion

Results of the 2014 CELLA administration will provide summative data regarding effectiveness.

Coordination and Integration

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

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

Title I, Part A

Miami Shores Elementary School will continue to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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; assists 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.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title II

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

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

Title III

Miami Shores Elementary School's Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

- After school tutorial services
- Professional development on best practices for ESOL teachers

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to 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 twelve homeless shelters in the community.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several

homeless shelters in the community, pending funding.

- The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Miami Shores Elementary School provides an anti-drug/anti-violence program through the District's implementation of the DARE Program. Additionally, the school's student services department will continue the Character Education presentations and the anti-bullying campaign.

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.

G2. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to the percentage of students achieving Level 3 proficiency or higher to 71%.

G2.B1 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 69% of Black students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B1.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

PD Opportunity 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Facilitator

Assistant Principal, Math Teachers

Participants

Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by October 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by October 2013.

G2.B2 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 68% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 73% of Hispanic students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B2.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

PD Opportunity 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Facilitator

Assistant Principal, Math Liaison

Participants

Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by September 16, 2013.

G7. Results of the 2012-13 FCAT 2.0 Reading Test indicated that 64% of students in grades 3 through 5 scored at Level 3 or above. Our goal for the 2013-14 school year is for 69% of students to score Level 3 or above.

G7.B5 Results of the 2013 FCAT 2.0 Reading Test indicate that 56% of the ED subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 64% proficiency.

G7.B5.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

PD Opportunity 1

Schedules will be developed, and available time during the instructional day restructured, in order to provide students in need of targeted instruction and interventions with sufficient opportunities to access them.

Facilitator

Assistant Principals, Reading Liaison

Participants

Assistant Principals, Grade-level Chairpersons, Reading Liaison

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Student utilization reports, intervention data

G7.B6 Results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the Hispanic subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO Subgroup to demonstrate 83% proficiency.

G7.B6.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

PD Opportunity 1

Schedules will be developed, and available time during the instructional day restructured, in order to provide students in need of targeted instruction and interventions with sufficient opportunities to access them.

Facilitator

Administration, Reading Liaison

Participants

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Assistant Principal, Reading Liaison

G7.B8 Results of the 2013 FCAT 2.0 Reading Test indicate that 34% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 students' proficiency by 2 percentage point to 36%.

G7.B8.S1 Teachers will provide enrichment texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text, as well as the author's intent in structuring text in specific ways.

PD Opportunity 1

Through enrichment activities students will be taught to identify and interpret elements of story structure within a text. Students should focus on what the author thinks and feels, as well as how text structure communicates these ideas. Main idea may be stated or implied; students must seek evidence in text. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order, and the reasons why they have been used in the selected texts. Students will be provided with practice in identifying topics and themes within texts. Their understanding of character development and character point of view will be deepened by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Students will use poetry to practice identifying descriptive language that defines moods and provides imagery, note how authors use figurative language such as similes, metaphors, and personification, and use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information, as well as to deepen understandings of text.

Facilitator

Reading Liaison

Participants

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Student work samples, classroom walkthroughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|----------|
| G2. | Results from the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to the percentage of students achieving Level 3 proficiency or higher to 71%. | \$18,700 |
| Total | | \$18,700 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Personnel | Other | Total |
|----------------|------------------------|-----------|---------|----------|
| None | \$0 | \$0 | \$0 | \$0 |
| SBBS | \$0 | \$15,000 | \$0 | \$15,000 |
| EESAC Funds | \$0 | \$0 | \$3,700 | \$3,700 |
| Total | \$0 | \$15,000 | \$3,700 | \$18,700 |

Budget Details

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

G2. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 61% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to the percentage of students achieving Level 3 proficiency or higher to 71%.

G2.B1 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 69% of Black students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B1.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Resource Type

Evidence-Based Program

Resource

Go Math Series

Funding Source

None

Amount Needed

\$0

G2.B2 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 68% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 73% of Hispanic students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B2.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Resource Type

Evidence-Based Program

Resource

Go Math Series

Funding Source

None

Amount Needed

\$0

G2.B3 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 54% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 67% of Economically Disadvantaged students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G2.B3.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Resource Type

Personnel

Resource

After School Tutorial Program

Funding Source

SBBS

Amount Needed

\$15,000

G2.B4 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 30% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Level 3 students by 6 percentage point to 36%.

G2.B4.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Resource Type

Other

Resource

Get Caught Reading Program Attendance Incentives

Funding Source

None

Amount Needed

\$0

G2.B6 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of students in grades 3 through 5 demonstrated Learning Gains. Our goal for the 2013-2014 school year is for 69% of students to make Learning Gains on the 2014 FCAT 2.0 Mathematics Test.

G2.B6.S1 Increase the number of opportunities for individual students to engage in meaningful instructional activities (including hands-on activities, reinforcement, practice and enrichment) focused on mathematics benchmarks and developing mastery of mathematics skills, with particular emphasis on geometry and measurement. Additionally, we will increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks through tutorial programs.

Action Step 1

Teachers will provide meaningful hands-on activities designed to deepen students' understanding of targeted concepts and benchmarks. Differentiated instruction will be provided to ensure student mastery of concepts taught. Tutorial support in Mathematics will be made available to selected students.

Resource Type

Other

Resource

Student Incentives Attendance Incentives

Funding Source

EESAC Funds

Amount Needed

\$3,700

G2.B7 Results of the 2013 FCAT 2.0 Mathematics Test indicated that 62% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains in Mathematics by 4 percentage points to 66%.

G2.B7.S1 Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks, identified through progress monitoring activities, through tutorial programs.

Action Step 1

Teachers will provide meaningful hands-on activities designed to deepen students' understanding of targeted concepts and benchmarks. Differentiated instruction will be provided to ensure student mastery of concepts taught. Tutorial support in Mathematics will be made available to selected students.

Resource Type

Evidence-Based Program

Resource

Go Math

Funding Source

None

Amount Needed

\$0