2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy Charter

18491 SW 134TH AVE
Miami, FL 33177
305-969-6074
http://somersetelem.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	59%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	97%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Somerset Academy Charter

Principal
Andriena Figueroa / Suzette Ruiz E

School Advisory Council chair
Patricia Hernandez

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

Name	Title
Hilda Varela	Lead Teacher
Jennette Casteleiro	Kindergarten Department Head
Ivelisse Volero	First Grade Department Head
Mireelsa Carlo	Second Grade Department Head
Patricia Hernandez	Third Grade Department Head
Illen Jacir	Fourth Grade Department Head
Maria Elena Zapata	Fifth Grade Department Head
Elizabeth Gomez	Reading Liaison
Leslie Rocha	Science Liaison
Tina Douglas	Math Liaison
Milena Cruz	Guidance Counselor
Elizabeth Cruz	Social Worker
Barbara Navarro	Speech Language Pathologist
Luis Orta	School Psychologist
Orlando Llizo	Technology Specialist

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1, teachers-6, parents-7, educational support-2, student-2, BCR-1, and BD-1

Involvement of the SAC in the development of the SIP

During the SAC meeting the SIP is shared during meetings and each member has an opportunity to freely make any recommendations toward the SIP.

Activities of the SAC for the upcoming school year

The SAC is planning fundraisers for the upcoming school year such as chocolate and cookie dough sales.

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

The projected use of school improvement funds will be used towards purchasing of school-wide agendas at a cost of $650.00.

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

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

N/A

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:

Andriena Figueroa / Suzette Ruiz E		
Principal	Years as Administrator: 9	Years at Current School: 9

Credentials	Bachelors in Elementary Education, Masters in Reading, Certificate in Educational Leadership Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12 and Reading K-12
Performance Record	2013 – School Grade – A Rdg. Proficiency, 80% Math Proficiency, 83% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade – A Rdg. Proficiency, 80% Math Proficiency, 83% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 76 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 69 points 2011 – School Grade – A Rdg. Proficiency, 89% Math Proficiency, 86% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 70 points 2010 – School Grade – A Rdg. Proficiency, 85% Math Proficiency, 88% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 78 points Math Imp. of Lowest 25% -80 points 2009 – School Grade – B Rdg. Proficiency, 86% Math Proficiency, 87% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 49 points

Andriena Figueroa / Suzette Ruiz E

Sandra M. Grau		
Asst Principal	Years as Administrator: 9	Years at Current School: 9

Credentials	Bachelors in Elementary Education, Masters in Elementary Education, Certifications: ESOL K-12 Elementary Education K-6
Performance Record	2013 – School Grade – A Rdg. Proficiency, 80% Math Proficiency, 83% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade – A Rdg. Proficiency, 80% Math Proficiency, 83% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 76 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 69 points 2011 – School Grade – A Rdg. Proficiency, 89% Math Proficiency, 86% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 70 points 2010 – School Grade – A Rdg. Proficiency, 85% Math Proficiency, 88% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 78 points Math Imp. of Lowest 25% -80 points 2009 – School Grade – B Rdg. Proficiency, 86% Math Proficiency, 87% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 49 points

Instructional Coaches

of instructional coaches
0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

27

 # receiving effective rating or higher

27, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

27, 100%

 # ESOL endorsed

20, 74%

 # reading endorsed

23, 85%

 # with advanced degrees

9, 33%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

4, 15%

 # with 6-14 years of experience

19, 70%

 # with 15 or more years of experience

4, 15%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Our school's strategies to recruit and maintain staff members include incentives, positive recognition, provide professional development opportunities, provide safe working environment and administration has an "open door" policy with its staff.

Teacher Mentoring Program/Plan

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

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

The department chair is paired with grade level teachers to address and analyze areas of growth within the program. The mentor and mentees also meet weekly to discuss best practices and evidence-based strategies for each common core benchmarks. Time is given for the feedback, coaching and planning.

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

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

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

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

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

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

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

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

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

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

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

Principal: Suzette Ruiz fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI, skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI, implementation, and communicates with parents regarding school-based MTSS/RtI, plans and activities.

Assistant Principal: Sandra Grau (Assistant Principal) identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" 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.

Select General Education Teachers (Primary and Intermediate): Jennette Casteleiro (Kindergarten Department Head), Ivelisse Volero (First Grade Department Head), Mirelsa Carlo (Second Grade Department Head), Patricia Hernandez (Third Grade Department Head), Illen Jacir (Fourth Grade Department Head), and Maria Elena Zapata (Fifth Grade Department Head) will provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above-mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Exceptional Student Education (ESE) Teachers: Lorraine Amat (SPED Coordinator) for Somerset Academy Charter School will participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students' IEP.

Instructional Coach(es) Reading/Math/Science:
Elizabeth Gomez (Reading Liaison), Tina Vargas (Math Liasion, Leslie Rocha (Science Liasion) provides guidance on K-5 reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. In addition the reading, math, and science liaison will develop, lead, and evaluate school Reading standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.
School Psychologist: Luis Orta (School Psychologist) facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Specialist: Orlando Llizo (Technology Specialist) develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Barbara Navarro (Speech Language Pathologist) educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
Social Worker: Elizabeth Cruz provides quality services and expertise professional and academic discipline that seeks to improve the quality of life and wellbeing of an individual. In addition the school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Guidance Counselor, & Behavior Specialist: Milena Cruz provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students.
The team meets bi-weekly to engage in the following activities:
Participates in evaluating data and correlating it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Edusoft, Florida Assessment for Instruction in Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), Florida Comprehensive Assessment Test (FCAT) scores from the previous school year, FCAT Pre Test, and Interim Assessment Test, STAR Reading Test, and STAR Math Test.
Progress Monitoring: PMRN, FAIR, FCAT Practice Tests, Interim Assessment Test, STAR Reading Test, STAR Math Test, and Student grades.
End of year: PMRN, FCAT, FCAT Post Test, Interim Assessment Test, STAR Reading Test, STAR Math Test, and Student Grades.
Frequency of Data Days: The MTSS/RTI Leadership team conducts bi-weekly meeting for data analysis.
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, and Referrals to special education programs.

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

Professional development and support will include training for all of the MTSS/RtI, Leadership team in the MTSS/RtI, problem solving and data analysis process and provide support for school staff to understand basic MTSS/RtI, principles and procedures. In addition, the MTSS/RtI Leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. Furthermore, teachers will be provided with added professional development to correspond with the subject area being taught.

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:

The school will provide an enriched and accelerated curriculum by increasing the student's lexile text and increase the use of higher order thinking questions. In addition the school will also host free before, after, and Saturday tutoring sessions for students of all levels. The teachers are encouraged to attend professional development courses in order to transition into the Common Core expectations. In addition, the school is organizing professional developments to encourage teacher personal growth and colleague or peer mentoring.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

During data chats, the teachers analyze and decipher the data within their grade level and with Sandra Grau (assistant principal). The teachers also conference with the students to inform and educate them of their areas of strengths and weakness.
Teachers are also encouraged to share the student's strengths and weaknesses with the student's parents. This will increase student and teacher communication and will also give parents a clear comprehension of their child's strengths and weakness with the given subjects. This data is then analyzed as a whole school to then make the proper accommodations within lesson planning, small group instruction and by grade level.

Who is responsible for monitoring implementation of this strategy?

The administration, lead teacher, and department heads will monitor the implementation of the strategies.

Literacy Leadership Team (LLT)

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

Name	Title
Suzette Ruiz	Principal
Sandra Grau	Assistant Principal
Elizabeth Gomez	Reading Liaison

How the school-based LLT functions

Principal: Suzette Ruiz will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by offering professional growth opportunities for team members, create a collaborative environment that fosters sharing and learning of ideas, developing a school wide organizational model that supports literacy instruction in all classes, and encourage the use of data to improve teaching and student achievement.
Assistant Principal: Sandra Grau identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" 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.
Reading Liaison: Elizabeth Gomez provides guidance on elementary grades reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of intervention plans.

Major initiatives of the LLT

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

Every Teacher Contributes to Reading Instruction

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

In order to ensure that all teachers in Kinder through fifth grade, Spanish, Music, Art, and Physical Education teachers will be provided with the necessary professional development trainings. This will allow for teachers to fully comprehend the new common core curriculum and develop activities that are beneficiary for the students within the reading. In addition the schools administrators, lead teacher, and department head will check lesson plans and observe teachers during their instructional time.

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

All students entering Somerset Academy's kindergarten program or entering the school system will be evaluated several ways. Students will be administered an OLPS to determine ESOL placement. Florida Kindergarten Readiness Screener (FLKRS) will be utilized to assess the readiness of each child for kindergarten. First and second grade students will be administrated the S.T.A.R Reading and S.T.A.R Math both of these assessments determines the grade equivalent for the students reading and math performance levels. All students in kinder through second grade will also be administered the Florida Assessment for Instruction in Reading (FAIR). Once all the testing has been administered the data will be utilized to plan daily academic and social/emotion instruction for groups of students or individual students who may need intervention beyond core instructions. Social instruction will be modeled throughout the day by the instructor. Moreover, the teacher will spend approximately 20 minutes per day educating students on the fundamentals of social norms.

The instructional intervention program will be assessed by administering a screening tool in mid-year and during the last semester of the school year. During the last semester of school students in kinder through second grade students will once again be administered the S.T.A.R. Reading, S.T.A.R. Math, and FAIR Test. Data from these assessments will be used to determine positive and negative factors in the school program.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	80%	No	84%
American Indian				
Asian				
Black/African American	90%	91%	Yes	91%
Hispanic	81%	80%	No	83%
White	78%	63%	No	81%
English language learners	77%	65%	No	79%
Students with disabilities	36%		No	42%
Economically disadvantaged	82%	74%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	28%	32%
Students scoring at or above Achievement Level 4	146	51%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	83	66%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	50	40%	46%

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	54	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	83%	Yes	80%
American Indian				
Asian				
Black/African American	71%	91%	Yes	74%
Hispanic	78%	83%	Yes	81%
White	73%	74%	Yes	76%
English language learners	83%	84%	Yes	84%
Students with disabilities	36%		No	42%
Economically disadvantaged	77%	78%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	35%	36%
Students scoring at or above Achievement Level 4	135	47%	48%

Learning Gains

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

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	29	31%	33%
Students scoring at or above Achievement Level 4	37	39%	40%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		7
Participation in STEM-related experiences provided for students	250	90%	93%

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	37	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	1%
Students who are not proficient in reading by third grade	26	25%	23%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	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

Given a strong emphasis on the parental involvement at the school, 95% of parents will complete the volunteer hours defined in the parent contract during the 2013-2014 school year, as evidenced by the teacher and volunteer logs. Parents have the opportunity to take part in the following of activities:
1. Science Fair.

2. During career speaker and truck day parents have the opportunity to take parent in presenting their careers to their child's class and other classes.

3. At the beginning of the year we have our open house, parents are welcome to come to meet the teacher and understand the class procedures for the upcoming school year.

4. This year we will have two "Nights Under the Stars", during the events students, teachers, parents, and administrators gather for a fun family night.

5. Hispanic Heritage & Black History Month parents are encouraged to come in and take part in the festivities.

6. Parents are always welcome to come in and take part in everyday classroom activities, like helping with science lab, arts and crafts, or reading to the students.

7. FCAT Parent Meeting will provide parents with all the updated information of the FCAT assessment.

8. Award Ceremony

9. Two Scholastic Fairs

10. Holiday Store

11. Field Trips

12. We also provide parents in with an opportunity to take part in McDonalds Night and Chucky Cheese Night.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
During the 2013-2014 school 95% of our parents will take part in a variety of school wide activities.	17	93%	95%

Goals Summary

G1. The 2013 Reading FCAT 2.0 indicates that 80% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 84%.

G2. The results of the Reading FCAT 2.0 indicates 28% achieved a level 3, and 51% achieved a level 4 or higher. Our goal for the 2013-2014 is to increase the level 3 percentage to 32%, the level 4 or higher to 53%.

G3. The 2013 FCAT 2.0 Reading assessment indicates that 77% of our students made learning gains, and 69% of our lowest 25% students made gains. The 2013-2014 school year is to increase the percentage of learning gains to 82% and 72% for the lowest 25%.

G4. The 2013 CELLA indicates a proficiency percentage of 66% in listening/speaking, 38% in reading, and 40% were proficient in writing. Our goal for the 2013-2014 CELLA is to increase listening/speaking to 69%, 44% reading, 46% writing.

G5. On the 2013 administration of the Writing FCAT, 60% of our students achieved a level of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of student proficiency at 64%.

G6. The 2013 Mathematics FCAT 2.0 indicates that 83% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to maintain our 83%.

G7. The results of the Mathematics FCAT 2.0 indicates 35% achieved a level 3, and 47% achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase the level 3 percentage to 36%, the level 4 or higher to 48%.

G8. The 2013 Mathematics FCAT 2.0 indicates that 64% of our students are making learning gains, along with the lowest 25%. Our goal for the 2013-2014 school year is for our lowest 25% students and our students to increase the percentage to 68%.

G9. The results of the Science FCAT 2.0 indicates 31% achieved a level 3, and 39% achieved a level 4 or higher. Our goal for the 2013-2014 school year is increase the level 3 percentage to 33%, the level 4 or higher to 40%.

G10. Our goal for the 2013-2014 schools year is for 93% of students working on STEM.

G11. Our goal for the 2013-2014 school year is for 95% parental involvement.

G12. Our goal in monitoring the Early Warning System, is to increase student attendance be decreasing the number of students who miss 10% more or more of instructional time.

Goals Detail

G1. The 2013 Reading FCAT 2.0 indicates that 80% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 84%.

Targets Supported

Resources Available to Support the Goal
- Differentiated instruction, SuccessMaker, Reading Plus, Mini-lessons, Concept Maps, Graphic Organizers, Key Words.

Targeted Barriers to Achieving the Goal
- Students in the Hispanic, ELL, and ED subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 3 Literary Analysis / Fiction/ Nonfiction (LA.3.5.2.1.2). Students are having difficulties in determining the main idea, elements of story structure, identify and explain descriptive language, and purpose of text within the essential question and grade level text.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible
MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule:
Daily, Weekly, Monthly Meetings

Evidence of Completion:
All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teachers use of the above strategies. Students work and journals will be used as evidence. In addition, teachers and the administrative team will monitor students progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G2. The results of the Reading FCAT 2.0 indicates 28% achieved a level 3, and 51% achieved a level 4 or higher. Our goal for the 2013-2014 is to increase the level 3 percentage to 32%, the level 4 or higher to 53%.

Targets Supported

Resources Available to Support the Goal
- Differentiated instruction, SuccessMaker, Reading Plus, Mini-lessons, Concept Maps, Graphic Organizers, Key Words.

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT indicates that there is a deficiency in reporting category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible
MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule:
Daily, Weekly, Monthly Meetings

Evidence of Completion:
All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G3. The 2013 FCAT 2.0 Reading assessment indicates that 77% of our students made learning gains, and 69% of our lowest 25% students made gains. The 2013-2014 school year is to increase the percentage of learning gains to 82% and 72% for the lowest 25%.

Targets Supported

Resources Available to Support the Goal
- Differentiated instruction, SuccessMaker, Reading Plus, Mini-lessons, Concept Maps, Graphic Organizers, Key Words.

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible
MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule:
Daily, Weekly, Monthly Meetings

Evidence of Completion:
All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G4. The 2013 CELLA indicates a proficiency percentage of 66% in listening/speaking, 38% in reading, and 40% were proficient in writing. Our goal for the 2013-2014 CELLA is to increase listening/speaking to 69%, 44% reading, 46% writing.

Targets Supported

Resources Available to Support the Goal
- Read alouds, think alouds, readers theater, differentiated instruction, reciprocal teaching strategies, graphic organizers, and reading response journals.

Targeted Barriers to Achieving the Goal
- Students require additional opportunities in and outside of the classroom to speak, read, and write in English.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible
ESOL Liaison and MTSS/ RtI team

Target Dates or Schedule:
Bi-Monthly Meetings

Evidence of Completion:
Results of the 2014 CELLA, 2014 FCAT 2.0 Reading Assessment.

G5. On the 2013 administration of the Writing FCAT, 60% of our students achieved a level of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of student proficiency at 64%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Pre and Post tests, Writing samples, journals, Brain Pop

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Person or Persons Responsible
Teachers, MTSS/RTI, LLT, and Language Arts Liaison

Target Dates or Schedule:
Monthly Meetings

Evidence of Completion:
Monthly Writing Assessment, FCAT Writing Pretest, 2014 Writing FCAT 2.0

G6. The 2013 Mathematics FCAT 2.0 indicates that 83% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to maintain our 83%.

Targets Supported
- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal
- Differentiated instruction, SuccessMaker, IXL, Mini-lessons, Manipulative's, Key Concepts, Renaissance Place (AR & STAR).

Targeted Barriers to Achieving the Goal
- The 2013 FCAT performance data indicate that all subgroups met the target set in the 2012-2013 school improvement plan. For the 2013-2014 school year we plan on maintaining our targeted percents for the 2014 Mathematics FCAT 2.0.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible
MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule:
Daily, Weekly, Monthly Meetings

Evidence of Completion:
All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G7. The results of the Mathematics FCAT 2.0 indicates 35% achieved a level 3, and 47% achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase the level 3 percentage to 36%, the level 4 or higher to 48%.

Targets Supported

Resources Available to Support the Goal
- Differentiated instruction, SuccessMaker, IXL, Mini-lessons, Manipulative, Key Concepts, Renaissance Place (AR & STAR).

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible
MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule:
Daily, Weekly, Monthly Meetings

Evidence of Completion:
All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G8. The 2013 Mathematics FCAT 2.0 indicates that 64% of our students are making learning gains, along with the lowest 25%. Our goal for the 2013-2014 school year is for our lowest 25% students and our students to increase the percentage to 68%.

Targets Supported

Resources Available to Support the Goal
- Differentiated instruction, SuccessMaker, IXL, Mini-lessons, Manipulative, Key Concepts, Renaissance Place (AR & STAR).

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

Plan to Monitor Progress Toward the Goal

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible
MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule:
Daily, Weekly, Monthly Meetings

Evidence of Completion:
All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G9. The results of the Science FCAT 2.0 indicates 31% achieved a level 3, and 39% achieved a level 4 or higher. Our goal for the 2013-2014 school year is increase the level 3 percentage to 33%, the level 4 or higher to 40%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Differentiated instruction, Mini-lessons, Concept Maps, Concept Maps, Key Words, Experiments, and Observation.

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 FCAT 2.0 Science, students in 5th Grade experienced difficulty in Reporting Category 1, Nature Science. Students need many and varied opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Plan to Monitor Progress Toward the Goal

During science instruction, students will develop opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. 1. Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) 2. The increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. 3. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.

Person or Persons Responsible
Teachers, MTSS/RTI, LLT, and Science Liaison

Target Dates or Schedule:
Daily, Weekly, Monthly Meetings

Evidence of Completion:
All science teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through science interim and science baseline. Finally, all students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Science FCAT 2.0

G10. Our goal for the 2013-2014 schools year is for 93% of students working on STEM.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Project Based Learning

Targeted Barriers to Achieving the Goal
- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM school wide technological activities and fairs. This will allow students to interact with technological skills within their reading, mathematical, and scientific curriculum and how it relates to personal experiences.

Plan to Monitor Progress Toward the Goal

The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible
MTSS/RTI, LLT, Math and Science Liaison will monitor over Science, Mathematics, Science Leader, and Science & Math teachers.

Target Dates or Schedule:
Daily and Weekly

Evidence of Completion:
Student Roasters

G11. Our goal for the 2013-2014 school year is for 95% parental involvement.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Volunteer Logs and Sign Sheets

Targeted Barriers to Achieving the Goal
- Given a strong emphasis on the parental involvement at the school, 93% of parents will complete the volunteer hours defined in the parent contract during the 2012-2013 school year, as evidenced by the teacher and volunteer logs.

Plan to Monitor Progress Toward the Goal

Parent Involvement within the classrooms and school setting.

Person or Persons Responsible
Teachers and Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Sign Sheet and Volunteer Logs

G12. Our goal in monitoring the Early Warning System, is to increase student attendance be decreasing the number of students who miss 10% more or more of instructional time.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Roster, and ISIS

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

The following action steps will be implemented: o Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team. o The MTSS/RTI team will monitor students who receive two or more behavior referrals providing students with counseling and encouraging parental involvement. o A reward system will be established to recognize students' outstanding citizenship through "Student of the Month." o Before and after school free tutoring programs will be established in order to address student's areas of needs.

Person or Persons Responsible

Teachers, Attendance Clerk, Administration, and Counselor

Target Dates or Schedule:

Daily and Weekly

Evidence of Completion:

Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardy.

Action Plan for Improvement

Problem Solving Key

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

G1. The 2013 Reading FCAT 2.0 indicates that 80% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 84%.

G1.B1 Students in the Hispanic, ELL, and ED subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 3 Literary Analysis / Fiction/ Nonfiction (LA.3.5.2.1.2). Students are having difficulties in determining the main idea, elements of story structure, identify and explain descriptive language, and purpose of text within the essential question and grade level text.

G1.B1.S1 These strategies will be used during instructional time to facilitate the students in Literary Analysis / Fiction / NonFiction. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

Action Step 1

The students will be able to determine the following: * Main Idea and Key Details * Elements of Story Structure * Identify and Explain Descriptive Language * Purpose text within the essential question

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

Facilitator:

Patty Cohen

Participants:

All Reading Teachers

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

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teachers use of the above strategies. Students work and journals will be used as evidence. In addition, teachers and the administrative team will monitor students progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G2. The results of the Reading FCAT 2.0 indicates 28% achieved a level 3, and 51% achieved a level 4 or higher. Our goal for the 2013-2014 is to increase the level 3 percentage to 32%, the level 4 or higher to 53%.

G2.B1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in reporting category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

G2.B1.S1 These strategies will be used during instructional time to facilitate the students in Literary Analysis / Fiction / NonFiction. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

Facilitator:

Patty Cohen

Participants:

All Teachers

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

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G3. The 2013 FCAT 2.0 Reading assessment indicates that 77% of our students made learning gains, and 69% of our lowest 25% students made gains. The 2013-2014 school year is to increase the percentage of learning gains to 82% and 72% for the lowest 25%.

G3.B1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

G3.B1.S1 These strategies will be used during instructional time to facilitate the students in Reading Application. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

Facilitator:

Patty Cohen

Participants:

All Reading Teachers

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

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Reading Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G4. The 2013 CELLA indicates a proficiency percentage of 66% in listening/speaking, 38% in reading, and 40% were proficient in writing. Our goal for the 2013-2014 CELLA is to increase listening/speaking to 69%, 44% reading, 46% writing.

G4.B1 Students require additional opportunities in and outside of the classroom to speak, read, and write in English.

G4.B1.S1 These strategies will be used during instructional time to facilitate the students in listening/speaking, reading, and writing: 1. Read Alouds 2. Think Alouds 3. Readers Theater 4. Differentiated Instruction 5. Reciprocal Teaching Strategies 6. Graphic Organizers 7. Reading Response journals.

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

ESOL Liaison and MTSS/ RtI team

Target Dates or Schedule

Bi-Monthly Meetings

Evidence of Completion

Results of the 2014 CELLA, 2014 FCAT 2.0 Reading Assessment.

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

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

ESOL Liaison and MTSS/ RtI team

Target Dates or Schedule

Bi-Monthly Meetings

Evidence of Completion

Results of the 2014 CELLA, 2014 FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G4.B1.S1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

ESOL Liaison and MTSS/ RtI team

Target Dates or Schedule

Bi-Monthly Meetings

Evidence of Completion

Results of the 2014 CELLA, 2014 FCAT 2.0 Reading Assessment.

G5. On the 2013 administration of the Writing FCAT, 60% of our students achieved a level of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of student proficiency at 64%.

G5.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G5.B1.S1 These strategies will be used during instructional time to facilitate the students in Narrative Writing. 1. Graphic Organizers 2. Anchor Paper 3. Mini-Lessons 4. Concept Maps

Action Step 1

During writing instruction, students will develop pre-writing plan that includes: main idea, descriptive details, characters, sequence of events, and settings including the use of figurative language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, and Language Arts Liaison

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Monthly Writing Assessment, FCAT Writing Pretest, 2014 Writing FCAT 2.0

Facilitator:

Patricia Hernandez

Participants:

All Language Arts Teacher

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

During writing instruction, students will develop pre-writing plan that includes: main idea, descriptive details, characters, sequence of events, and settings including the use of figurative language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, and Language Arts Liaison

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Monthly Writing Assessment, FCAT Writing Pretest, 2014 Writing FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

During writing instruction, students will develop pre-writing plan that includes: main idea, descriptive details, characters, sequence of events, and settings including the use of figurative language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, and Language Arts Liaison

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Monthly Writing Assessment, FCAT Writing Pretest, 2014 Writing FCAT 2.0

G6. The 2013 Mathematics FCAT 2.0 indicates that 83% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to maintain our 83%.

G6.B1 The 2013 FCAT performance data indicate that all subgroups met the target set in the 2012-2013 school improvement plan. For the 2013-2014 school year we plan on maintaining our targeted percents for the 2014 Mathematics FCAT 2.0.

G6.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Math. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative's

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

Facilitator:

Tina Douglas

Participants:

All Math Teachers

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

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G6.B1.S1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G7. The results of the Mathematics FCAT 2.0 indicates 35% achieved a level 3, and 47% achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase the level 3 percentage to 36%, the level 4 or higher to 48%.

G7.B1 According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G7.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Math. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

Facilitator:

Tina Douglas

Participants:

All Math Teachers

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

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G7.B1.S1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G8. The 2013 Mathematics FCAT 2.0 indicates that 64% of our students are making learning gains, along with the lowest 25%. Our goal for the 2013-2014 school year is for our lowest 25% students and our students to increase the percentage to 68%.

G8.B1 According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G8.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Geometry and Measurement. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

Facilitator:

Tina Douglas

Participants:

All Math Teachers

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

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G8.B1.S1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Person or Persons Responsible

MTSS/RTI, LLT, and Math Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G9. The results of the Science FCAT 2.0 indicates 31% achieved a level 3, and 39% achieved a level 4 or higher. Our goal for the 2013-2014 school year is increase the level 3 percentage to 33%, the level 4 or higher to 40%.

G9.B1 According to the results of the 2013 FCAT 2.0 Science, students in 5th Grade experienced difficulty in Reporting Category 1, Nature Science. Students need many and varied opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G9.B1.S1 These strategies will be used during instructional time to facilitate the students in the Nature of Science. 1. Modeling 2. Use Illustrations/Diagrams 3. Key Vocabulary 4. Interpreting Data 5. Observations

Action Step 1

During science instruction, students will develop opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. 1. Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) 2. The increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. 3. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, and Science Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All science teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through science interim and science baseline. Finally, all students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Science FCAT 2.0

Facilitator:

Leslie Rocha

Participants:

All Science Teachers

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

During science instruction, students will develop opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. 1. Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) 2. The increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. 3. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, and Science Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All science teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through science interim and science baseline. Finally, all students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Science FCAT 2.0

Plan to Monitor Effectiveness of G9.B1.S1

During science instruction, students will develop opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. 1. Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) 2. The increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. 3. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.

Person or Persons Responsible

Teachers, MTSS/RTI, LLT, and Science Liaison

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All science teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through science interim and science baseline. Finally, all students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Science FCAT 2.0

G10. Our goal for the 2013-2014 schools year is for 93% of students working on STEM.

G10.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM school wide technological activities and fairs. This will allow students to interact with technological skills within their reading, mathematical, and scientific curriculum and how it relates to personal experiences.

G10.B1.S1 1. We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.) 2. Organize field trips which will provide opportunities in STEM. 3. Schedule respect presenters/ guest speakers which emphasize the importance of STEM. 4. Use current event to addresses the needs of STEM in the real world.

Action Step 1

The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

MTSS/RTI, LLT, Math and Science Liaison will monitor over Science, Mathematics, Science Leader, and Science & Math teachers.

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Student Roasters

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

The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

MTSS/RTI, LLT, Math and Science Liaison will monitor over Science, Mathematics, Science Leader, and Science & Math teachers.

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Student Roasters

Plan to Monitor Effectiveness of G10.B1.S1

The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

MTSS/RTI, LLT, Math and Science Liaison will monitor over Science, Mathematics, Science Leader, and Science & Math teachers.

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Student Roasters

G11. Our goal for the 2013-2014 school year is for 95% parental involvement.

G11.B1 Given a strong emphasis on the parental involvement at the school, 93% of parents will complete the volunteer hours defined in the parent contract during the 2012-2013 school year, as evidenced by the teacher and volunteer logs.

G11.B1.S1 Parents have the opportunity to take part in the following activities: o Science Fair. o During career speaker and truck day parents have the opportunity to take parent in presenting their careers to their child's class and other classes. o At the beginning of the year we have our open house, parents are welcome to come to meet the teacher and understand the class procedures for the upcoming school year. o This year we will have two "Nights Under the Stars", during the events students, teachers, parents, and administrators gather for a fun family night. o Hispanic Heritage & Black History Month parents are encouraged to come in and take part in the festivities. o Parents are always welcome to come in and take part in everyday classroom activities, like helping with science lab, arts and crafts, or reading to the students. o FCAT Parent Meeting will provide parents with all the updated information of the FCAT assessment. o Award Ceremony o Two Scholastic Fairs o Holiday Store o Field Trips o We also provide parents in with an opportunity to take part in McDonalds Night and Chucky Cheese Night.

Action Step 1

Parent Involvement within the classrooms and school setting.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign Sheets and Volunteer Logs

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

Parent Involvement within the classrooms and school setting.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign Sheet and Volunteer Logs

Plan to Monitor Effectiveness of G11.B1.S1

Parent Involvement within the classrooms and school setting.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign Sheets and Volunteer Logs

G12. Our goal in monitoring the Early Warning System, is to increase student attendance be decreasing the number of students who miss 10% more or more of instructional time.

G12.B1 We understand that student academic development is correlated to student attendance. In monitoring the Early Warning System, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, the number of students retained in third grade and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.

G12.B1.S1 Build a strong communication among the parents, faculty, staff, and school administration.

Action Step 1

The following action steps will be implemented: o Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team. o The MTSS/RTI team will monitor students who receive two or more behavior referrals providing students with counseling and encouraging parental involvement. o A reward system will be established to recognize students' outstanding citizenship through "Student of the Month." o Before and after school free tutoring programs will be established in order to address student's areas of needs.

Person or Persons Responsible

Teachers, Attendance Clerk, Administration, and Counselor

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardy.

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

The following action steps will be implemented: o Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team. o The MTSS/RTI team will monitor students who receive two or more behavior referrals providing students with counseling and encouraging parental involvement. o A reward system will be established to recognize students' outstanding citizenship through "Student of the Month." o Before and after school free tutoring programs will be established in order to address student's areas of needs.

Person or Persons Responsible

Teachers, Attendance Clerk, Administration, and Counselor

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardy.

Plan to Monitor Effectiveness of G12.B1.S1

The following action steps will be implemented: o Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team. o The MTSS/RTI team will monitor students who receive two or more behavior referrals providing students with counseling and encouraging parental involvement. o A reward system will be established to recognize students' outstanding citizenship through "Student of the Month." o Before and after school free tutoring programs will be established in order to address student's areas of needs.

Person or Persons Responsible

Teachers, Attendance Clerk, Administration, and Counselor

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The 2013 Reading FCAT 2.0 indicates that 80% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 84%.

G1.B1 Students in the Hispanic, ELL, and ED subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 3 Literary Analysis / Fiction/ Nonfiction (LA.3.5.2.1.2). Students are having difficulties in determining the main idea, elements of story structure, identify and explain descriptive language, and purpose of text within the essential question and grade level text.

G1.B1.S1 These strategies will be used during instructional time to facilitate the students in Literary Analysis / Fiction / NonFiction. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

PD Opportunity 1

The students will be able to determine the following: * Main Idea and Key Details * Elements of Story Structure * Identify and Explain Descriptive Language * Purpose text within the essential question

Facilitator

Patty Cohen

Participants

All Reading Teachers

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G2. The results of the Reading FCAT 2.0 indicates 28% achieved a level 3, and 51% achieved a level 4 or higher. Our goal for the 2013-2014 is to increase the level 3 percentage to 32%, the level 4 or higher to 53%.

G2.B1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in reporting category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

G2.B1.S1 These strategies will be used during instructional time to facilitate the students in Literary Analysis / Fiction / NonFiction. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

PD Opportunity 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Facilitator

Patty Cohen

Participants

All Teachers

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G3. The 2013 FCAT 2.0 Reading assessment indicates that 77% of our students made learning gains, and 69% of our lowest 25% students made gains. The 2013-2014 school year is to increase the percentage of learning gains to 82% and 72% for the lowest 25%.

G3.B1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

G3.B1.S1 These strategies will be used during instructional time to facilitate the students in Reading Application. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

PD Opportunity 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Facilitator

Patty Cohen

Participants

All Reading Teachers

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All subject area teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through Reading Plus, Accelerated Reader, and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

G5. On the 2013 administration of the Writing FCAT, 60% of our students achieved a level of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of student proficiency at 64%.

G5.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G5.B1.S1 These strategies will be used during instructional time to facilitate the students in Narrative Writing. 1. Graphic Organizers 2. Anchor Paper 3. Mini-Lessons 4. Concept Maps

PD Opportunity 1

During writing instruction, students will develop pre-writing plan that includes: main idea, descriptive details, characters, sequence of events, and settings including the use of figurative language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Facilitator

Patricia Hernandez

Participants

All Language Arts Teacher

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Monthly Writing Assessment, FCAT Writing Pretest, 2014 Writing FCAT 2.0

G6. The 2013 Mathematics FCAT 2.0 indicates that 83% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to maintain our 83%.

G6.B1 The 2013 FCAT performance data indicate that all subgroups met the target set in the 2012-2013 school improvement plan. For the 2013-2014 school year we plan on maintaining our targeted percents for the 2014 Mathematics FCAT 2.0.

G6.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Math. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative's

PD Opportunity 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Facilitator

Tina Douglas

Participants

All Math Teachers

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G7. The results of the Mathematics FCAT 2.0 indicates 35% achieved a level 3, and 47% achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase the level 3 percentage to 36%, the level 4 or higher to 48%.

G7.B1 According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G7.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Math. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative

PD Opportunity 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Facilitator

Tina Douglas

Participants

All Math Teachers

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G8. The 2013 Mathematics FCAT 2.0 indicates that 64% of our students are making learning gains, along with the lowest 25%. Our goal for the 2013-2014 school year is for our lowest 25% students and our students to increase the percentage to 68%.

G8.B1 According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G8.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Geometry and Measurement. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative

PD Opportunity 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Facilitator

Tina Douglas

Participants

All Math Teachers

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All Math teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through IXL and SuccessMaker. Finally, all Students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Mathematics FCAT 2.0

G9. The results of the Science FCAT 2.0 indicates 31% achieved a level 3, and 39% achieved a level 4 or higher. Our goal for the 2013-2014 school year is increase the level 3 percentage to 33%, the level 4 or higher to 40%.

G9.B1 According to the results of the 2013 FCAT 2.0 Science, students in 5th Grade experienced difficulty in Reporting Category 1, Nature Science. Students need many and varied opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G9.B1.S1 These strategies will be used during instructional time to facilitate the students in the Nature of Science. 1. Modeling 2. Use Illustrations/Diagrams 3. Key Vocabulary 4. Interpreting Data 5. Observations

PD Opportunity 1

During science instruction, students will develop opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. 1. Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) 2. The increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. 3. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.

Facilitator

Leslie Rocha

Participants

All Science Teachers

Target Dates or Schedule

Daily, Weekly, Monthly Meetings

Evidence of Completion

All science teachers will use the above strategies within their lessons on a weekly basis. The administration will conduct daily walk throughs and formal observations will be used to monitor the teacher's use of the above strategies. Student's work and journals will be used as evidence. In addition, teachers and the administrative team will monitor student's progress through science interim and science baseline. Finally, all students with Disability and ELL students will have the proper accommodations and strategies incorporated within the learning environment. The following assessments will also be given: Teacher-made tests, Baseline Assessment, Interim Assessment, and Science FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The 2013 Reading FCAT 2.0 indicates that 80% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 84%.	$3,300
G2.	The results of the Reading FCAT 2.0 indicates 28% achieved a level 3, and 51% achieved a level 4 or higher. Our goal for the 2013-2014 is to increase the level 3 percentage to 32%, the level 4 or higher to 53%.	$45,000
G3.	The 2013 FCAT 2.0 Reading assessment indicates that 77% of our students made learning gains, and 69% of our lowest 25% students made gains. The 2013-2014 school year is to increase the percentage of learning gains to 82% and 72% for the lowest 25%.	$1,000
G5.	On the 2013 administration of the Writing FCAT, 60% of our students achieved a level of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of student proficiency at 64%.	$1,000
G6.	The 2013 Mathematics FCAT 2.0 indicates that 83% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to maintain our 83%.	$3,000
G7.	The results of the Mathematics FCAT 2.0 indicates 35% achieved a level 3, and 47% achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase the level 3 percentage to 36%, the level 4 or higher to 48%.	$4,600
G8.	The 2013 Mathematics FCAT 2.0 indicates that 64% of our students are making learning gains, along with the lowest 25%. Our goal for the 2013-2014 school year is for our lowest 25% students and our students to increase the percentage to 68%.	$4,000
G9.	The results of the Science FCAT 2.0 indicates 31% achieved a level 3, and 39% achieved a level 4 or higher. Our goal for the 2013-2014 school year is increase the level 3 percentage to 33%, the level 4 or higher to 40%.	$1,500
	Total	$63,400

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Materials	Technology
Total	$63,400	$55,400	$8,000
Operating Account	$4,300	$7,300	$3,000
Operating Funds	$49,600	$49,600	
School Funds	$5,000	$5,000	
ESSAC	$1,500	$1,500	

Budget Details

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

G1. The 2013 Reading FCAT 2.0 indicates that 80% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 84%.

G1.B1 Students in the Hispanic, ELL, and ED subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 3 Literary Analysis / Fiction/ Nonfiction (LA.3.5.2.1.2). Students are having difficulties in determining the main idea, elements of story structure, identify and explain descriptive language, and purpose of text within the essential question and grade level text.

G1.B1.S1 These strategies will be used during instructional time to facilitate the students in Literary Analysis / Fiction / NonFiction. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

Action Step 1

The students will be able to determine the following: * Main Idea and Key Details * Elements of Story Structure * Identify and Explain Descriptive Language * Purpose text within the essential question

Resource Type

Evidence-Based Materials

Resource

Reading Plus

Funding Source

Operating Account

Amount Needed

$3,300

G2. The results of the Reading FCAT 2.0 indicates 28% achieved a level 3, and 51% achieved a level 4 or higher. Our goal for the 2013-2014 is to increase the level 3 percentage to 32%, the level 4 or higher to 53%.

G2.B1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in reporting category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

G2.B1.S1 These strategies will be used during instructional time to facilitate the students in Literary Analysis / Fiction / NonFiction. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Resource Type

Evidence-Based Materials

Resource

Textbooks & Practice Book

Funding Source

Operating Funds

Amount Needed

$45,000

G3. The 2013 FCAT 2.0 Reading assessment indicates that 77% of our students made learning gains, and 69% of our lowest 25% students made gains. The 2013-2014 school year is to increase the percentage of learning gains to 82% and 72% for the lowest 25%.

G3.B1 Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 Reading Application (LA.3.5.1.7.2-7). Students are having difficulties identifying author's purpose, main idea, relevant details, conclusion/inferences, chronological order, cause and effect, text structure, identifying the theme or topic of passage, compare and contrast within the grade level text and through the essential question.

G3.B1.S1 These strategies will be used during instructional time to facilitate the students in Reading Application. 1. Graphic Organizers 2. Key Words 3. Mini-Lessons 4. Differentiated Instruction 5. Concept Maps

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Resource Type

Evidence-Based Materials

Resource

Science Experiment Supplies

Funding Source

Operating Account

Amount Needed

$1,000

G5. On the 2013 administration of the Writing FCAT, 60% of our students achieved a level of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of student proficiency at 64%.

G5.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G5.B1.S1 These strategies will be used during instructional time to facilitate the students in Narrative Writing. 1. Graphic Organizers 2. Anchor Paper 3. Mini-Lessons 4. Concept Maps

Action Step 1

During writing instruction, students will develop pre-writing plan that includes: main idea, descriptive details, characters, sequence of events, and settings including the use of figurative language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Resource Type

Technology

Resource

BrainPop

Funding Source

School Funds

Amount Needed

$1,000

G6. The 2013 Mathematics FCAT 2.0 indicates that 83% of our students scored at or above a level 3. Our goal for the 2013-2014 school year is to maintain our 83%.

G6.B1 The 2013 FCAT performance data indicate that all subgroups met the target set in the 2012-2013 school improvement plan. For the 2013-2014 school year we plan on maintaining our targeted percents for the 2014 Mathematics FCAT 2.0.

G6.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Math. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative's

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Resource Type

Technology

Resource

SuccessMaker

Funding Source

Operating Account

Amount Needed

$3,000

G7. The results of the Mathematics FCAT 2.0 indicates 35% achieved a level 3, and 47% achieved a level 4 or higher. Our goal for the 2013-2014 school year is to increase the level 3 percentage to 36%, the level 4 or higher to 48%.

G7.B1 According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G7.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Math. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Resource Type

Evidence-Based Materials

Resource

Math Textbooks

Funding Source

Operating Funds

Amount Needed

$4,600

G8. The 2013 Mathematics FCAT 2.0 indicates that 64% of our students are making learning gains, along with the lowest 25%. Our goal for the 2013-2014 school year is for our lowest 25% students and our students to increase the percentage to 68%.

G8.B1 According to the results of the 2013 FCAT 2.0, students in Grades 3rd through 5th experienced difficulty in Reporting Category, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G8.B1.S1 These strategies will be used during instructional time to facilitate the students in all areas of Geometry and Measurement. 1. Mini-Lessons 2. Concepts Words 3. Modeling 4. Differentiated Instruction 5. Manipulative

Action Step 1

To observe that all action steps and strategies are being incorporated effectively and efficiently.

Resource Type

Technology

Resource

Renaissance Software (Accelerated Reader & STAR)

Funding Source

School Funds

Amount Needed

$4,000

G9. The results of the Science FCAT 2.0 indicates 31% achieved a level 3, and 39% achieved a level 4 or higher. Our goal for the 2013-2014 school year is increase the level 3 percentage to 33%, the level 4 or higher to 40%.

G9.B1 According to the results of the 2013 FCAT 2.0 Science, students in 5th Grade experienced difficulty in Reporting Category 1, Nature Science. Students need many and varied opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

G9.B1.S1 These strategies will be used during instructional time to facilitate the students in the Nature of Science. 1. Modeling 2. Use Illustrations/Diagrams 3. Key Vocabulary 4. Interpreting Data 5. Observations

Action Step 1

During science instruction, students will develop opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify the control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. 1. Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) 2. The increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. 3. Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.

Resource Type

Evidence-Based Materials

Resource

Science Studies Weekly Newspaper

Funding Source

ESSAC

Amount Needed

$1,500