2013-2014 SCHOOL IMPROVEMENT PLAN

Gertrude K. Edleman/Sabal Palm Elementary School

17101 NE 7TH AVE
North Miami Beach, FL 33162
305-651-2411
http://gkesp.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	95%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	B	A	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.

Table of Contents

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Gertrude K. Edleman/Sabal Palm

Principal
Milko O. Brito

School Advisory Council chair
Ruth Froom

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

Name	Title
Milko O. Brito	Principal
Donna S. Lee	Assistant Principal
Lissette Garcia	SPED Chairperson
Albis Rodrigues	Bilingual Chairperson
Theresa Simmons	Kinder Teacher
Mia Franklin	5th Grade Teacher/ Science Liason
Nakesheae Byrd	2nd Grade Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal; 1 Principal Alternate; 1 UTD Steward; 5 Teachers; 1 Alternate Teacher; 3 Educational Support Employees; 1 Alternate Educational Support Employee; 8 Parents; 1 Alternate Parent; 1 Student; 1 Alternate Student; 2 Business/Community Representative

Involvement of the SAC in the development of the SIP

The SAC committee discuss/ review the previous years data, accomplishments and achievement of goals. The SAC strategizes methods that can be incorporated to help improve students achievement as well as acknowledge and maintain student achievement. They review and approve the SIP.

Activities of the SAC for the upcoming school year

The SAC has proposed to increase the usage of AR by supplementing library books, licensing and student incentives based on achievement of points in various levels according to grade. The SAC will also monitor the implementation of the SIP.

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

$2,999 will be used to purchase the license for Accelerated Reader. $500 for handwriting paper for grades K-2.

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:

Milko O. Brito		
Principal	Years as Administrator: 7	Years at Current School: 6

Credentials

BS- Elementary Education, Florida International University; Master of Science - Educational Leadership, Florida International University; Certification- Educational Leadership, State Of Florida ESOL and Elementary Education

Performance Record

2013 – C
Rdg. Proficiency, 48%
Math Proficiency, 49%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 67points
Rdg. Imp. of Lowest 25% - 76 points
Math Imp. of Lowest 25% - 65 points
Rdg. AMO –57
Math AMO–61
2012 – C
Rdg. Proficiency, 43%
Math Proficiency, 45%
Rdg. Lrg. Gains, 73 points
Math Lrg. Gains, 64points
Rdg. Imp. of Lowest 25% - 79 points
Math Imp. of Lowest 25% - 65 points
Rdg. AMO –57
Math AMO–61
'11 '10 '09 '
Schoool Grade B C B
High Standards Rdg. 57 54 58
High Standards Math 73 63 67
Lrng Gains-Rdg. 63 59 62
Lrng Gains-Math 76 70 70
Gains-Rdg-25% 56 61 60
Gains-Math-25% 67 69 67

Donna S. Lee		
Asst Principal	Years as Administrator: 0	Years at Current School: 2

Credentials	Masters - Educational Leadership (Nova); Bachelor of Science: Criminal Justice, Biology, Public Administration (Florida International University) ;Certification: Middle Grade Science (5-9); English to Speakers of Other Languages (K-12) & ESOL Endorsement
Performance Record	2013 - C Rdg. Proficiency, 41% Math Proficiency, 44% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 58 points Rdg. AMO –50 Math AMO–60 2012 – C Rdg. Proficiency, 25% Math Proficiency, 40% Rdg. Lrg. Gains, 44 points Math Lrg. Gains, 64points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 67 points Rdg. AMO –38 Math AMO–44 Teacher '11 '10 '09 School Grade A A A High Standards Science 41 39 43 AMO Reading 31 AMO Math 39

Classroom Teachers

# of classroom teachers
50

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
72%

 # certified in-field
50, 100%

 # ESOL endorsed
23, 46%

 # reading endorsed
1, 2%

 # with advanced degrees
23, 46%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
32, 64%

 # with 15 or more years of experience
18, 36%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

The Principal and Assistant Principal will partner new teachers with veteran staff member to:
1. Mentor Early Career Teachers (Retain)
2. Support teachers through Learning Communities and Professional Development (Retain)
3. Provide teachers with leadership opportunities within the school (Retain)

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

Mentoring session will include lesson studies to increase teaching/ learning, classroom management and cooperative group strategies, Common Core integration, FCAT Testing Strategies, Professional Development Opportunities, and Data Driven lesson

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

Students will be identified based on retention status, FCAT level and 1st marking period progress reports. Students identified as needing RtI will be monitored and moved to the next tier as designated by the most recent tiered data results and/ or assessment.
The following procedures will be implemented to monitor for effectiveness:
1. Regular team meeting to review intervention and data
2. Review of four step problem solving process as the basis for goal setting, planning, and program evaluation and adjust accordingly.
during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact

grades for support focus or prevention/early intervention efforts.

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

Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)

• What progress is expected in each core area?

• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)

• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

• How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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

Administration - ensure correct and timely implementation of tiers of support; ensure SIP strategies are used appropriately and with rigor and fidelity

Grade Level Chairs/ Bilingual and SPED Chairs - disseminate goals of the leadership team at grade level meetings, subject area meetings, and intervention group; problem solving to strategize various tiers of implementation of interventions

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

Data gathering and analysis will allow will reflect the fidelity of the delivery of instruction and intervention. Various levels of support will be provided to students based on the data.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students

• adjust the delivery of behavior management system

• adjust the allocation of school-based resources

• drive decisions regarding targeted professional development

• create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic

Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory

• Oral Reading Fluency Measures

• Reading Wonders Assessments

• Baseline Benchmark Assessments

• Success Maker Utilization and Progress Reports

• Interim assessments

• State/Local Math and Science assessments

• FCAT

• SAT-10

• Student grades

• School site specific assessments

Behavior

• Student Case Management System

• Detentions

• Suspensions/expulsions

• Referrals by student behavior, staff behavior, and administrative context

• Office referrals per day per month

• Team climate surveys

• Attendance

• Referrals to special education programs

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

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: 8,100

Students receive small group or one-on-one tutoring in reading and math. Tutoring subject is based on student need and area of deficiency.

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?

Data is analyzed based on students' weekly classroom assessments.

Who is responsible for monitoring implementation of this strategy?

The before and after school tutor, who is a member of GKE staff. The classroom teacher also follows up on the student understanding of the subject area topic tutored.

Literacy Leadership Team (LLT)

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

Name	Title
Milko O. Brito	Principal
Donna S. Lee	Assistant Principal
Albis Rodrigues	Billingual Chair
Lissette Garcia	SPED Chair
Nakesheae Byrd	2nd Grade Chair
Theresa Simmons	Kinder Teacher
Mia Franklin	5th Grade Teacher/ Science Liason

How the school-based LLT functions

The Literacy Leadership Team will meet once a month to determine and discuss any areas of concern; Collect supporting evidence for the concern; Study and plan a course of action for the concern; Give each person on the team time to share their ideas; Decide which ideas are feasible for achievement; and move forward with a plan of action. The team will also celebrate any progress made by stakeholders to develop Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The team will also develop lessons that provide students with opportunities to research and incorporate writing throughout the school-wide curriculum. The LLT will also engage in the following activities: Determine an academic area of concern; Collect supporting evidence for the concern; Study and plan a course of action for the concern; Give each person on the team time to share their ideas; Decide which ideas are feasible for achievement; and move forward with a plan of action. The team will also celebrate any progress made by stakeholders.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within

the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

Every Teacher Contributes to Reading Instruction

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

Each teacher will incorporate a reading-based activity into their subject area. For instance, in music, students will read and dissect various poems that were used to create songs. Each special area will be responsible for utilizing reading benchmarks to link to their activities and indicating such on their lessons plans. Administrative walk through will monitor the inclusion of this aspect within lessons.

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

A meet and greet was conducted on Friday, August 16. This allowed our students to meet and speak with the teacher. Parents and students received information relative to the matriculation of students at the school. The principal, assistant principal and support staff also met with the center directors of neighborhood centers. We will also 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.
Upon entrance into K, students will undergo the FLKRS assessment to determine the quality of learning during the pre-k year.

Expected Improvements

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	57%	48%	No	61%
American Indian				
Asian	58%	71%	Yes	63%
Black/African American	57%	44%	No	61%
Hispanic	55%	57%	Yes	60%
White				
English language learners	52%	30%	No	57%
Students with disabilities	41%	13%	No	47%
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	26%	36%
Students scoring at or above Achievement Level 4	72	21%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

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)	133	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	57	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	27%	34%

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	70	65%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	49%	No	65%
American Indian				
Asian	71%	76%	Yes	74%
Black/African American	59%	48%	No	63%
Hispanic	68%	45%	No	71%
White				
English language learners	57%	32%	No	61%
Students with disabilities	52%	17%	No	57%
Economically disadvantaged	59%	48%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	29%	41%
Students scoring at or above Achievement Level 4	67	19%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	35%	39%
Students scoring at or above Achievement Level 4	15	11%	13%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	4	60%	70%

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.	58	8%	7%
Students who are not proficient in reading by third grade	60	58%	52%
Students who receive two or more behavior referrals	95	13%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Please refer to PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 FCAT 2.0 Reading, 48% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is for 61% of the students to score at a Level 3 or above, showing an increase of 13 percentage points.

G2. On the 2013 FCAT 2.0 Writing, 65% of the students at GKE/ Sabal Palm ES scored at a Level 3.5 or above. Our goal for the 2014 FCAT 2.0 Reading is for 69% of the students to score at a Level 3.5 or above, showing an increase of 4 percentage points.

G3. On the 2013 FCAT 2.0 Math, 49% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Math is for 65% of the students to score at a Level 3 or above, showing an increase of 16 percentage points.

G4. On the 2013 FCAT 2.0 Science ,46% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Science is for 52% of the students to score at a Level 3 or above, showing an increase of 6 percentage points.

G5. GKE/ Sabal Palm Elementary School's goal is for 75% of the students to participate in a STEM activity at the school-based level and 25% of the students to participate in a STEM based activity at the district level.

G6. Identify students exhibiting repetitive poor behavior, five or more tardies and/or absences and/or low academic performance for early intervention plans based on MTSS and The Alternate to Suspension Plan.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 48% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is for 61% of the students to score at a Level 3 or above, showing an increase of 13 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader; FCAT Explorer; Riverdeep, SuccessMaker, Cold Reads; Soar to Success; Time for Kids

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading, 44% of the Black students scored a Level 3 or above. The goal for 2014 is 61%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction.

- On the 2013 FCAT 2.0 Reading, 30% of the ELL students scored a Level 3 or above. The goal for 2014 is 57%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

- On the 2013 FCAT 2.0 Reading, 13% of the SWD students scored a Level 3 or above. The goal for 2014 is 47%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

- On the 2013 FCAT 2.0 Reading, 47% of the ED students scored a Level 3 or above. The goal for 2014 is 60%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

- On the 2013 FCAT 2.0 Reading, 26% of the students scored a Level 3. The goal for 2014 is 36%. Students exhibited difficulty with Literary Analysis, Fiction and Non Fiction.

- On the 2013 FCAT 2.0 Reading, 21% of the students scored a Level 4 or above. The goal for 2013 is 25%. Students exhibited difficulty with Reading Application.

- On the 2013 FCAT 2.0 Reading, 76% of students in the lowest 25% made learning gains The goal for 2014 is 78%. Although students achieved the goal, they exhibited difficulty with Literary Analysis, Fiction and Non Fiction.

- On the 2013 CELLA Test, 63% of the students scored proficiency on Listening/ Speaking. The goal for 2014 is 67%. Although our students surpassed the goal, they exhibited difficulty with following verbal directions and the ability to effectively communicate with another person in English.

- On the 2013 CELLA Test, 27% of the students scored proficiency on Reading. The goal for 2014 is 34%. Although our students surpassed the goal, they exhibited difficulty with the ability to correctly pronounce a vast majority of words.

- On the 2013 CELLA Test, 27% of the students scored proficiency in Writing. The goal for 2014 is 34%. Although we surpassed our goal, students exhibited difficulty and displayed frustration when prompted to express their thoughts in writing.

Plan to Monitor Progress Toward the Goal

Analyze assessment data

Person or Persons Responsible

LLT; Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment Data

G2. On the 2013 FCAT 2.0 Writing, 65% of the students at GKE/ Sabal Palm ES scored at a Level 3.5 or above. Our goal for the 2014 FCAT 2.0 Reading is for 69% of the students to score at a Level 3.5 or above, showing an increase of 4 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Journals

Targeted Barriers to Achieving the Goal

- Students have limited practice elaborating in narrative essays which follow a specific guided plan; explanations on expository essays that include a main idea, descriptive events, and the use of figurative and descriptive language to convey style and tone.

Plan to Monitor Progress Toward the Goal

Analyze assessment data

Person or Persons Responsible

LLT; Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment Data

G3. On the 2013 FCAT 2.0 Math, 49% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Math is for 65% of the students to score at a Level 3 or above, showing an increase of 16 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Math manipulatives

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Math, 48% of the Black students scored a Level 3 or above. The goal for 2014 is 63%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

- On the 2013 FCAT 2.0 Math, 45% of the Hispanic 3rd Grade students scored a Level 3 or above. The goal for 2014 is 71%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

- On the 2013 FCAT 2.0 Math,32% of the ELL students scored a Level 3 or above. The goal for 2014 is 61%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

- On the 2013 FCAT 2.0 Math, 48% of the ED students scored a Level 3 or above. The goal for 2014 is 63%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

- On the 2013 FCAT 2.0 Math, 17% of the SWD students scored a Level 3 or above. The goal for 2014 is 57%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

- On the 2013 FCAT 2.0 Math, 29% of the students scored a Level 3. The goal for 2014 is 41%. Students in grade 3 exhibited difficulty with Numbers: Fractions and Geometry and Measurement.

- On the 2013 FCAT 2.0 Math, 19% of the students scored a Level 4 or above. The goal for 2014 is 24%. Students in grade 3 exhibited difficulty with Numbers: Fractions and Geometry and Measurement.

- On the 2013 FCAT 2.0 Math, 67% of the students made learning gains. The goal for 2014 is 70%. Although our students surpassed 2013 the goal, our 3rd grade students exhibited difficulty with Numbers: Fractions

- On the 2013 FCAT 2.0 Math, 65% of the lowest 25% students made learning gains. The goal for 2014 is 69%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

Plan to Monitor Progress Toward the Goal

Analyze assessment data

Person or Persons Responsible

LLT; Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment Data

G4. On the 2013 FCAT 2.0 Science ,46% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Science is for 52% of the students to score at a Level 3 or above, showing an increase of 6 percentage points.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Gizmos, FCAT Explorer, Discovery, Science Fair, Fairchild Challenge, Florida Achieve-Focus

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Science 35% of the students scored level 3. The goal for 2014 is 39%. The 5th grade students exhibited difficulty with Physical Science.

- On the 2013 FCAT 2.0 Science 11% of the students scored level 4 or above. The goal for 2014 is 13%. The 5th grade students exhibited difficulty with Physical Science.

Plan to Monitor Progress Toward the Goal

Analyze assessment data

Person or Persons Responsible
LLT; Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Assessment Data

G5. GKE/ Sabal Palm Elementary School's goal is for 75% of the students to participate in a STEM activity at the school-based level and 25% of the students to participate in a STEM based activity at the district level.

Targets Supported
- STEM

Resources Available to Support the Goal
- Gizmos, FCAT Explorer, Discovery, Science Fair, Fairchild Challenge Florida Achieve-Focus

Targeted Barriers to Achieving the Goal
- Lack of student knowledge of district and community sponsored competitions to generate STEM participation.

- Lack of student participation and teacher awareness of STEM related activities in lower grade levels.

Plan to Monitor Progress Toward the Goal

Analyze assessment data

Person or Persons Responsible
LLT; Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Increase participation percentages in lower grades

G6. Identify students exhibiting repetitive poor behavior, five or more tardies and/or absences and/or low academic performance for early intervention plans based on MTSS and The Alternate to Suspension Plan.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Spot Success; Do the Right Thing Curriculum; Red Ribbon Week

Targeted Barriers to Achieving the Goal

- In 2013, 5%(40) of all students missed 10% of more of available instructional time. Our for 2014 is 4%.

- In 2013, 13% of all students received one or more referrals in which 2% led to suspension. Our goal for 2014 is 12% of our students receive one or more referrals in which 1% lead to suspension.

- In 2013, 8% of all students were retained in grades PreK to 5. Fifty-eight percent of our students in grade 3 specifically, were not proficient in reading. Our goal is 7% retention and to decrease to 52% non proficiency in reading in grade 3.

Plan to Monitor Progress Toward the Goal

Decrease in referrals and suspension

Person or Persons Responsible
Support Personnel; Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Referral/ Scam Data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. On the 2013 FCAT 2.0 Reading, 48% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is for 61% of the students to score at a Level 3 or above, showing an increase of 13 percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading, 44% of the Black students scored a Level 3 or above. The goal for 2014 is 61%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction.

G1.B1.S1 Useful instructional strategies include: • story map, • somebody/wanted/but/so, • turning point graphic, • Author's Toolbox for bringing a character to life, • open mind, • character chart, • tools Author's use: ? Literary devices and, ? Figurative language,

Action Step 1

Students will compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. They will be provided with opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk throughs; observations

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B1.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B2 On the 2013 FCAT 2.0 Reading, 30% of the ELL students scored a Level 3 or above. The goal for 2014 is 57%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

G1.B2.S1 ELL Instructional strategies will involve the use of • story maps • turning point graphic • Author's Toolbox bringing a character to life • open mind • character chart • tools Author's usage of Literary devices and Figurative language • text feature chart • text feature analysis

Action Step 1

Students will use reading strategies that determine meanings of words and phrases as they are used in a text, distinguishing literal from non literal language; develop and maintain a response journal; provided with practice to determine meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

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

Walk throughs; observations

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda; Observation Logs, reports and follow-ups

Plan to Monitor Effectiveness of G1.B2.S1

The Florida Continuous Improvement Model will be utilized to implement the Multitier Support System and the Response to Intervention Program.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment and intervention data

G1.B3 On the 2013 FCAT 2.0 Reading, 13% of the SWD students scored a Level 3 or above. The goal for 2014 is 47%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

G1.B3.S1 SWD Instructional strategies will involve the use • story map, • somebody/wanted/but/so, • turning point graphic, • Author's Toolbox for bringing a character to life, • open mind, • character chart • tools Author's use: (Literary devices and Figurative language) • text feature chart, • text feature analysis

Action Step 1

Students will compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account; describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present; use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

Facilitator:

Imagine Learning

Participants:

K-5 Teachers

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

Walk through; observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda; Observation Logs, reports and follow-ups

Plan to Monitor Effectiveness of G1.B3.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B4 On the 2013 FCAT 2.0 Reading, 47% of the ED students scored a Level 3 or above. The goal for 2014 is 60%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

G1.B4.S1 ED Instructional strategies will involve the use • word walls, • personal dictionaries, • context clue chart, • understanding context clues, • common morpheme chart, • spectrum of a word, • concept of definition map, • word arrays, • Other Ways to Say Vocabulary Map, • Isabel Beck's Three Tiered Vocabulary, • multiple meaning chart, • understanding multiple meaning words.

Action Step 1

Students will use reading strategies that determine meanings of words and phrases as they are used in a text, distinguishing literal from non literal language; develop and maintain a response journal; provided with practice to determine meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

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

Walk Throughs; observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B4.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B5 On the 2013 FCAT 2.0 Reading, 26% of the students scored a Level 3. The goal for 2014 is 36%. Students exhibited difficulty with Literary Analysis, Fiction and Non Fiction.

G1.B5.S1 Instructional strategies will involve the use of text feature chart and analysis; story maps, two column notes to identify opinions Strategy: Instructional strategies will involve the use of text feature chart and analysis; story maps, two column notes to identify opinions and facts and turning point graphic charts. Students will utilize biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts. Through questioning strategies, students will identify character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery.

Action Step 1

Students will be provided with opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text; compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account; describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present. Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B5.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B6 On the 2013 FCAT 2.0 Reading, 21% of the students scored a Level 4 or above. The goal for 2013 is 25%. Students exhibited difficulty with Reading Application.

G1.B6.S1 Instructional strategies include: •cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. •analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Action Step 1

Students will practice usage of and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support and helping students use graphic organizers to see patterns and summarize the main points. Students will understand how patterns support the main idea, character development, and author's purpose and will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

Facilitator:

Dept of Advanced Academics

Participants:

Gifted Teachers

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B6.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B7 On the 2013 FCAT 2.0 Reading, 76% of students in the lowest 25% made learning gains The goal for 2014 is 78%. Although students achieved the goal, they exhibited difficulty with Literary Analysis, Fiction and Non Fiction.

G1.B7.S1 Instructional strategies will involve the use: • story map, • somebody/wanted/but/so, • turning point graphic, • Author's Toolbox for bringing a character to life, • open mind, • character chart, • tools Author's use: (Literary devices and Figurative language) • text feature chart,• text feature analysis, • author's purpose chart, • two column note: (opinion/support, conclusion/support, cause/effect) • main idea table, • gist, • summary pyramid, • time line, • sequence chain, • power notes, • cause/effect chain • informational text structure chart, • one sentence summarizers, • pattern puzzles, • theme definition, • common themes in literature, • Venn diagram, • content frame

Action Step 1

Students will be provided with opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text; compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account; describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present. Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; common planning agendas

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B7.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B8 On the 2013 CELLA Test, 63% of the students scored proficiency on Listening/ Speaking. The goal for 2014 is 67%. Although our students surpassed the goal, they exhibited difficulty with following verbal directions and the ability to effectively communicate with another person in English.

G1.B8.S1 Instructional strategies include: Modeling, Think Aloud, Use Task Cards, Focus on Key Vocabulary, Vocabulary with Context Clues Use, Multiple Meaning Words, Interactive Word Walls, Word Banks/Vocabulary Notebooks, Heritage Language/English Dictionary

Action Step 1

Students will be provided with the specific explanations of key words and special or technical vocabulary during everyday language, using examples and non linguistic props when possible.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B8.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B9 On the 2013 CELLA Test, 27% of the students scored proficiency on Reading. The goal for 2014 is 34%. Although our students surpassed the goal, they exhibited difficulty with the ability to correctly pronounce a vast majority of words.

G1.B9.S1 Instructional strategies: Modeling Reciprocal Teaching Think Aloud Activate Prior Cooperative Learning Verbal Clues/Pictures

Action Step 1

Students will be implement the jump in and choral read to enhance oral practice and literacy.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B9.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G1.B10 On the 2013 CELLA Test, 27% of the students scored proficiency in Writing. The goal for 2014 is 34%. Although we surpassed our goal, students exhibited difficulty and displayed frustration when prompted to express their thoughts in writing.

G1.B10.S1 Dialogue journals, Pair Writing

Action Step 1

Students will be journal write (free/ topic assigned); pair write and read to peers

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G1.B10.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program; STAR reading (changes made as necessary)

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G2. On the 2013 FCAT 2.0 Writing, 65% of the students at GKE/ Sabal Palm ES scored at a Level 3.5 or above. Our goal for the 2014 FCAT 2.0 Reading is for 69% of the students to score at a Level 3.5 or above, showing an increase of 4 percentage points.

G2.B1 Students have limited practice elaborating in narrative essays which follow a specific guided plan; explanations on expository essays that include a main idea, descriptive events, and the use of figurative and descriptive language to convey style and tone.

G2.B1.S1 Strategies include: • telling or sharing personal stories or memories out loud, • using technology, • graphic organizers, • linear graphic organizers including timelines and storyboards, • KWL chart, and logs, • drawing simple pictures, • answering essential questions

Action Step 1

Students will apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing; revise/edit charts, teacher conferencing, collaborative discussions, or peer editing; use collaborative discussions orally building on each other's thought and ideas; use technology, and graphics to produce a publish piece based on purpose and audience; create a list of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, chants with expression) to assist in writing.

Person or Persons Responsible

Classroom Teacher, Curriculum Support

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

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

Walk through; observation

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda; Observation Logs, reports and follow-ups

Plan to Monitor Effectiveness of G2.B1.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program.

Person or Persons Responsible

LLT; Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3. On the 2013 FCAT 2.0 Math, 49% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Math is for 65% of the students to score at a Level 3 or above, showing an increase of 16 percentage points.

G3.B1 On the 2013 FCAT 2.0 Math, 48% of the Black students scored a Level 3 or above. The goal for 2014 is 63%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

G3.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

Facilitator:

Math Liason, Mr. Joseph

Participants:

All math teachers

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

Walk Through; Observation

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda; Observation Logs, reports and follow-ups

Plan to Monitor Effectiveness of G3.B1.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program.

Person or Persons Responsible

LLT; Administratiion

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B2 On the 2013 FCAT 2.0 Math, 45% of the Hispanic 3rd Grade students scored a Level 3 or above. The goal for 2014 is 71%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

G3.B2.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B2.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B3 On the 2013 FCAT 2.0 Math,32% of the ELL students scored a Level 3 or above. The goal for 2014 is 61%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

G3.B3.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B3.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B4 On the 2013 FCAT 2.0 Math, 48% of the ED students scored a Level 3 or above. The goal for 2014 is 63%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

G3.B4.S1 Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B4.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B5 On the 2013 FCAT 2.0 Math, 17% of the SWD students scored a Level 3 or above. The goal for 2014 is 57%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

G3.B5.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B5.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B6 On the 2013 FCAT 2.0 Math, 29% of the students scored a Level 3. The goal for 2014 is 41%. Students in grade 3 exhibited difficulty with Numbers: Fractions and Geometry and Measurement.

G3.B6.S1 •Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B6.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B7 On the 2013 FCAT 2.0 Math, 19% of the students scored a Level 4 or above. The goal for 2014 is 24%. Students in grade 3 exhibited difficulty with Numbers: Fractions and Geometry and Measurement.

G3.B7.S1 •Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B7.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B8 On the 2013 FCAT 2.0 Math, 67% of the students made learning gains. The goal for 2014 is 70%. Although our students surpassed 2013 the goal, our 3rd grade students exhibited difficulty with Numbers: Fractions

G3.B8.S1 •Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B8.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G3.B9 On the 2013 FCAT 2.0 Math, 65% of the lowest 25% students made learning gains. The goal for 2014 is 69%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

G3.B9.S1 •Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G3.B9.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G4. On the 2013 FCAT 2.0 Science ,46% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Science is for 52% of the students to score at a Level 3 or above, showing an increase of 6 percentage points.

G4.B1 On the 2013 FCAT 2.0 Science 35% of the students scored level 3. The goal for 2014 is 39%. The 5th grade students exhibited difficulty with Physical Science.

G4.B1.S1 Instructional strategies: •Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. •Encourage students to communicate verbally (accountable talk) and in writing. •Increase rigor in science writing as evidenced in science journals and in laboratory conclusions • Incorporate instructional technology resources into the classroom •Utilize data driven instruction and differentiated instruction strategies to address students' needs •Use quality formative assessments to inform instruction •Promote the use of corrective feedback on assignments. •Promote reading informational text, as delineated by Common Core Standards.

Action Step 1

Students will be provided with opportunities to: identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, distinguish relationships among mass, force, and motion

Person or Persons Responsible

Classroom Teacher, Curriculum Support

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

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

Walk through; observation

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda; Observation Logs, reports and follow-ups

Plan to Monitor Effectiveness of G4.B1.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program.

Person or Persons Responsible

LLT; Administratiion

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G4.B2 On the 2013 FCAT 2.0 Science 11% of the students scored level 4 or above. The goal for 2014 is 13%. The 5th grade students exhibited difficulty with Physical Science.

G4.B2.S1 Instructional strategies: •Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. •Encourage students to communicate verbally (accountable talk) and in writing. •Increase rigor in science writing as evidenced in science journals and in laboratory conclusions • Incorporate instructional technology resources into the classroom •Utilize data driven instruction and differentiated instruction strategies to address students' needs •Use quality formative assessments to inform instruction •Promote the use of corrective feedback on assignments. •Promote reading informational text, as delineated by Common Core Standards.

Action Step 1

Students will be provided with opportunities to: identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, distinguish relationships among mass, force, and motion

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

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

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily; Weekly

Evidence of Completion

Common planning agenda, observation logs, student journals

Plan to Monitor Effectiveness of G4.B2.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments; Intervention data

G5. GKE/ Sabal Palm Elementary School's goal is for 75% of the students to participate in a STEM activity at the school-based level and 25% of the students to participate in a STEM based activity at the district level.

G5.B1 Lack of student knowledge of district and community sponsored competitions to generate STEM participation.

G5.B1.S1 Increase STEM-related exposure, participation and experiences provided to the students.

Action Step 1

Robotics club and competitions, Biscayne Nature Center field trips, School Wide Science Fair. Grant opportunity to increase funding of Science based activities

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

Facilitator:

Science Liaison

Participants:

Science Teachers Grade 3-5

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

Student participation

Person or Persons Responsible

Science Liaison, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Field trip logs; Information on bulletin boards and in office;

Plan to Monitor Effectiveness of G5.B1.S1

Participation in STEM activities

Person or Persons Responsible

Administration; Science liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Activities (awards, field trip, follow up student work based on participation)

G5.B2 Lack of student participation and teacher awareness of STEM related activities in lower grade levels.

G5.B2.S1 Increase exposure, participation and experiences provided to the students within the school atmosphere through STEM-related activities,

Action Step 1

Increase lower grade level participation of science related activities such as science fair.

Person or Persons Responsible

Classroom science teachers

Target Dates or Schedule

Weekly/ Monthly/ As available

Evidence of Completion

Participation in events;

Facilitator:

Science Laison

Participants:

Science teachers

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

Lower grade classroom involvement

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly; As Needed

Evidence of Completion

Student Participation

Plan to Monitor Effectiveness of G5.B2.S1

Participation in STEM activities

Person or Persons Responsible

Administration; Science Liaison

Target Dates or Schedule

Quarterly; As Needed

Evidence of Completion

Logs; Rosters; Activities approvals

G6. Identify students exhibiting repetitive poor behavior, five or more tardies and/or absences and/or low academic performance for early intervention plans based on MTSS and The Alternate to Suspension Plan.

G6.B1 In 2013, 5%(40) of all students missed 10% of more of available instructional time. Our for 2014 is 4%.

G6.B1.S1 Parent contact (utilize contact log) • Review Code of Student Conduct (with student and parent) • Request counseling interventions Strategy: Parent contact (utilize contact log) • Review Code of Student Conduct (with student and parent) • Request counseling interventions • Complete Administration Form (Documenting Prior Interventions) • Request Community Involvement Specialist Personnel Support • Request School Social Worker Support • Conduct Functional Assessment of Behavior • Continue Counseling Support

Action Step 1

Counselor will call parents/ guardians of students who are absent and/or have excessive tardies. Counselor will start attendance intervention plan and track students. If necessary, students will be referred to CIS and the social worker.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Phone log; conference record

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

Daily contact of parents/ guardians of absent or excessive tardy students

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Contact Log; Follow-up referrals

Plan to Monitor Effectiveness of G6.B1.S1

Student attendance

Person or Persons Responsible

Counselor; Administration

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Improved daily attendance percentages; absences/ tardies on weekly attendance bulletin

G6.B2 In 2013, 13% of all students received one or more referrals in which 2% led to suspension. Our goal for 2014 is 12% of our students receive one or more referrals in which 1% lead to suspension.

G6.B2.S1 Utilization of alternate to suspension plan

Action Step 1

The Student Code of Conduct is used to provide incentives for compliance through the SPOT Success Recognition Program. Each teacher will commit to re-engage students in the learning process using a variety of differentiation and intervention techniques to overcome student behavior barriers. A teacher/student/ parent compact of expectations and stages of improvement will be used based on student specific behavioral plan. The key is to move away from punitive responses for incorrect behavior and move towards a partnership with parents to curb and further correct the behavior. The counselor will implement the appropriate character education, bullying, and "Do the Right Thing" curriculum, throughout the school year, to all students through classroom visitation. Student success will be highlighted through the Miami-Dade County Spot Success and Do the Right Thing initiatives. The counselor will also promote non-violence and drug prevention awareness through the facilitation of Red Ribbon Week. Counseling sessions, including peer counseling forums, will be scheduled and facilitated throughout the school year. Students with a history of behavior modification plans will be targeted. On-going support will be provided to students through assisting the Attendance Review Committee, and attending SPED articulations and team meetings. The counselor will serve as a liaison between students, teachers, parents and administration.

Person or Persons Responsible

Counselor; Support Personnel

Target Dates or Schedule

Daily

Evidence of Completion

Referral action codes

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

Referral Action Codes and alternative behavior modification plans

Person or Persons Responsible

Counselor, Administration

Target Dates or Schedule

As needed

Evidence of Completion

Decrease in student referral; Alternate behavior modification plans

Plan to Monitor Effectiveness of G6.B2.S1

Decrease in referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Percentages of referrals inputted into CICS

G6.B3 In 2013, 8% of all students were retained in grades PreK to 5. Fifty-eight percent of our students in grade 3 specifically, were not proficient in reading. Our goal is 7% retention and to decrease to 52% non proficiency in reading in grade 3.

G6.B3.S1 Instructional strategies include: •author's purpose chart, •two column note: opinion/support-conclusion/support - cause/effect •main idea table, •gist, •summary pyramid, •time line, •sequence chain, •power notes, •cause/effect chain •informational text structure chart, •one sentence summarizers, •pattern puzzles, •theme definition, •common themes in literature, •Venn diagram, • content frame.

Action Step 1

Ask and answer questions referring explicitly to the text as the basis for the answers. Identify 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. Students should focus on what the author thinks and feels. Main idea may be stated or implied. 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. Provide practice in identifying topics and theme within texts.

Person or Persons Responsible

Classroom Teacher; Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; interventionist data; student journals

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Walk Through; Observation

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Observation logs, student journals, interventionist log

Plan to Monitor Effectiveness of G6.B3.S1

The Florida Continuous Improvement Model will be utilized to implement the Multi-tiered Support System and the Response to Intervention Program

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance; Intervention data; Student work

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
Services at Gertrude K. Edelman Sabal Palm Elementary are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialist (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Our Curriculum Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. She identifies systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the Annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to plan for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
N/A
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
Services at Gertrude K. Edelman Sabal Palm Elementary are provided through the district for education materials and ELL district support services to improve the education of Immigrant and English Language Learners.

Title VI, Part B - NA

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 2011 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)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

Gertrude K. Edelman Sabal Palm Elementary offers a non-violence and anti-drug program to students such as DARE that incorporate field trips, community service, drug tests and counseling.

Nutrition Programs

1) The school was awarded the Fresh Fruit and Vegetable Program for Florida Schools Grant which will provide fresh fruit and vegetable snacks for students and staff two times a week.

2) Gertrude K. Edelman Sabal Palm Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

3) Nutrition education, as per state statue, is taught through physical education.

4) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and

Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

There are 2 Head Start classes located at this school. Joint activities, including professional development and transition process are shared.

Adult Education

N/A

Career and Technical Education

Job Training

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Gertrude K. Edelman Sabal Palm Elementary's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting

requirements.

Complete Title I Administration Parental Involvement Monthly Reports (FM-6914 Rev. 06-08), and the Title I Parental Involvement Monthly Activities Report (FM-6913 Rev. 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS

Title I Parent/Family Survey, distributed to schools by Title I Administration Health Connect in Our Schools (HCiOS)

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, social, and human services on school grounds. The team at GKE/Sabal Palm Elementary is staffed by a School Social Worker (shared between schools). HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care prograon is to be completed by parents/families annually in May. The Survey's results are to beused to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 FCAT 2.0 Reading, 48% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is for 61% of the students to score at a Level 3 or above, showing an increase of 13 percentage points.

G1.B3 On the 2013 FCAT 2.0 Reading, 13% of the SWD students scored a Level 3 or above. The goal for 2014 is 47%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

G1.B3.S1 SWD Instructional strategies will involve the use • story map, • somebody/wanted/but/so, • turning point graphic, • Author's Toolbox for bringing a character to life, • open mind, • character chart • tools Author's use: (Literary devices and Figurative language) • text feature chart, • text feature analysis

PD Opportunity 1

Students will compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account; describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present; use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Facilitator

Imagine Learning

Participants

K-5 Teachers

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

G1.B6 On the 2013 FCAT 2.0 Reading, 21% of the students scored a Level 4 or above. The goal for 2013 is 25%. Students exhibited difficulty with Reading Application.

G1.B6.S1 Instructional strategies include: •cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. •analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

PD Opportunity 1

Students will practice usage of and identifying details from the passage to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support and helping students use graphic organizers to see patterns and summarize the main points. Students will understand how patterns support the main idea, character development, and author's purpose and will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Facilitator

Dept of Advanced Academics

Participants

Gifted Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

G3. On the 2013 FCAT 2.0 Math, 49% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Math is for 65% of the students to score at a Level 3 or above, showing an increase of 16 percentage points.

G3.B1 On the 2013 FCAT 2.0 Math, 48% of the Black students scored a Level 3 or above. The goal for 2014 is 63%. Students in grade 3 exhibited difficulty with Numbers: Fractions.

G3.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

PD Opportunity 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model, represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models, identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model, identify an equivalent fraction for one-half and one-fourth using a model. Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Facilitator

Math Liason, Mr. Joseph

Participants

All math teachers

Target Dates or Schedule

Daily

Evidence of Completion

Walk Throughs; observation; student journals

G5. GKE/ Sabal Palm Elementary School's goal is for 75% of the students to participate in a STEM activity at the school-based level and 25% of the students to participate in a STEM based activity at the district level.

G5.B1 Lack of student knowledge of district and community sponsored competitions to generate STEM participation.

G5.B1.S1 Increase STEM-related exposure, participation and experiences provided to the students.

PD Opportunity 1

Robotics club and competitions, Biscayne Nature Center field trips, School Wide Science Fair. Grant opportunity to increase funding of Science based activities

Facilitator

Science Liaison

Participants

Science Teachers Grade 3-5

Target Dates or Schedule

Daily

Evidence of Completion

LLT and Administration Observation; Administrative walk through; Agendas from Common Planning Sessions

G5.B2 Lack of student participation and teacher awareness of STEM related activities in lower grade levels.

G5.B2.S1 Increase exposure, participation and experiences provided to the students within the school atmosphere through STEM-related activities,

PD Opportunity 1

Increase lower grade level participation of science related activities such as science fair.

Facilitator

Science Laison

Participants

Science teachers

Target Dates or Schedule

Weekly/ Monthly/ As available

Evidence of Completion

Participation in events;

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 48% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is for 61% of the students to score at a Level 3 or above, showing an increase of 13 percentage points.	$5,012
G4.	On the 2013 FCAT 2.0 Science ,46% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Science is for 52% of the students to score at a Level 3 or above, showing an increase of 6 percentage points.	$3
	Total	$5,015

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
District	$5,000	$5,000
Principal Budget	$12	$12
School Board Member and Principal's Budget	$3	$3
Total	$5,015	$5,015

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading, 48% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is for 61% of the students to score at a Level 3 or above, showing an increase of 13 percentage points.

G1.B2 On the 2013 FCAT 2.0 Reading, 30% of the ELL students scored a Level 3 or above. The goal for 2014 is 57%. Students exhibited difficulty with Literacy Analysis, Fiction and Non Fiction..

G1.B2.S1 ELL Instructional strategies will involve the use of • story maps • turning point graphic • Author's Toolbox bringing a character to life • open mind • character chart • tools Author's usage of Literary devices and Figurative language • text feature chart • text feature analysis

Action Step 1

Students will use reading strategies that determine meanings of words and phrases as they are used in a text, distinguishing literal from non literal language; develop and maintain a response journal; provided with practice to determine meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

Resource Type

Personnel

Resource

Hourly Interventionist

Funding Source

District

Amount Needed

$5,000

G1.B7 On the 2013 FCAT 2.0 Reading, 76% of students in the lowest 25% made learning gains The goal for 2014 is 78%. Although students achieved the goal, they exhibited difficulty with Literary Analysis, Fiction and Non Fiction.

G1.B7.S1 Instructional strategies will involve the use: • story map, • somebody/wanted/but/so, • turning point graphic, • Author's Toolbox for bringing a character to life, • open mind, • character chart, • tools Author's use: (Literary devices and Figurative language) • text feature chart,• text feature analysis, • author's purpose chart, • two column note: (opinion/support, conclusion/support, cause/effect) • main idea table, • gist, • summary pyramid, • time line, • sequence chain, • power notes, • cause/effect chain • informational text structure chart, • one sentence summarizers, • pattern puzzles, • theme definition, • common themes in literature, • Venn diagram, • content frame

Action Step 1

Students will be provided with opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text; compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account; describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present. Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Resource Type

Personnel

Resource

Hourly Teacher using resource based programs

Funding Source

Principal Budget

Amount Needed

$12

G4. On the 2013 FCAT 2.0 Science ,46% of the students at GKE/ Sabal Palm ES scored at a Level 3 or above. Our goal for the 2014 FCAT 2.0 Science is for 52% of the students to score at a Level 3 or above, showing an increase of 6 percentage points.

G4.B2 On the 2013 FCAT 2.0 Science 11% of the students scored level 4 or above. The goal for 2014 is 13%. The 5th grade students exhibited difficulty with Physical Science.

G4.B2.S1 Instructional strategies: •Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. •Encourage students to communicate verbally (accountable talk) and in writing. •Increase rigor in science writing as evidenced in science journals and in laboratory conclusions • Incorporate instructional technology resources into the classroom •Utilize data driven instruction and differentiated instruction strategies to address students' needs •Use quality formative assessments to inform instruction •Promote the use of corrective feedback on assignments. •Promote reading informational text, as delineated by Common Core Standards.

Action Step 1

Students will be provided with opportunities to: identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, distinguish relationships among mass, force, and motion

Resource Type

Personnel

Resource

Robotics Club sponsored by classroom teacher to develop and enhance physical science skills using Legos.

Funding Source

School Board Member and Principal's Budget

Amount Needed

$3