



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Summerville Advantage Academy**

11575 SW 243RD ST

Homestead, FL 33032

305-253-2123

<http://www.summervillecharterschool.com>

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
75%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
95%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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

Summerville Advantage Academy

##### Principal

Nathaniel Grasc: Breezy Leza

##### School Advisory Council chair

Estelle Strader

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

##### Name

##### Title

Victoria Ramos

Assistant Principal

#### 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

Breezy Leza Principal  
 Nelsy Gutierrez Teacher  
 Alicia Villasana Teacher  
 Carey Smith Teacher  
 Kristine Ramirez Teacher  
 Nicole Sarria Teacher  
 Arelys Miranda Alternate Teacher  
 Victoria Ramos Educational Support Employee  
 Pamela Picasso AE  
 Zoila Bartia Parent  
 Wendy Pacheco Parent  
 Nadine Rolle Parent  
 Lauren Marrero Parent  
 Damaris Pineda Parent  
 Maria Mena Parent  
 Zoida Hafed Alternate Parent  
 Rodney Ramirez Student

Rey Marrero Alternate Student  
Melissa Aguilar (EESAC Chairperson)

**Involvement of the SAC in the development of the SIP**

The involvement of the SAC is to meet quarterly school performance data and strategies to intervene in areas of deficiency. In the spirit of the Florida continuous improvement model, the SAC committee reviews the effectiveness of the strategies and makes necessary recommendations. Thus they approve the SIP and any changes throughout the year of the SIP.

**Activities of the SAC for the upcoming school year**

The involvement of the SAC is to meet quarterly school performance data. The SAC committee is also responsible for approving the SIP annually.

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

In an attempt to support the mission and vision of the school and increase student achievement, SAC funds may be used to purchase student incentives for attendance and demonstration of positive behavior.

SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school library. The SAC committee will vote to approve above-mentioned budget, such actions will be reflected in the meeting minutes.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Nathaniel Grash: Breezy Leza**

Principal

Years as Administrator: 5

Years at Current School: 2

**Credentials**

Elem. Ed. Bachelors  
 Masters in Reading  
 Specialist Ed. Leadership  
 K-6 Elementary Education Teacher's Certification  
 ESOL Endorsed

**Performance Record**

2013  
 School Grade C  
 AYP N  
 High Stds Reading 51  
 High Stds in Math 55  
 Lrng Gains Read 58  
 Lrng Gains Math 63  
 Gains R 25 73  
 Gains M 25 71  
 2012  
 School Grade B  
 High Stds Reading 58  
 High Stds in Math 51  
 Lrng Gains Read 73  
 Lrng Gains Math 61  
 Gains R 25 82  
 Gains M 25 55  
 2011  
 School Grades A  
 AYP N  
 High Stds Reading 79  
 High Stds in Math 77  
 Lrng Gains Read 68  
 Lrng Gains Math 71  
 Gains R 25 68  
 Gains M 25 64  
 2010  
 School Grades A  
 AYP  
 High Stds Reading 76  
 High Stds in Math 72  
 Lrng Gains Read 73  
 Lrng Gains Math 66  
 Gains R 25 67  
 Gains M 25 63  
 2009  
 School Grades A  
 AYP  
 High Stds Reading 70  
 High Stds in Math 66  
 Lrng Gains Read 68  
 Lrng Gains Math 69



Gains R 25 71  
 Gains M 25 73

**Victoria Ramos**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

English Lit. Bachelors  
 Masters in Educational Leadership  
 K-6 Elementary Education Teacher's Certification  
 ESOL Endorsed

**Performance Record**

2013  
 School Grades B  
 AYP NA  
 High Stds Reading 58  
 High Stds in Math 53  
 Lrng Gains Read 71  
 Lrng Gains Math 62  
 2012  
 School Grades B  
 AYP NA  
 High Stds Reading 58  
 High Stds in Math 51  
 Lrng Gains Read 68  
 Lrng Gains Math 61  
 2011  
 School Grades A  
 AYP N  
 High Stds Reading 79  
 High Stds in Math 77  
 Lrng Gains Read 68  
 Lrng Gains Math 71  
 2010  
 School Grades A  
 AYP Y  
 High Stds Reading 76  
 High Stds in Math 72  
 Lrng Gains Read 73  
 Lrng Gains Math 66  
 2009  
 School Grades A  
 AYP N  
 High Stds Reading 70  
 High Stds in Math 66  
 Lrng Gains Read 68  
 Lrng Gains Math 69

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Pamela Picasso**

Full-time / School-based

Years as Coach: 2

Years at Current School: 2

**Areas**

Reading/Literacy

**Credentials**

Bachelor in Science in Political Science  
 Master in Science in Reading Education  
 Certification  
 Elementary Education K-6  
 ESOL K-12  
 Reading K-12

**Performance Record**

2013  
 School Grade C  
 AYP N  
 High Stds Reading 51  
 High Stds in Math 55  
 Lrng Gains Read 58  
 Lrng Gains Math 63  
 Gains R 25 73  
 Gains M 25 71  
 2012  
 School Grade B  
 AYP Y  
 High Stds Reading 58  
 High Stds in Math 51  
 Lrng Gains Read 73  
 Lrng Gains Math 61  
 Gains R 25 82  
 Gains M 25 55  
 2011  
 School Grades A  
 AYP N  
 High Stds Reading 79  
 High Stds in Math 77  
 Lrng Gains Read 68  
 Lrng Gains Math 71  
 Gains R 25 68  
 Gains M 25 64  
 2010  
 School Grades A  
 AYP N  
 High Stds Reading 76  
 High Stds in Math 72  
 Lrng Gains Read 73  
 Lrng Gains Math 66  
 Gains R 25 67  
 Gains M 25 63  
 2009  
 School Grades A  
 AYP  
 High Stds Reading 70

High Stds in Math 66  
Lrng Gains Read 68  
Lrng Gains Math 69  
Gains R 25 71  
Gains M 25 73

<b>Pilar Valdes</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	K-6 Elementary Education ESOL Endorsed Educational Leadership Degrees: Bachelor of Science in Biological Sciences Master of Science in Educational Leadership	
<b>Performance Record</b>	2013 School Grades C AYP N High Stds Reading 63 High Stds in Math 65 Lrng Gains Read 70 Lrng Gains Math 67 Gains R 25 70 Gains M 25 67 2012 School Grades B AYP Y High Stds Reading 62 High Stds in Math 63 Lrng Gains Read 73 Lrng Gains Math 59 Gains R 25 63 Gains M 25 56 2011 School Grades A AYP N High Stds Reading 79 High Stds in Math 77 Lrng Gains Read 68 Lrng Gains Math 71 Gains R 25 Gains M 25 2010 School Grades A AYP N High Stds Reading 76 High Stds in Math 72 Lrng Gains Read 73 Lrng Gains Math 66 Gains R 25 67 Gains M 25 63 2009 School Grades A AYP High Stds Reading 70	

High Stds in Math 66  
Lrng Gains Read 68  
Lrng Gains Math 69  
Gains R 25 71  
Gains M 25 73

### Classroom Teachers

**# of classroom teachers**

26

**# receiving effective rating or higher**

26, 100%

**# Highly Qualified Teachers**

69%

**# certified in-field**

26, 100%

**# ESOL endorsed**

18, 69%

**# reading endorsed**

1, 4%

**# with advanced degrees**

0, 0%

**# National Board Certified**

0, 0%

**# first-year teachers**

11, 42%

**# with 1-5 years of experience**

7, 27%

**# with 6-14 years of experience**

6, 23%

**# with 15 or more years of experience**

0, 0%

### Education Paraprofessionals

**# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

### Other Instructional Personnel

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. Provide salaries commensurate with district pay scale.
2. Employer will pay 90% of employee health costs.
3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview.
4. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable.
5. Soliciting referrals from current employees
6. Working with local universities to provide opportunities for internships and service learning hours

**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**

First year teachers will be paired with veteran teachers in the same subject area/ grade level. Activities of mentors will include but are not limited to modeling lessons/strategies aligned with common core anchor benchmarks.

**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**

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:
  - adjust the delivery of curriculum and instruction to meet the specific needs of students
  - adjust the delivery of behavior management system
  - adjust the allocation of school-based resources
  - drive decisions regarding targeted professional development
  - create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
  - Academic
    - FAIR assessment/PMRN
    - Interim and Baseline assessments
    - EDUSOFT Managed data
    - CELLA assessments
    - In-house Reading, Writing, Math and Science assessments

- FCAT Scores
- Student grades
- Behavior
- Student Case Management System
- In-house behavior database using our school-wide discipline plan
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

#### Assessment Administration and Data Collection Plan:

1. Teacher will administer assessment.
  - a. Teacher will submit assessment for scanning at the end of each testing session.
2. Testing Coordinator:
  - a. Collect all assessments from teachers.
  - b. Scan all assessment bubble sheets.
  - c. Pull reports from EDUSOFT for all assessment:
    - i. By grade level → Benchmark specific
3. Submit reports to Administration & Grade level lead via email.
4. Grade level lead will dissect data with team at grade level meeting.
  - a. Grade Level Meeting Minutes explain findings.
5. Principal and Assistant Principal meets with Grade Level Leads to discuss strengths and weaknesses.
  - a. Develop plan for remediation.
  - b. Use Data to track Bottom 25% students.
  - c. Use Data to track Bubble students.
  - d. Use Data to track Target students.
6. Use Data Tracking Posters to track grade level data.

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

1. The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.



7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

Frequent needs assessments will take place so as to support any areas with needed professional development. A focus on the FCIM will allow the MTSS to implement plans of action, evaluate their effectiveness, and make any necessary changes and adjustments.

**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**

Intervention:

Effectiveness of Reading Intervention instruction will be monitored using Voyager - On Going Progress Monitoring tool.

Effectiveness of Mathematics Intervention instruction will be monitored using Math Diagnostic for Tier Intervention.

On-going data analysis of Baseline assessment and Interim assessments will be used to assess periodic student progress in reading, mathematics, science and writing.

On-going Data chats will take place to monitor progress and adjust instruction as needed.

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

Training for all staff in the Rtl problem solving, data analysis process;

Providing support for school staff to understand basic Rtl principles and procedures; and providing a network of ongoing support for Rtl organized through feeder patterns.

Provide Parent Workshops to educate parents on data analysis.

**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:** 2,160

Students will be engaged in after school FCAT & SAT programs to instruct student in Reading and Mathematic strategies aligned with common core standards.

**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?**

Student data is collected monthly and analyzed to determine effectiveness . Students and teachers will set monthly goals in each subject area.

**Who is responsible for monitoring implementation of this strategy?**

Leadership team will meet monthly with teachers to dissect student data and determine areas of need.

**Literacy Leadership Team (LLT)**

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

Name	Title
Breezy Leza	Principal
Leila Ibanez	ESE Program Specialist
Pamela Picasso-Alarcon	Reading Coach
Victoria Ramos	Assistant Principal

**How the school-based LLT functions**

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

**Major initiatives of the LLT**

School wide the students will be using FCAT Explorer, Reading Plus to improve fluency and reading comprehension. School will provide incentives to students who reach predetermined individual goals.

**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**

Students from local preschools will be invited to attend Open House events prior to school year starting to offer information to parents and students. Incoming Kindergarten students were invited to a Summer Event on July 24, 2013 to tour the building and meet the teachers.

## 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	63%	51%	No	66%
American Indian				
Asian				
Black/African American	65%	40%	No	69%
Hispanic	62%	49%	No	66%
White	73%	64%	Yes	75%
English language learners	55%	38%	No	60%
Students with disabilities	48%	8%	No	54%
Economically disadvantaged	57%	47%	No	61%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	31%	35%
Students scoring at or above Achievement Level 4	47	19%	21%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	76%

**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)	55	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	35%	42%

**Postsecondary Readiness**

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

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	38	48%	53%
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	63%	55%	No	66%
American Indian				
Asian				
Black/African American	52%	48%	No	57%
Hispanic	64%	53%	No	68%
White	73%	64%	Yes	75%
English language learners	59%	41%	No	63%
Students with disabilities	68%	23%	No	72%
Economically disadvantaged	55%	23%	Yes	60%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	31%	34%
Students scoring at or above Achievement Level 4	58	23%	24%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		71%	74%

**Middle School Acceleration**

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

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	28%	32%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

**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)	10		11
Participation in STEM-related experiences provided for students	300	66%	67%

**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	29	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	1%
Students who are not proficient in reading by third grade	45	54%	49%
Students who receive two or more behavior referrals	21	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	4%	3%

**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**

Parents are unfamiliar with the availability of opportunities for parental involvement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement	300	55%	56%

## Goals Summary

- G1.** The 2013 FCAT Reading Assessment indicates that 51% of the students met the performance target for 2013. Our goal is to increase 15 percentage points to the 2014 targeted goal.
- G2.** The 2013 FCAT Writing Test indicate that 48% of the students met the performance target for 2013. Our goal is to increase proficiency 5 percentage points to the 2014 targeted goal.
- G3.** The 2013 FCAT Math Assessment indicates that 55% of the students met the performance target for 2013. Our goal is to increase 11 percentage points to the 2014 targeted goal.
- G4.** The 2013 FCAT Science Test indicate that 28% of the students met the performance target for 2013. Our goal is to increase proficiency 4 percentage points to the 2014 targeted goal.
- G5.** Increase the implementation of virtual labs in science using manipulatives and LCD projectors. Increase the implementation of virtual manipulatives in math by promoting the participation of Mathletics.
- G6.** Reduce the percent of students whose behavior or attendance negatively impacts their learning to meet the 2014 target goals.
- G7.** 85% of the parents completed their volunteer hours by contributing time to the school. Our goal is that 95% of parents complete their volunteer hours.

## Goals Detail



**G1.** The 2013 FCAT Reading Assessment indicates that 51% of the students met the performance target for 2013. Our goal is to increase 15 percentage points to the 2014 targeted goal.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and their relationships.
- Implement resources from CRISS manual and training.
- Implement Worldly Wise School-wide to expose students to wide range of vocabulary including but not limited to the study of synonyms, antonyms, etc.

### **Targeted Barriers to Achieving the Goal**

- AMO Students in the Black (60%) , Hispanic (51%) and ED (92%) Subgroups demonstrated non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.
- FCAT LEVEL 3 Students in scoring a level 3 (69%) non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.
- FCAT LEVEL 4 Students in scoring a level 4 & level 5 (81%) non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.
- LEARNING GAINS- ALL STUDENTS Students who did not make learning gains (42%) demonstrated a non-proficiency in Reporting Category 1.
- LEARNING GAINS-Bottom 25% Students in the Bottom 25% (27%) who did not make learning gains demonstrated non-proficiency in Reporting Category 1.
- CELLA Speaking & Listening 40% Students demonstrated non-proficiency in the Listening and Speaking section of CELLA.
- CELLA Reading 62% of Students demonstrated non-proficiency in the Reading section of CELLA.
- CELLA Writing 65% of Students demonstrated non-proficiency in the Writing section of CELLA.
- ELL students (62%) demonstrated non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.
- SWD students (92%) demonstrated non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 CELLA

**G2.** The 2013 FCAT Writing Test indicate that 48% of the students met the performance target for 2013. Our goal is to increase proficiency 5 percentage points to the 2014 targeted goal.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writing Lead
- New Writing Standards

**Targeted Barriers to Achieving the Goal**

- Students not scoring a 3.5 or above demonstrated non-proficiency in modifying word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece.

### Plan to Monitor Progress Toward the Goal

Following FCIM model using data from Interim and FCAT 2.0

**Person or Persons Responsible**

MTSS/RTi Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments Summative Assessments - results for the 2014 FCAT 2.0

**G3.** The 2013 FCAT Math Assessment indicates that 55% of the students met the performance target for 2013. Our goal is to increase 11 percentage points to the 2014 targeted goal.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Math Connect
- Mathletics
- Math Intervention

**Targeted Barriers to Achieving the Goal**

- Students in the Black (52%) & Hispanic (47%) Subgroups demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.
- 69% of students not scoring level 3 on the FCAT demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.
- 77% of students not scoring level 4 and 5 on the FCAT demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.
- Students not making learning gains (37%) demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.
- Students in the bottom 25% (29%) Subgroup demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.
- Students in the ELL (59%) Subgroups demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.
- Students in the SWD (77%) Subgroups demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

MTSS/Rti Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative assessments - District Interim Assessments Summative assessments - Results from the 2014 FCAT 2.0

**G4.** The 2013 FCAT Science Test indicate that 28% of the students met the performance target for 2013. Our goal is to increase proficiency 4 percentage points to the 2014 targeted goal.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science Fusion Curriculum

**Targeted Barriers to Achieving the Goal**

- Students scoring a level 3 (28%) demonstrated non-proficiency in the Physical Science reporting category.
- Students scoring a level 4 & 5 (9%) demonstrated non-proficiency in the Physical Science reporting category.

**Plan to Monitor Progress Toward the Goal**

Following FCIM using Data from Interim and FCAT 2.0

**Person or Persons Responsible**

MTSS/Rti Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments - District Assessments Summative Assessments - results from FCAT 2.0

**G5.** Increase the implementation of virtual labs in science using manipulatives and LCD projectors. Increase the implementation of virtual manipulatives in math by promoting the participation of Mathletics.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Fusion
- Mathletics

**Targeted Barriers to Achieving the Goal**

- Students lack real-world science hands-on experience.
- Student participation in real world science experiences are negatively impacted due to low socio-economic status.

## Plan to Monitor Progress Toward the Goal

Following FCIM using Data from Interim and FCAT 2.0

### Person or Persons Responsible

MTSS/Rti Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessments - District Assessments Summative Assessments - results from FCAT 2.0

**G6.** Reduce the percent of students whose behavior or attendance negatively impacts their learning to meet the 2014 target goals.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Student Incentives including student recognitions for attendance.

### Targeted Barriers to Achieving the Goal

- 7% of students lack reliable transportation to and from school which hinders their attendance.
- 5% of students lack the understanding of school rules which causes behavior referrals.
- 2% of students lack mastery of core subject standards.
- 54% of students are not proficient in reading due to lack of appropriate intervention.
- 5% of students lack the understanding of school rules which leads to suspensions.

## Plan to Monitor Progress Toward the Goal

Review of attendance reports

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

ongoing

### Evidence of Completion:

Increase in student attendance.

**G7.** 85% of the parents completed their volunteer hours by contributing time to the school. Our goal is that 95% of parents complete their volunteer hours.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- School Events
- Parent Newsletter
- School Website

**Targeted Barriers to Achieving the Goal**

- Parents are unfamiliar with the availability of opportunities for parental involvement.

**Plan to Monitor Progress Toward the Goal**

Updated School database of parent volunteer hours

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Updated School database of parent volunteer hours

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The 2013 FCAT Reading Assessment indicates that 51% of the students met the performance target for 2013. Our goal is to increase 15 percentage points to the 2014 targeted goal.

**G1.B1** AMO Students in the Black (60%) , Hispanic (51%) and ED (92%) Subgroups demonstrated non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.

**G1.B1.S1** Additional opportunities will be provided to help Black, Hispanic and ED students improve their ability to determine multiple meaning in context and vocabulary.

### Action Step 1

Black and Hispanic students in grades 3-5 will receive remedial instructional support to address vocabulary deficiency. This intervention will teach reading strategies that help students determine meanings of words by using context clues.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and school generated assessments.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/Tests and Interim assessments

## Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Quizzes/Tests and Interim Assessments

**G1.B2** FCAT LEVEL 3 Students in scoring a level 3 (69%) non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.

**G1.B2.S1** Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues, in recognizing synonyms and antonyms and to recognize examples and non-examples of word relationships.

### Action Step 1

Students will engage vocabulary development using concept maps.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and school generated assessments, including benchmarks.

### Action Step 2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion



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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes, Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B2.S1**

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments - FCAT Quizzes, Tests and Interim Assessments

**G1.B3 FCAT LEVEL 4 Students in scoring a level 4 & level 5 (81%) non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.**

**G1.B3.S1** Instruction should include the use of concept maps to build enrichment knowledge of word meanings and relationships, context clues, in recognizing synonyms and antonyms and to recognize examples and non-examples of word relationships.

**Action Step 1**

Students will engage vocabulary development using concept maps.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes, Tests and Interim Assessments

## Plan to Monitor Effectiveness of G1.B3.S1

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments - FCAT Quizzes, Tests and Interim Assessments

**G1.B4 LEARNING GAINS- ALL STUDENTS** Students who did not make learning gains (42%) demonstrated a non-proficiency in Reporting Category 1.

**G1.B4.S1** Instruction should include the use of concept maps to re-teach general knowledge of word meanings and relationships, context clues, in recognizing synonyms and antonyms and to recognize examples and non-examples of word relationships.

### Action Step 1

Students will engage vocabulary development using concept maps.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes, Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B4.S1**

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments - FCAT Quizzes, Tests and Interim Assessments

**G1.B5 LEARNING GAINS**-Bottom 25% Students in the Bottom 25% (27%) who did not make learning gains demonstrated non-proficiency in Reporting Category 1.

**G1.B5.S1** Instruction should include the use of concept maps to re-teach general knowledge of word meanings and relationships, context clues, in recognizing synonyms and antonyms and to recognize examples and non-examples of word relationships.

**Action Step 1**

Students will engage vocabulary development using concept maps.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes, Tests and Interim Assessments

### Plan to Monitor Effectiveness of G1.B5.S1

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments - FCAT Quizzes, Tests and Interim Assessments

**G1.B6** CELLA Speaking & Listening 40% Students demonstrated non-proficiency in the Listening and Speaking section of CELLA.

**G1.B6.S1** Students will be engaged in listening and speaking activities to improve proficiency.

#### Action Step 1

Students will engage vocabulary development through conversation.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes, Tests and Interim Assessments

### Plan to Monitor Effectiveness of G1.B6.S1

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments - CELLA Quizzes, Tests and Interim Assessments

**G1.B7** CELLA Reading 62% of Students demonstrated non-proficiency in the Reading section of CELLA.

**G1.B7.S1** Students will be engaged in reading activities to improve reading comprehension .

#### Action Step 1

Students will engage decoding activities during reading comprehension.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes, Tests

### Plan to Monitor Effectiveness of G1.B7.S1

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments -CELLA Quizzes, Tests and Interim Assessments

**G1.B8** CELLA Writing 65% of Students demonstrated non-proficiency in the Writing section of CELLA.

**G1.B8.S1** Students will be engaged in writing activities to improve writing conventions.

#### Action Step 1

Students will be engaged in activities to improve writing conventions.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes, Tests



## Plan to Monitor Effectiveness of G1.B8.S1

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments - CELLA Quizzes, Tests and Interim Assessments

**G1.B9** ELL students (62%) demonstrated non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.

**G1.B9.S1** Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues, in recognizing synonyms and antonyms and to recognize examples and non-examples of word relationships.

### Action Step 1

Students will engage vocabulary development using concept maps.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes, Tests

### Plan to Monitor Effectiveness of G1.B9.S1

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments - FCAT Quizzes, Tests and Interim Assessments

**G1.B10** SWD students (92%) demonstrated non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.

**G1.B10.S1** Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues, in recognizing synonyms and antonyms.

#### Action Step 1

Students will engage vocabulary development using concept maps and context clues.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and school generated assessments, including benchmarks.

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

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes, Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B10.S1**

Follow the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments - FCAT Quizzes, Tests and Interim Assessments

**G2.** The 2013 FCAT Writing Test indicate that 48% of the students met the performance target for 2013. Our goal is to increase proficiency 5 percentage points to the 2014 targeted goal.

**G2.B1** Students not scoring a 3.5 or above demonstrated non-proficiency in modifying word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece.

**G2.B1.S1** Additional opportunities will be provided to students not scoring a level 3.5 or above in order to help them modify word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece.

**Action Step 1**

Teacher will attend professional development to implement 6 Traits of Writing and use interactive board for peer editing activities and writing lessons.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

In-Class Assessments Formative Assessments Summative Assessments

**Facilitator:**

Writing Lead

**Participants:**

Teacher

## Action Step 2

McKeel Project IBIS

### Person or Persons Responsible

Reading/ Language Arts Teachers

### Target Dates or Schedule

October 11, 2013

### Evidence of Completion

Teacher Sign In Sheet

### Facilitator:

Project IBIS Trainer

### Participants:

Reading Language Arts Teachers

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

Following FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Quizzes, Tests and Interim Assessments

## Plan to Monitor Effectiveness of G2.B1.S1

Following FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative Assessments Summative Assessments

**G3.** The 2013 FCAT Math Assessment indicates that 55% of the students met the performance target for 2013. Our goal is to increase 11 percentage points to the 2014 targeted goal.

**G3.B1** Students in the Black (52%) & Hispanic (47%) Subgroups demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B1.S1** Additional opportunities will be provided to help Black and Hispanic students improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

### Action Step 1

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

### Person or Persons Responsible

Rti

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Quizzes/Tests and Interim Assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Rti

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G3.B1.S1**

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Rti

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

**G3.B2** 69% of students not scoring level 3 on the FCAT demonstrated non-proficiency in Reporting Category 1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B2.S1** Additional opportunities will be provided to help students not scoring a level 3 improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

**Action Step 1**

Teacher will provide real world examples and hands-on activities to reinforce recall of addition facts and related subtraction facts, multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and school generated assessments including benchmarks.

**Facilitator:**

Math Coach

**Participants:**

Teachers



## **Action Step 2**

Math Exemplar Professional Development

### **Person or Persons Responsible**

Math Coach

### **Target Dates or Schedule**

September 18, 2013 Afterschool

### **Evidence of Completion**

Teachers Sign In sheet Teachers lesson plans demonstrate implementation of EXEMPLAR Math.

### **Facilitator:**

Math Coach

### **Participants:**

Math Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### **Person or Persons Responsible**

Leadership Team & Math Coach

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

### Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

Leadership Team/Math Coach

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments Quizzes/Tests and Interim Assessments

**G3.B3** 77% of students not scoring level 4 and 5 on the FCAT demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B3.S1** Additional opportunities will be provided to help students not scoring a level 4 or 5 improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

#### Action Step 1

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

#### Person or Persons Responsible

Rti

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Quizzes/Tests and Interim assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G3.B3.S1**

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

**G3.B4** Students not making learning gains (37%) demonstrated non-proficiency in Reporting Category 1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B4.S1** Additional opportunities will be provided to help students not making learning gains improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

**Action Step 1**

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

### Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

**G3.B5** Students in the bottom 25% (29%) Subgroup demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B5.S1** Math intervention strategies will be implemented with students in the bottom 25% through Triumphs Math Intervention Program

**Action Step 1**

Triumphs Math Intervention

**Person or Persons Responsible**

Math Coach

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Progress Monitoring

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

Bi-weekly Progress Monitoring

**Person or Persons Responsible**

Math Coach

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Progress Monitoring Tool

## Plan to Monitor Effectiveness of G3.B5.S1

Progress Monitoring

### Person or Persons Responsible

Admin

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Progress Monitoring Tool

**G3.B6** Students in the ELL (59%) Subgroups demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B6.S1** Additional opportunities will be provided to help ELL students improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

### Action Step 1

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

### Person or Persons Responsible

Rti

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Quizzes/Tests and Interim Assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G3.B6.S1**

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

**G3.B7** Students in the SWD (77%) Subgroups demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B7.S1** Additional opportunities will be provided to help SWD students improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

**Action Step 1**

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments



### **Plan to Monitor Effectiveness of G3.B7.S1**

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

Rti

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

**G4.** The 2013 FCAT Science Test indicate that 28% of the students met the performance target for 2013. Our goal is to increase proficiency 4 percentage points to the 2014 targeted goal.

**G4.B1** Students scoring a level 3 (28%) demonstrated non-proficiency in the Physical Science reporting category.

**G4.B1.S1** Provide students in grades 5 opportunities to engage in hands-on applications of physical science curriculum through the use of technology and models

#### **Action Step 1**

Teacher will provide students in grades 5 opportunities to engage in hands-on applications of physical science curriculum through the use of technology and models.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Quizzes/Tests and Interim assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Quizzes/Tests and Interim assessments

### **Plan to Monitor Effectiveness of G4.B1.S1**

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Rti

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative Assessments Quizzes/Tests and Interim Assessments

**G4.B2** Students scoring a level 4 & 5 (9%) demonstrated non-proficiency in the Physical Science reporting category.

**G4.B2.S1** Students in grades 5, will be engaged in real-world hands-on applications of science curriculum through the use of technology, models, and real-life experiences from teacher resources and websites.

**Action Step 1**

Teacher will implement virtual labs (websites and virtual manipulatives) using LCD projector.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and school generated assessments, including benchmarks.

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

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team / Science Lead

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments Quizzes/Test and Interim Assessments

## Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments Quizzes/Test and Interim Assessments

**G5.** Increase the implementation of virtual labs in science using manipulatives and LCD projectors. Increase the implementation of virtual manipulatives in math by promoting the participation of Mathematics.

**G5.B1** Students lack real-world science hands-on experience.

**G5.B1.S1** Students will be engaged in science labs to investigate science benchmarks/topics.

### Action Step 1

Teachers will engage students in real-world applications of science benchmarks.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and school generated assessments, including benchmarks

## Action Step 2

Science Project Wild

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

October 26, 2013

### Evidence of Completion

Teacher Sign In Sheet

### Facilitator:

Project Wild Trainer

### Participants:

Science Teachers

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

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Quizzes/Test and Interim Assessments

### Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative Assessments Quizzes/Test and Interim Assessments

**G5.B2** Student participation in real world science experiences are negatively impacted due to low socio-economic status.

**G5.B2.S1** Students will be engaged in real world science geared experiences through science labs and field trips.

#### Action Step 1

The teacher will provide students opportunities to engage in science labs.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

In class assignments.

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

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/Test and Interim Assessments

### Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Summative & Formative Assessments

**G6.** Reduce the percent of students whose behavior or attendance negatively impacts their learning to meet the 2014 target goals.

**G6.B1** 7% of students lack reliable transportation to and from school which hinders their attendance.

**G6.B1.S1** Assist students with receiving appropriate transportation.

**Action Step 1**

The school will assist students with receiving appropriate transportation.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increase in student attendance.

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

Continuous review of attendance reports

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Increase in student attendance.

### Plan to Monitor Effectiveness of G6.B1.S1

Continuous review of attendance reports.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Increase student attendance.

**G6.B2** 5% of students lack the understanding of school rules which causes behavior referrals.

**G6.B2.S1** Students will engage in discussion about appropriate classroom/school rules and behavior.

**Action Step 1**

Teachers will engage students in discussion about appropriate school & class behavior.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Improvement in student behavior and decrease in behavior referrals.

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

Review of Behavior referral reports

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Improvement in student behavior and decrease in behavior referrals.



### Plan to Monitor Effectiveness of G6.B2.S1

Review of Behavior referral reports

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Improvement in student behavior and decrease in behavior referrals.

### G6.B3 2% of students lack mastery of core subject standards.

**G6.B3.S1** Students will be engaged in academic intervention activities to increase mastery of core subjects.

**Action Step 1**

Teachers will engage students will be engaged in academic intervention activities to increase mastery of core subjects.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Improvement in School and District Assessments.

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

Review of student data

**Person or Persons Responsible**

Teachers/Leadership team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Summative & Formative Assessments

## Plan to Monitor Effectiveness of G6.B3.S1

Review of student data

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

ongoing

### Evidence of Completion

Formative & Summative Assessments.

**G6.B4** 54% of students are not proficient in reading due to lack of appropriate intervention.

**G6.B4.S1** Students will be engaged in targeted reading intervention.

### Action Step 1

Teachers will engage students in reading intervention to increase reading comprehension skills.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increase in student achievement in reading comprehension assessments.

### Action Step 2

Teachers will engage students in reading intervention to increase reading comprehension skills.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increase in student achievement in reading comprehension assessments.

### Plan to Monitor Fidelity of Implementation of G6.B4.S1

Review of student reading comprehension data

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative & Summative Assessments

### Plan to Monitor Effectiveness of G6.B4.S1

Review of Student data & adjustment to instruction as needed.

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative & Summative Assessments.

**G7.** 85% of the parents completed their volunteer hours by contributing time to the school. Our goal is that 95% of parents complete their volunteer hours.

**G7.B1** Parents are unfamiliar with the availability of opportunities for parental involvement.

**G7.B1.S4** Provide parents with options on volunteering as part of school contract.

**Action Step 1**

Send flyers and advertising to inform parents of school events and volunteer opportunities in advance.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Volunteer Logs

## Plan to Monitor Fidelity of Implementation of G7.B1.S4

Parent Volunteer Logs

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Updated School database of parent volunteer hours

## Plan to Monitor Effectiveness of G7.B1.S4

Parent Volunteer Logs

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Updated School database of parent volunteer hours

## Coordination and Integration

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

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

Title 1 funds will be allocated to fund our school's reading and math coach to provide teachers with the necessary training to meet student's needs.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G2.** The 2013 FCAT Writing Test indicate that 48% of the students met the performance target for 2013. Our goal is to increase proficiency 5 percentage points to the 2014 targeted goal.

**G2.B1** Students not scoring a 3.5 or above demonstrated non-proficiency in modifying word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece.

**G2.B1.S1** Additional opportunities will be provided to students not scoring a level 3.5 or above in order to help them modify word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece.

### PD Opportunity 1

Teacher will attend professional development to implement 6 Traits of Writing and use interactive board for peer editing activities and writing lessons.

#### Facilitator

Writing Lead

#### Participants

Teacher

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

In-Class Assessments Formative Assessments Summative Assessments

## PD Opportunity 2

McKeel Project IBIS

### Facilitator

Project IBIS Trainer

### Participants

Reading Language Arts Teachers

### Target Dates or Schedule

October 11, 2013

### Evidence of Completion

Teacher Sign In Sheet

**G3.** The 2013 FCAT Math Assessment indicates that 55% of the students met the performance target for 2013. Our goal is to increase 11 percentage points to the 2014 targeted goal.

**G3.B2** 69% of students not scoring level 3 on the FCAT demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B2.S1** Additional opportunities will be provided to help students not scoring a level 3 improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

## PD Opportunity 1

Teacher will provide real world examples and hands-on activities to reinforce recall of addition facts and related subtraction facts, multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence.

### Facilitator

Math Coach

### Participants

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and school generated assessments including benchmarks.

## PD Opportunity 2

Math Exemplar Professional Development

### Facilitator

Math Coach

### Participants

Math Teachers

### Target Dates or Schedule

September 18, 2013 Afterschool

### Evidence of Completion

Teachers Sign In sheet Teachers lesson plans demonstrate implementation of EXEMPLAR Math.

**G5.** Increase the implementation of virtual labs in science using manipulatives and LCD projectors. Increase the implementation of virtual manipulatives in math by promoting the participation of Mathletics.

**G5.B1** Students lack real-world science hands-on experience.

**G5.B1.S1** Students will be engaged in science labs to investigate science benchmarks/topics.

## PD Opportunity 1

Science Project Wild

### Facilitator

Project Wild Trainer

### Participants

Science Teachers

### Target Dates or Schedule

October 26, 2013

### Evidence of Completion

Teacher Sign In Sheet



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The 2013 FCAT Reading Assessment indicates that 51% of the students met the performance target for 2013. Our goal is to increase 15 percentage points to the 2014 targeted goal.	\$1,000
G3.	The 2013 FCAT Math Assessment indicates that 55% of the students met the performance target for 2013. Our goal is to increase 11 percentage points to the 2014 targeted goal.	\$12,003
Total		\$13,003

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	\$1,000	\$1,000
Title 1 Funds	\$12,003	\$12,003
Total	\$13,003	\$13,003

### Budget Details

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

**G1.** The 2013 FCAT Reading Assessment indicates that 51% of the students met the performance target for 2013. Our goal is to increase 15 percentage points to the 2014 targeted goal.

**G1.B1** AMO Students in the Black (60%) , Hispanic (51%) and ED (92%) Subgroups demonstrated non-proficiency in Reporting Category 1, Multiple meaning in Context and Vocabulary.

**G1.B1.S1** Additional opportunities will be provided to help Black, Hispanic and ED students improve their ability to determine multiple meaning in context and vocabulary.

#### Action Step 1

Black and Hispanic students in grades 3-5 will receive remedial instructional support to address vocabulary deficiency. This intervention will teach reading strategies that help students determine meanings of words by using context clues.

#### Resource Type

Evidence-Based Program

#### Resource

Voyager Reading Intervention Program

#### Funding Source

EESAC

#### Amount Needed

\$1,000

**G3.** The 2013 FCAT Math Assessment indicates that 55% of the students met the performance target for 2013. Our goal is to increase 11 percentage points to the 2014 targeted goal.

**G3.B5** Students in the bottom 25% (29%) Subgroup demonstrated non-proficiency in Reporting Category1: Operations, Problems, and Statistics and Base Ten and Fractions.

**G3.B5.S1** Math intervention strategies will be implemented with students in the bottom 25% through Triumphs Math Intervention Program

**Action Step 1**

Triumphs Math Intervention

**Resource Type**

Evidence-Based Program

**Resource**

Math Triumphs is intended for use as a pull out intervention class (Rtl level 3) for students who are struggling in mathematics concepts two or more grade levels below their current grade.

**Funding Source**

Title 1 Funds

**Amount Needed**

\$12,003