



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bent Tree Elementary School

4861 SW 140TH AVE

Miami, FL 33175

305-221-0461

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 79%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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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

Bent Tree Elementary School

Principal

Victoria Bourland

School Advisory Council chair

Margarita Bonachea

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

Name	Title
Victoria Bourland	Principal
Carmen Ruiz-Garcia	Assistant Principal
Maria Zabala	Reading Coach
Arlen Correa	Counselor
Silvia Ferrer	Community Involvement Specialist
Kristine Christie	Math Liason
Raiza Pou	Science Liason
Yamile Celado	ELL Teacher
Annie Gallo	Media Specialist
Melissa Lombana	Gifted Teacher
Rosa Martinez	SPED Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The purpose of the Bent tree Elementary School Educational Excellence Council is to work to ensure improved student achievement.

The Bent Tree Elementary School Council shall be made up of 5 teachers, 6 parents, 1 student, 1 educational support employee, 4 business/community representatives, the principal or designated

representative, and the UTD steward. The council will be representative of the ethnic, racial, linguistic, and economic community served by Bent Tree Elementary School.

Involvement of the SAC in the development of the SIP

The School Advisory Council met to evaluate school performance data, develop and approve the School Improvement Plan as well as the annual budget.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet to monitor and evaluate the implementation of the School Improvement Plan (SIP). The School Advisory Council will meet to review progress toward SIP goals. The School Advisory Council members will collaborate in bringing together all of Bent Tree Elementary stakeholders in order to improve instruction and delivery of programs.

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

Supplemental Materials- \$1000.00
 Student Achievement and Attendance Incentives- \$1650.00
 Parent Involvement Incentives- \$150.00

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:

Victoria Bourland

Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

Bachelors of Science- Elementary Education,
Florida International University
Masters of Science- Mathematics Education,
Florida State;
Educational Leadership Certification,
ESOL Endorsement

Performance Record

This data is different from the Assistant principal because Mrs. Bourland was at another school.

2013 – School Grade

Rdg. Proficiency, 36%

Math Proficiency, 45%

Rdg. Lrg. Gains, NA points

Math Lrg. Gains, NA__points

Rdg. Imp. of Lowest 25% - NA__ points

Math Imp. of Lowest 25% -NA __ points

Rdg. AMO – 36

Math AMO–45

2012 – School Grade N/A

Rdg. Proficiency, 45%

Math Proficiency, 45%

Rdg. Lrg. Gains, NA__ points

Math Lrg. Gains, NA__points

Rdg. Imp. of Lowest 25% -NA __ points

Math Imp. of Lowest 25% - NA__ points

Rdg. AMO –48

Math AMO- 54

2011 – School Grade – N/A

High Standards Rdg. 54%

High Standards Math 74%

Lrng Gains-Rdg.

Lrng Gains-Math

Gains-Rdg-25%

2010 – School Grade – N/A

High Standards Rdg. 59%

High Standards Math 75%

Lrng Gains-Rdg.

Lrng Gains-Math

Gains-Rdg-25%

Gains-Math-25%

2009 School Grade - D

High Standards Rdg. 40%

High Standards Math 41%

Lrng Gains-Rdg. 16%

Lrng Gains-Math 56%

Gains-Rdg-25% 61%

Gains-Math-25% 64%

Carmen Garcia-Ruiz

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Bachelors of Science Degree – Elementary Education - Florida International University
 Masters of Science Degree – Early Childhood - Nova Southeastern University
 Specialist Degree in Educational Leadership - Nova Southeastern University
 Certifications/Endorsements: Early Childhood Education, Elementary Education, ESOL, Educational Leadership

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 85 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO –73
 Math AMO–74
 2012– School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 73%
 Rdg. Lrg. Gains, 83 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 89 points
 Math Imp. of Lowest 25% - 77 points
 Rdg. AMO –70
 Math AMO–72
 2011– School Grade A
 Rdg. Proficiency, 86%
 Math Proficiency, 89%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 63 points
 Math Imp. of Lowest 25% - 83 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2010– School Grade A
 Rdg. Proficiency, 87%
 Math Proficiency, 89%
 Rdg. Lrg. Gains, 82 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 84 points
 Rdg. AMO –N/A
 Math AMO–N/A
 2009– School Grade A
 Rdg. Proficiency, 72%

Math Proficiency, 72%
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 62 points
Rdg. Imp. of Lowest 25% - 63 points
Math Imp. of Lowest 25% - 67 points
Rdg. AMO –N/A
Math AMO–N/A

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maria Zabala

Full-time / School-based

Years as Coach: 5

Years at Current School: 9

Areas

Reading/Literacy

Credentials

B.S. Elementary Education

M.S. Educational Technology

Certification/Endorsement:: 1-6 Elementary Education, ESOL and Reading Endorsement

Performance Record

2013 – School Grade A

Rdg. Proficiency, 65%

Math Proficiency, 65%

Rdg. Lrg. Gains, 73 points

Math Lrg. Gains, 85 points

Rdg. Imp. of Lowest 25% - 63 points

Math Imp. of Lowest 25% - 71 points

Rdg. AMO –73

Math AMO–74

2012– School Grade A

Rdg. Proficiency, 74%

Math Proficiency, 73%

Rdg. Lrg. Gains, 83 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% - 89 points

Math Imp. of Lowest 25% - 77 points

Rdg. AMO –70

Math AMO–72

2011– School Grade A

Rdg. Proficiency, 86%

Math Proficiency, 89%

Rdg. Lrg. Gains, 76 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% - 63 points

Math Imp. of Lowest 25% - 83 points

Rdg. AMO –N/A

Math AMO–N/A

2010– School Grade A

Rdg. Proficiency, 87%

Math Proficiency, 89%

Rdg. Lrg. Gains, 82 points

Math Lrg. Gains, 81 points

Rdg. Imp. of Lowest 25% - 70 points

Math Imp. of Lowest 25% - 84 points

Rdg. AMO –N/A

Math AMO–N/A

2009– School Grade A

Rdg. Proficiency, 72%

Math Proficiency, 72%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 63 points

Math Imp. of Lowest 25% - 67 points
 Rdg. AMO –N/A
 Math AMO–N/A

Classroom Teachers

of classroom teachers

50

receiving effective rating or higher

50, 100%

Highly Qualified Teachers

66%

certified in-field

36, 72%

ESOL endorsed

38, 76%

reading endorsed

4, 8%

with advanced degrees

20, 40%

National Board Certified

3, 6%

first-year teachers

3, 6%

with 1-5 years of experience

4, 8%

with 6-14 years of experience

34, 68%

with 15 or more years of experience

9, 18%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching.

A yearly orientation meeting is held by the administrators to welcome new teachers/current teachers and have the opportunity to introduce and review school procedures and policies.

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

New Teachers are paired with veteran teachers in an effort to assist the rookie teacher with support. Vivian Ruiz (Rookie Teacher) is paired with Rosa Martinez (Veteran Teacher) -both SPED teachers. New teachers are paired with veteran teachers within their own grade level and/or department in an effort to assist the rookie teacher with the day to day support.

Mentoring activities include but are not limited to school procedures, classroom management, gradebook support and best practices instruction.

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

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 at Bent Tree Elementary School met with the EESAC and principal to develop the SIP. The team provided information or data regarding student needs, targeting Tier 1- 3 interventions, including but not limited to academic, social and emotional areas. They set goals and expectations to address the development of a system that facilitates learning and teaching strategies. The MTSS/Rtl team provides data on all students and suggestions for student achievement.

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

Principal (Victoria Bourland): Facilitates and conducts meetings by providing current data and support documents, as well as, oversees the implementation of the ELAB program. The Principal guides the leadership team through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Assistant Principal (Carmen Ruiz-Garcia): The Assistant Principal assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.

General Education Teachers (Melissa Lombana): Provide instructional information, collects student data,

delivers Tier I instruction/intervention, and collaborates with ELAB personnel to implement Tier 2/3 interventions. Each department selects a teacher to represent their grade level on the MTSS/RtI.

SPED (Ms. Rosa Martinez): Participates in student data collection, integrates instructional activities for all TIER students, and works together with the general education teachers to collaborate activities.

Reading Coach (Maria Zabala): Provides support in reading, mathematics, and science. Shares current data gathered at meetings and provides professional developments geared towards student progress, interventions and data driven results.

Technology Support (Annie Gallo): Manages that all the technology is working properly and assist with data collection.

Media Specialist (Annie Gallo) : Provides support with Media materials and Accelerated Reader (AR) programs.

Student Services (Arlen Correa): Provides quality services and expertise on intervention with at-risk students. In addition, 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. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

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

The MTSS will ensure all interventions are implemented, along with the progress monitoring. Through meetings with the appropriate staff, the MTSS will make adjustments to instruction to meet the needs of the students.

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: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Writing Prompt Pre-Test.

Mid-Year: FAIR

End: FAIR, FCAT, Writing Prompt Post-Test

Interim Assessment data is reviewed in the Fall and Winter.

Review of data occurs weekly by the reading coach and administration and twice a month by staff.

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Teachers at Bent Tree Elementary School can also attend Professional Developments to further growth in special/needed areas using the district Professional Development Portal. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. The Reading Coach will also meet with teachers individually to deliver instruction. The MTSS Leadership Team will evaluate additional professional development needs.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

- Instruction in core academic subjects

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Victoria Bourland	Principal
Carmen Ruiz-Garcia	Assistant Principal
Maria Zabala	Reading Coach
Annie Gallo	Media Specialist
Melissa Lombana	Teacher
Rosa Martinez	SPED Teacher
Yamile Celado	ELL Teacher

How the school-based LLT functions

The LLT will meet on a monthly basis to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be used to provide evidence of instruction, assessment, and differentiation to address individual student needs. The Reading Coach will assist teachers by providing mini-lessons and modeling instruction. The Literacy Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/ changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as homeless, neglected and delinquent students as they arise.

Major initiatives of the LLT

The LLT will ensure all interventions are implemented, along with the progress monitoring. Through meetings with the appropriate staff, the LLT will make adjustments to instruction to meet the needs of the students.

Every Teacher Contributes to Reading Instruction

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

N/A

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

The Pre-Kindergarten class at Bent Tree Elementary is primarily developed for students with special needs. There is a 3-4 year old Self-Contained special needs class and a Pre-K 4 inclusion class. The main purposes for the transition from Pre-Kindergarten are the following: independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students will develop the concept of sharing things with peers, participating in group games, and taking turns on activities or games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work gross motor skills such as running, jumping, galloping, and marching; as fine motor skills such as lacing cards, stacking, holding writing utensils appropriately or any other visual motor perception activities. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and the concept of print. Modified forms of the VPK objectives are followed.

The Pre- and Post- Assessments tools used to determine readiness are as follows: For developmental skills, the Batel Development Inventory II is used. The PELI is used for phonological awareness and concept of print and the DECA for social and emotional behavior.

Kindergarten students at Bent Tree are evaluated using the FLKRS and the FAIR. Assessments provide a measure of program effectiveness. The classroom teachers and Reading Coach are responsible for all assessments and evaluations. Communication to parents is in the form of CONNECT-ED, memorandums, and face to face contact with parents involved in the ELL classes, parent conferences are scheduled informally and formally by teachers. Interim progress reports of student performance are sent home as needed. Teachers and parents maintain contact via agendas and emails on a regular basis.

College and Career Readiness

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

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	73%	65%	No	75%
American Indian				
Asian				
Black/African American				
Hispanic	73%	64%	No	75%
White				
English language learners	65%	55%	No	69%
Students with disabilities	58%	41%	No	63%
Economically disadvantaged	71%	62%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	30%	41%
Students scoring at or above Achievement Level 4	82	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		8%
Students scoring at or above Level 7	12	86%	86%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

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)	144	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	90	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	93	38%	44%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	47	55%	60%
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	74%	65%	No	77%
American Indian				
Asian				
Black/African American				
Hispanic	73%	64%	No	76%
White				
English language learners	71%	57%	No	74%
Students with disabilities	64%	45%	No	68%
Economically disadvantaged	73%	63%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	30%	41%
Students scoring at or above Achievement Level 4	83	31%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	11	79%	79%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		71%	74%

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	36	36%	39%
Students scoring at or above Achievement Level 4	23	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			

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

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		5
Participation in STEM-related experiences provided for students	85	13%	95%

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	50	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	2%
Students who are not proficient in reading by third grade	41	47%	42%
Students who receive two or more behavior referrals	33	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency on the 2014 Reading FCAT 2.0 by 10 percentage points to 75%.
- G2.** Our goal for the 2013-2014 schools year is to increase 3.5 or higher student writing proficiency on the 2014 FCAT 2.0 Writing Assessment.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 65% of the students scored Level 3 and higher. Our goal for the 2013-2014 school year is to increase the performance of level 3 student proficiency by 12 percentage points to 77%.
- G4.** The results of the Grade 5 FCAT 2.0 Science Test indicates that 36% of students achieved level 3 student proficiency. Our goal for the 2013-2014 school year is to increase level 3 proficiency by 3 percentage point to 39%.
- G5.** STEM: Our goal for the 2013-2014 school year is to increase the number of STEM related Learning experiences and increase the percentage of student participation to 100%.
- G6.** Our goal in monitoring EWS is to increase student attendance, decrease the number of students who are retained or are non-proficient in reading in 3rd grade, decrease behavioral referrals, and behavioral referrals leading to suspension.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency on the 2014 Reading FCAT 2.0 by 10 percentage points to 75%.

Targets Supported

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

Resources Available to Support the Goal

- E-Lab Computer Aided Intervention/Enrichment Programs(Success Maker, Reading Plus, McGraw-Hill Wonders, Riverdeep) Professional Development

Targeted Barriers to Achieving the Goal

- The results of the 2013 Reading FCAT 2.0 indicate that the students in the Hispanic, ELL, SWD, and ED subgroups' did not make AMO target of 73%. ELL and SWD subgroup performance data indicates that there is a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.
- The results of the 2013 Reading FCAT 2.0 indicate that 65% of students in the Hispanic, ELL, SWD, and ED subgroups' scored proficiency not reaching the AMO target of 73%. Hispanic and ED subgroup performance data indicates that there is a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.
- The results of the 2013 Reading FCAT 2.0 indicate that 30% of the students scored level 3 proficiency. Student performance data indicates that there is a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.
- The results of the 2013 Reading FCAT 2.0 indicate that 30% of the students scored level 4 and above proficiency. Student performance data indicates that students scoring at or above achievement level 4 have a deficiency in Reporting Category 3 Literary Analysis-LA. 3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.
- The results of the 2013 Reading FCAT 2.0 indicate that 73% of students made learning gains. Student performance data indicates that the area of deficiency is Reporting Category 2 Reading Application LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.
- The results of the 2013 Reading FCAT 2.0 indicate that 63% of the students in the lowest 25% made learning gains. Students' performance data indicates that students have a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.
- The results of the 2013 CELLA indicate that 37% of the students scored proficient in the Reading section. Students' performance data indicates that students require additional opportunities reading, comprehending and responding to complex grade level text in English.
- The results of the 2013 CELLA indicate that 60% of the students scored proficient in the Listening and Speaking section. Students' performance data indicates that students require additional opportunities in and outside of the classroom to speak in English.
- The results of the 2013 CELLA indicate that 38% of the students scored proficient in the Writing section. Students' performance data indicates that students require additional opportunities to practice academic writing in English.

- FAA results for the 2013-2014 school year reflect 7% of the students scored at levels 4-6. Students' performance data indicates that students require multiple reads of a selection prior to responding to comprehension questions.
- FAA results for the 2013-2014 school year reflect 86% of the students scored at levels 7-9. Students' performance data indicates that students need additional support in demonstrating knowledge of word meanings.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Leadership Literacy team, MTSS/RTI Team, and teachers will review assessment data from the following assessments to monitor student progress: FAIR, Weekly MGH Skills Assessments, Computer Assisted Reports, and Interim Assessments. Student progress will be monitored quarterly in order to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team and MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FCAT Reading Assessment Results and 2014 Florida Alternative Assessment

G2. Our goal for the 2013-2014 schools year is to increase 3.5 or higher student writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Pacing Guides

Targeted Barriers to Achieving the Goal

- The results of the the 2013 FCAT 2.0 Writing indicates 55% of the students scored 3.5 or higher proficiency. Students' performance data indicates that students require additional support with in narrative essay writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model, the Literacy Leadership Team and the MTSS/RTI team will schedule quarterly reviews of student writing portfolios to monitor student progress and adjust instruction.

Person or Persons Responsible

Literacy Leadership Team and MTSS/RTI team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FCAT 2.0 Writing Assessment results.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 65% of the students scored Level 3 and higher. Our goal for the 2013-2014 school year is to increase the performance of level 3 student proficiency by 12 percentage points to 77%.

Targets Supported

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

Resources Available to Support the Goal

- District Baseline/Interim Assessments, Instructional Technology (Success Maker, Riverdeep, Think Central, Gizmos), Go Math! Text Book

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that ELL and SWD subgroups did not make AMO targets due to a deficiency in Reporting Category Number: Fractions and Number: Operations, Problems and Statistics. ELL and SWD Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.
- The results of the 2013 FCAT 2.0 Mathematics Test indicates that Hispanic and ED subgroups did not make AMO targets due to a deficiency in Reporting Category Number: Fractions and Reporting Category Number: Operations, Problems and Statistics.
- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 30% of the students scored Level 3 proficiency. The area of deficiency for third grade students is Reporting Category Number: Fractions. The area of deficiency for fourth and fifth grade students is in Reporting Category Number: Base Ten & Fractions.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate 31% of students scoring at Level 4 and higher proficiency. The area of deficiency for third grade is Reporting Category Number: Fractions. The area of deficiency for fourth and fifth grade students is in Reporting Category Number: Base Ten & Fractions.
- The results of the 2013 FAA indicate that 14% of the students scored at levels 4-6 proficiency.
- The results of the 2013 FAA indicate that 79% of the students scored at levels 7-9 proficiency .
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 85% of the students achieved learning gains. The area of deficiency for fourth and fifth grade students is in Reporting Category Number: Base Ten & Fractions.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 71% of students in the lowest 25% made learning gains. The area of deficiency for Students in fourth grade is Reporting Category Number: Base Ten & Fractions The area of deficiency for fifth grade students is in Reporting Category Number: Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, The Leadership team, MTSS/RTI team and teachers will review student data to discuss student progress and the instructional implications of the data collected so that program adjustments can be made to better meet student needs.

Person or Persons Responsible

Teachers, Leadership Team, MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FCAT 2.0 Math Assessment or 2014 FLorida Alternative Assessment

G4. The results of the Grade 5 FCAT 2.0 Science Test indicates that 36% of students achieved level 3 student proficiency. Our goal for the 2013-2014 school year is to increase level 3 proficiency by 3 percentage point to 39%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- P-Cell

Targeted Barriers to Achieving the Goal

- The results of the FCAT 2.0 Science Test indicates that 23% of students achieved level 4 or higher proficiency. The area of deficiency is in Nature of Science.
- The results of the FCAT 2.0 Science Test indicates that 36% of students achieved level 3 student proficiency. The area of deficiency is in Nature of Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Leadership team and MTSS/RTI team will review with teachers student data and adjust program as necessary.

Person or Persons Responsible

Leadership Team, MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Grade 5 FCAT 2.0 Science Test

G5. STEM: Our goal for the 2013-2014 school year is to increase the number of STEM related Learning experiences and increase the percentage of student participation to 100%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Art Club with Art Teacher Green Team with Various Sponsors Magnet Music Program with Music Teacher Magnet Art Program with Art Teacher Television Production with Media Specialist

Targeted Barriers to Achieving the Goal

- Number of Experiences: In the 2012-2013 school year only students in grades 5 participated in the Science Fair.
- Percent Participation: In the 2012-2013 school year only 80% of the students in grade 5 participated in the Science Fair.

Plan to Monitor Progress Toward the Goal

Organize a schools-wide Science Fair competition.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly Depending upon dates of activities

Evidence of Completion:

Student Projects and Classroom STEM evidence portfolio.

G6. Our goal in monitoring EWS is to increase student attendance, decrease the number of students who are retained or are non-proficient in reading in 3rd grade, decrease behavioral referrals, and behavioral referrals leading to suspension.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Do The Right Thing, Counselor, Social Worker, Attendance Lottery, Health Connect Clinic

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 8% of students missed 10% or more of the school year.
- During the 2012-2013 school year, 3% of students were retained.
- During the 2012-2013 school year, 47 of students were not proficient in Reading by grade 3.
- During the 2012-2013 school year, 6% of students had 2 or more behavior referrals and no referrals led to suspension.

Plan to Monitor Progress Toward the Goal

Review number of SCAMS/referrals

Person or Persons Responsible

Administration

Target Dates or Schedule:

On a monthly or as needed basis

Evidence of Completion:

Student data sheets, SCAMS/referrals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency on the 2014 Reading FCAT 2.0 by 10 percentage points to 75%.

G1.B1 The results of the 2013 Reading FCAT 2.0 indicate that the students in the Hispanic, ELL, SWD, and ED subgroups' did not make AMO target of 73%. ELL and SWD subgroup performance data indicates that there is a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B1.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

During differentiated instruction teachers will provide opportunities for students to refer to details and examples in a text, use texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide practice in identifying topics and themes within and across texts. Students will be assigned custom course tasks on Success Maker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During the two hour Reading Block.

Evidence of Completion

Student Work, Teacher Lesson Plans, Successmaker reports

Facilitator:

Reading Coach

Participants:

Teachers

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Teacher Lesson Plans, Logs, School Site SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B1.S1

Students will take the Reading Interim Assessment. Following the FCIM model the Literacy Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reading Interim Assessment, SuccessMaker reports

G1.B2 The results of the 2013 Reading FCAT 2.0 indicate that 65% of students in the Hispanic, ELL, SWD, and ED subgroups' scored proficiency not reaching the AMO target of 73%. Hispanic and ED subgroup performance data indicates that there is a deficiency in Reporting Category 2 Reading Application-LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B2.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

During differentiated instruction teachers will provide opportunities for students to refer to details and examples in a text, use texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide practice in identifying topics and themes within and across texts. Students will be assigned custom course tasks on Success Maker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Student Work, Teacher Lesson Plans, Successmaker reports

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Teacher Lesson Plans, Logs, School Site SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B2.S1

Students will take the Reading Interim Assessment. Following the FCIM model, the Literacy Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Literacy Leadership Team MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Reading assessment data reports, SuccessMaker reports

G1.B3 The results of the 2013 Reading FCAT 2.0 indicate that 30% of the students scored level 3 proficiency. Student performance data indicates that there is a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B3.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

During whole group and small group instruction teachers will use of graphic organizers, story maps, task cards, Think-a-loud, and QAR. Students will be assigned benchmark specific assignments on Success Maker, Riverdeep, Reading Plus. based on student needs

Person or Persons Responsible

Teacher

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Teacher Lesson plans and computer usage logs/reports.

Facilitator:

Reading Coach

Participants:

Teachers

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

Following the FCIM model, the Literacy Leadership Team and the MTSS/RTI team will schedule quarterly reviews of Interim Assessment Date along with monthly assessment data of Tier II students in order to monitor students' knowledge.

Person or Persons Responsible

Literacy Leadership Team and the MTSS/RTI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S1

Students will take the Reading Interim Assessment. Following the FCIM model, the Literacy Leadership Team and the MTSS/RTI team will schedule quarterly reviews of Interim Assessment Date along with monthly assessment data of Tier II students in order to monitor students' knowledge.

Person or Persons Responsible

Literacy Leadership Team and the MTSS/RTI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Success Maker Reports and District Interim Assessments

G1.B4 The results of the 2013 Reading FCAT 2.0 indicate that 30% of the students scored level 4 and above proficiency. Student performance data indicates that students scoring at or above achievement level 4 have a deficiency in Reporting Category 3 Literary Analysis-LA. 3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.

G1.B4.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

During whole group and small group Instruction teachers will use of graphic organizers, story maps, task cards, Think-a-loud, modeling and word banks. Students will be assigned benchmark specific assignments on Success Maker, Riverdeep, Reading Plus. based on student needs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Teacher Lesson Plans, Student Work

Facilitator:

Reading Coach

Participants:

Teachers

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Teacher Lesson Plans, Logs, School Site SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B4.S1

Students will take the Reading Interim Assessment. Following the FCIM model, the Literacy Leadership Team and MTSS/RTI team will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data of Tier II students in order to monitor students' knowledge.

Person or Persons Responsible

Literacy Leadership Team and the MTSS/RTI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Success Maker Reports and District interim Assessments

G1.B5 The results of the 2013 Reading FCAT 2.0 indicate that 73% of students made learning gains. Student performance data indicates that the area of deficiency is Reporting Category 2 Reading Application LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B5.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

During differentiated instruction teachers will provide opportunities for students to refer to details and examples in a text, use texts that include identifiable author's purpose for writing, and identifying topics and themes within and across texts. Students will be assigned custom course tasks on Success Maker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Student Work, Teacher Lesson Plans, Successmaker reports

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Teacher Lesson Plans, Logs, School Site SuccessMaker Reports

Plan to Monitor Effectiveness of G1.B5.S1

Students will take the Reading Interim Assessment. Following the FCIM model, the Literacy Leadership Team and the MTSS/RTI team will schedule quarterly reviews of Interim Assessment Date along with monthly assessment data of Tier II students in order to monitor students' knowledge.

Person or Persons Responsible

Literacy Leadership Team MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Reading assessment data reports, SuccessMaker reports

G1.B6 The results of the 2013 Reading FCAT 2.0 indicate that 63% of the students in the lowest 25% made learning gains. Students' performance data indicates that students have a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B6.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

All students scoring level 1 or 2 proficiency on the 2013 Reading FCAT 2.0 will be pulled out for Enrichment Lab two times a week.

Person or Persons Responsible

E-Lab Teacher

Target Dates or Schedule

Two days per week

Evidence of Completion

Student work and Attendance sheets

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work, Teacher Lesson Plans, Attendance Sheets

Plan to Monitor Effectiveness of G1.B6.S1

Students will take the Reading Interim Assessment. Following the FCIM model, the Literacy Leadership Team and the MTSS/RTI team will schedule quarterly reviews of Interim Assessment Date along with monthly assessment data of Tier II students in order to monitor students' knowledge.

Person or Persons Responsible

Literacy Leadership Team MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Reading assessment data reports, E-Lab Attendance sheets

G1.B7 The results of the 2013 CELLA indicate that 37% of the students scored proficient in the Reading section. Students' performance data indicates that students require additional opportunities reading, comprehending and responding to complex grade level text in English.

G1.B7.S1 Differentiated instruction will be employed to address individual need along with Reciprocal Teaching Strategies.

Action Step 1

K-W-L Charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency. QAR will be utilized to help students identify different types of question.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Teacher Lesson Plans, Student work

Facilitator:

ELL Teacher

Participants:

Teachers

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team and

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher informal differentiated instruction logs, student work.

Plan to Monitor Effectiveness of G1.B7.S1

Students will take the Reading Interim Assessment. Following the FCIM model, the Literacy Leadership Team and the MTSS/RTI team will schedule quarterly reviews of Interim Assessment Date along with monthly assessment data of Tier II students in order to monitor students' knowledge.

Person or Persons Responsible

Literacy Leadership Team and MTSS/RTI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Reading assessment data reports

G1.B8 The results of the 2013 CELLA indicate that 60% of the students scored proficient in the Listening and Speaking section. Students' performance data indicates that students require additional opportunities in and outside of the classroom to speak in English.

G1.B8.S1 Students will be provided with additional opportunities in and outside of the classroom to speak in English.

Action Step 1

During instruction, students will be provided with opportunities to listen to read-a-louds, think-a-louds, and to participate in Reader's Theater. They will participate in cooperative learning groups that will provide opportunities for role playing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Reading Block

Evidence of Completion

Teacher lesson plans will provide evidence, Student work

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Teacher Lesson Plans, Logs,

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM model the Literacy Leadership Team and MTSS/RTI team will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team and MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Student weekly assessments and projects.

G1.B9 The results of the 2013 CELLA indicate that 38% of the students scored proficient in the Writing section. Students' performance data indicates that students require additional opportunities to practice academic writing in English.

G1.B9.S1 The teacher will provide students with opportunities to practice academic writing.

Action Step 1

During instruction, students will be guided in developing and using graphic organizers and Reader Response logs. Students will also illustrate and label key concepts when involved in writing activities. Students will participate in school-wide monthly writing activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Reading Block

Evidence of Completion

Teacher Lesson Plans, Student work

Facilitator:

Reading Coach / ELL Teacher

Participants:

Teachers

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans, student work

Plan to Monitor Effectiveness of G1.B9.S1

Using the FCIM model the Literacy Leadership Team and the MTSS/RTI team will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Writing Portfolio

G1.B10 FAA results for the 2013-2014 school year reflect 7% of the students scored at levels 4-6. Students' performance data indicates that students require multiple reads of a selection prior to responding to comprehension questions.

G1.B10.S1 Provide students with multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

Teachers will create a listening center in the classroom.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Two-hour Reading Block

Evidence of Completion

Student work, Listening center attendance log

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

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work, Listening Center attendance log

Plan to Monitor Effectiveness of G1.B10.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B11 FAA results for the 2013-2014 school year reflect 86% of the students scored at levels 7-9. Students' performance data indicates that students need additional support in demonstrating knowledge of word meanings.

G1.B11.S1 Vocabulary should be introduced using pictures and print.

Action Step 1

Teachers will use pictures to introduce vocabulary and then fade the vocabulary instruction to print using word walls, word jars, and vocabulary notebooks.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Two-hour Reading Block

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G1.B11.S1

The Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Word walls

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, the Literacy Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessment data

G2. Our goal for the 2013-2014 schools year is to increase 3.5 or higher student writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

G2.B1 The results of the the 2013 FCAT 2.0 Writing indicates 55% of the students scored 3.5 or higher proficiency. Students' performance data indicates that students require additional support with in narrative essay writing.

G2.B1.S1 Students will participate in small group guided instruction along with peer editing and revision.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Writing Block

Evidence of Completion

Student Writing Portfolio

Facilitator:

Reading Coach

Participants:

Teachers

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

The Literacy Leadership team will conduct monthly building walk-throughs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans and student Writer's Workshop notebooks, Portfolios.

Plan to Monitor Effectiveness of G2.B1.S1

Students will take the Mid-Year writing assessment. Following the FCIM Model, the Literacy Leadership Team and the MTSS/RTI team will review assessment data and student writing portfolios to monitor student progress and adjust instruction.

Person or Persons Responsible

Literacy Leadership Team and the MTSS/RTI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students Writer's Workshop notebook and Student published work

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 65% of the students scored Level 3 and higher. Our goal for the 2013-2014 school year is to increase the performance of level 3 student proficiency by 12 percentage points to 77%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicates that ELL and SWD subgroups did not make AMO targets due to a deficiency in Reporting Category Number: Fractions and Number: Operations, Problems and Statistics. ELL and SWD Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B1.S1 - Provide contexts for mathematical exploration and the development of student understanding of fractions, number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Teachers will provide differentiated instruction in small group and based on student needs the teacher will assign students custom courses on SuccessMaker.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student work and SuccessMaker progress reports.

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

The Leadership team will review computer usage logs during a walk through and school site reports from computer-based programs being used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker school site report, teacher logs, student work.

Plan to Monitor Effectiveness of G3.B1.S1

Students will take the Mathematics Interim Assessment. Following the FCIM model the Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Teachers, Leadership Team, MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

SuccessMaker Progress Reports, Student work, Interim Mathematics assessment.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicates that Hispanic and ED subgroups did not make AMO targets due to a deficiency in Reporting Category Number: Fractions and Reporting Category Number: Operations, Problems and Statistics.

G3.B2.S1 - Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Teachers will provided differentiated instruction in small group and based on student needs assign students custom courses on SuccessMaker .

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student work and SuccessMaker student progress reports.

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

The Leadership team will review computer usage logs during a walk through and school site reports from computer-based programs being used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker school site report, teacher logs, student work.

Plan to Monitor Effectiveness of G3.B2.S1

Students will take the Mathematics Interim Assessment. Following the FCIM model the Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

SuccessMaker Student Progress Reports, Student work, Interim Mathematics assessment.

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 30% of the students scored Level 3 proficiency. The area of deficiency for third grade students is Reporting Category Number: Fractions. The area of deficiency for fourth and fifth grade students is in Reporting Category Number: Base Ten & Fractions.

G3.B3.S1 Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions and number and operations through the use of manipulatives/ models and engaging opportunities for practice.

Action Step 1

Teachers will provided differentiated instruction in small group and by assigning students courses on SuccessMaker based on student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student work and SuccessMaker student progress reports.

Facilitator:

SuccessMaker Liaison Math Liaison Meetings

Participants:

Math Teachers

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

The Leadership team will review computer usage logs during a walk through and school site reports from computer-based programs being used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker school site report, teacher logs, student work

Plan to Monitor Effectiveness of G3.B3.S1

The Leadership team and MTSS/RTI team will review with teachers student SuccessMaker progress reports and adjust program as necessary.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

SuccessMaker Student Progress Reports, Student work, Interim Mathematics assessment.

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate 31% of students scoring at Level 4 and higher proficiency. The area of deficiency for third grade is Reporting Category Number: Fractions. The area of deficiency for fourth and fifth grade students is in Reporting Category Number: Base Ten & Fractions.

G3.B4.S1 • Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Teachers will assign students custom courses on SuccessMaker, Riverdeep, and Think Central based on student needs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student work and Progress reports (SuccessMaker, Riverdeep, and Think Central)

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

The Leadership team will review computer usage logs during a walk through and school site reports from computer-based programs being used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student technology program progress reports, Student work, Interim Mathematics assessment.

Plan to Monitor Effectiveness of G3.B4.S1

Students will take the Mathematics Interim Assessment. Following the FCIM model the Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment reports, Progress reports (SuccessMaker, Riverdeep, and Think Central)

G3.B5 The results of the 2013 FAA indicate that 14% of the students scored at levels 4-6 proficiency.

G3.B5.S1 Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

Action Step 1

Teachers will provided differentiated instruction in small group and by assigning students courses on SuccessMaker based on student needs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student work and SuccessMaker student progress reports.

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

The Leadership team and The MTSS/RTI team will review computer usage logs during a walk through.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker school site report, teacher logs, student work.

Plan to Monitor Effectiveness of G3.B5.S1

Students will take the teacher-created skills assessment. Following the FCIM model the Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, Teacher-created skills assessments

G3.B6 The results of the 2013 FAA indicate that 79% of the students scored at levels 7-9 proficiency .

G3.B6.S1 Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Action Step 1

Assign students custom courses on SuccessMaker.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student progress reports and usage logs

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

The Leadership team will review computer usage logs during a walk through and school site reports from computer-based programs being used.

Person or Persons Responsible

Leadership Team,

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker school site report, teacher logs, student work

Plan to Monitor Effectiveness of G3.B6.S1

Students will take weekly teacher-created skills assessments. Following the FCIM model the Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications

Person or Persons Responsible

Leadership Team, MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

SuccessMaker Student Progress Reports, Student work, Teacher-created skills assessments

G3.B7 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 85% of the students achieved learning gains. The area of deficiency for fourth and fifth grade students is in Reporting Category Number: Base Ten & Fractions.

G3.B7.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Teachers will plan differentiated instruction using the results of the Fall and Winter Interim.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Item analysis report, Teacher lesson plans

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

The Leadership team will review computer usage logs during a walk through and school site reports from computer-based programs being used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans and student work.

Plan to Monitor Effectiveness of G3.B7.S1

After students have taken the Mathematics Interim Assessments and The Leadership team, MTSS/RTI team and teacher will review student data reports, discuss student progress, and adjust instructional program as necessary.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, and Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher lesson plans, student work, Interim Assessment Results.

G3.B8 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 71% of students in the lowest 25% made learning gains. The area of deficiency for Students in fourth grade is Reporting Category Number: Base Ten & Fractions The area of deficiency for fifth grade students is in Reporting Category Number: Geometry and Measurement.

G3.B8.S1 4th grade students will be provided with opportunities to: - compare and order commonly used fractions - identify an equivalent fraction when the given fraction is in simplest form -relate halves and fourths to percents and percents to halves or fourths 5th Grade students will be provided with opportunities: - determine the volume of prisms - identify and plot ordered pairs in the first quadrant of a coordinate plane - perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours

Action Step 1

Will use Successmaker daily for at least 20 minutes.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Successmaker performance reports

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

The Leadership team will review computer usage logs during a walk through and school site reports from computer-based programs being used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Effectiveness of G3.B8.S1

Students will take the Mathematics Interim Assessment. Following the FCIM model the Leadership team and MTSS/RTI team will meet with teachers to review student data and to discuss instructional implications.

Person or Persons Responsible

Leadership Team, MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment reports, SuccessMaker Reports

G4. The results of the Grade 5 FCAT 2.0 Science Test indicates that 36% of students achieved level 3 student proficiency. Our goal for the 2013-2014 school year is to increase level 3 proficiency by 3 percentage point to 39%.

G4.B1 The results of the FCAT 2.0 Science Test indicates that 23% of students achieved level 4 or higher proficiency. The area of deficiency is in Nature of Science.

G4.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Action Step 1

Teachers will implement essential laboratories and share best practices at monthly grade level meetings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly.

Evidence of Completion

Students work, Lab investigation logs

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

The Leadership Team will perform monthly classroom walkthroughs and observe students participating in hands on lab activities.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student involvement, Lab investigation Logs, Student work

Plan to Monitor Effectiveness of G4.B1.S1

5th Grade students will take the Science Interim Assessments. Following the FCIM model, the Leadership Team will meet with teachers to discuss student progress and instructional implications to adjust instruction as necessary.

Person or Persons Responsible

Leadership Team, MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade 5 Science Interim Assessments

G4.B2 The results of the FCAT 2.0 Science Test indicates that 36% of students achieved level 3 student proficiency. The area of deficiency is in Nature of Science.

G4.B2.S1 Promote the use of instructional technology (e.g., Gizmos, Florida Achieve FOCUS) to enrich and remediate student conceptual understanding of topics being addressed.

Action Step 1

Assign students to technology program to review and rehearse scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Technology program assignments and reports

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

The Leadership team will review technology program usage reports

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student reports

Plan to Monitor Effectiveness of G4.B2.S1

5th Grade students will take the Science Interim Assessments. Following the FCIM model, the Leadership Team will meet with teachers to discuss student progress and instructional implications to adjust instruction as necessary.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade 5 Science Interim Assessment

G5. STEM: Our goal for the 2013-2014 school year is to increase the number of STEM related Learning experiences and increase the percentage of student participation to 100%.

G5.B1 Number of Experiences: In the 2012-2013 school year only students in grades 5 participated in the Science Fair.

G5.B1.S1 Provide students on a quarterly basis with at least one learning opportunity that is STEM related.

Action Step 1

Teachers will provide students with at least one STEM related learning activity every quarter. In addition, teachers will encourage student participation in the Green Team. The Green Team sponsors community involved field trips and will solicit student participation. Green Team Projects included but are not limited to beach clean ups, Earth day activities, energy saving surveying and educating peers on energy conservation.

Person or Persons Responsible

Science and Green Team Liaison

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student Projects

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

The Leadership Team will discuss projects with teachers during monthly grade level meetings to provide teachers with the support needed to carryout STEM projects.

Person or Persons Responsible

Leadership Team, Science Liaison , Green Team Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student Projects

Plan to Monitor Effectiveness of G5.B1.S1

The Leadership will perform classroom walk throughs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Projects and Classroom STEM evidence portfolio

G5.B2 Percent Participation: In the 2012-2013 school year only 80% of the students in grade 5 participated in the Science Fair.

G5.B2.S1 The school will increase the number of students participating in a school wide science fair.

Action Step 1

All students will participate in a school-wide Science Fair.

Person or Persons Responsible

Teachers

Target Dates or Schedule

To be determined.

Evidence of Completion

Student Projects

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

The Leadership Team will perform classroom walkthroughs and observe students participating in hands on lab activities leading to the completion of the science fair project.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

During the Science Fair Preparation month.

Evidence of Completion

Science Fair projects

Plan to Monitor Effectiveness of G5.B2.S1

The Leadership Team will discuss projects with teachers during grade level meetings to provide teachers with the support needed to carryout the Science Fair.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

To be determined by the Science Fair Schedule

Evidence of Completion

School-wide Science Fair

G6. Our goal in monitoring EWS is to increase student attendance, decrease the number of students who are retained or are non-proficient in reading in 3rd grade, decrease behavioral referrals, and behavioral referrals leading to suspension.

G6.B1 During the 2012-2013 school year, 8% of students missed 10% or more of the school year.

G6.B1.S1 Implement an attendance incentive program all year and refer truancy issues to the school Social Worker.

Action Step 1

Provide students with an attendance incentive on a daily, weekly, monthly, quarterly and end of year.

Person or Persons Responsible

Attendance committee, Administration

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Attendance Reports

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

Administration and the registrar will review the Daily Attendance Bulletin.

Person or Persons Responsible

Administration, Registrar

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of G6.B1.S1

Attendance committee will meet quarterly to discuss attendance and truancy issues.

Person or Persons Responsible

Attendance committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agenda, and Social Worker home visits.

G6.B2 During the 2012-2013 school year, 3% of students were retained.

G6.B2.S1 Students that have been retained will use the Success Maker program daily for Reading and Math for at least 20 minutes per subject.

Action Step 1

Students will use Success Maker daily for Reading and Math for at least 20 minutes per subject.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Reports

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

Administration review school-site SuccessMaker Reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3 During the 2012-2013 school year, 47 of students were not proficient in Reading by grade 3.

G6.B3.S1 Students will participate in a pull-out tutoring program.

Action Step 1

Students will participate in the Reading Enrichment Lab for Reading 2 hours per week.

Person or Persons Responsible

E-Lab Teacher

Target Dates or Schedule

2 hours per week.

Evidence of Completion

Attendance sheets. Student work

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

The Leadership Team will perform monthly classroom walkthroughs.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G6.B3.S1

Students will take Interim Assessments. Following the FCIM model, the Leadership Team will meet with teachers to discuss student progress and instructional implications to adjust instruction as necessary.

Person or Persons Responsible

Literacy Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reading Interim Assessment

G6.B4 During the 2012-2013 school year, 6% of students had 2 or more behavior referrals and no referrals led to suspension.

G6.B4.S1 Recognize students for positive behaviors through the Do the Right Thing program, and pair students in need with a mentor through the Marlins Ayudan Program.

Action Step 1

Two students per class are recognized for doing the right thing. Student will meet with Marlins mentors.

Person or Persons Responsible

Teachers, Counselor, Miami Marlins mentors

Target Dates or Schedule

Monthly

Evidence of Completion

Do the Right Thing student lists, Mentor visit log

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

Meet with the school safety committee.

Person or Persons Responsible

Administration, Securities

Target Dates or Schedule

Monthly

Evidence of Completion

Do the Right Thing student lists, Mentor visit log, Behavioral referral list

Plan to Monitor Effectiveness of G6.B4.S1

Review behavioral referrals made.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Do the Right Thing student lists, Mentor visit log

Coordination and Integration

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

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

Title I, Part A

As a Title I school, funds are provided to assist with our Enrichment-LAB (Tutorial program). E-LAB is a reading intervention program headed by the Reading Coach. It is taught by a part-time teachers. Students not meeting AYP, TIER II and III students requiring immediate intensive intervention or students struggling in the areas of reading and writing are given the opportunity to study and learn in small targeted groups. Services are provided to ensure students requiring additional remediation are assisted through before/after and during school day remedial programs. The District coordinates with Title II and III in ensuring staff development needs are provided. The Curriculum (Reading) Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She 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 intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as academically disadvantaged, neglected and/or delinquent students.

Title I, Part D

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

Title II

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

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

Title III

Bent Tree Elementary School provides services through the District for education materials and ELL District support services to improve the education of immigrants and English Language Learners and to assist the school's LEP students in the areas of reading, mathematics, and science. The extra support is provided during after-school hours for one hour, three times a week.

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. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency on the 2014 Reading FCAT 2.0 by 10 percentage points to 75%.

G1.B1 The results of the 2013 Reading FCAT 2.0 indicate that the students in the Hispanic, ELL, SWD, and ED subgroups' did not make AMO target of 73%. ELL and SWD subgroup performance data indicates that there is a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B1.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

PD Opportunity 1

During differentiated instruction teachers will provide opportunities for students to refer to details and examples in a text, use texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide practice in identifying topics and themes within and across texts. Students will be assigned custom course tasks on Success Maker.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

During the two hour Reading Block.

Evidence of Completion

Student Work, Teacher Lesson Plans, Successmaker reports

G1.B3 The results of the 2013 Reading FCAT 2.0 indicate that 30% of the students scored level 3 proficiency. Student performance data indicates that there is a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B3.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

PD Opportunity 1

During whole group and small group instruction teachers will use of graphic organizers, story maps, task cards, Think-a-loud, and QAR. Students will be assigned benchmark specific assignments on Success Maker, Riverdeep, Reading Plus. based on student needs

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Teacher Lesson plans and computer usage logs/reports.

G1.B4 The results of the 2013 Reading FCAT 2.0 indicate that 30% of the students scored level 4 and above proficiency. Student performance data indicates that students scoring at or above achievement level 4 have a deficiency in Reporting Category 3 Literary Analysis-LA. 3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.

G1.B4.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

PD Opportunity 1

During whole group and small group Instruction teachers will use of graphic organizers, story maps, task cards, Think-a-loud, modeling and word banks. Students will be assigned benchmark specific assignments on Success Maker, Riverdeep, Reading Plus. based on student needs.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Teacher Lesson Plans, Student Work

G1.B7 The results of the 2013 CELLA indicate that 37% of the students scored proficient in the Reading section. Students' performance data indicates that students require additional opportunities reading, comprehending and responding to complex grade level text in English.

G1.B7.S1 Differentiated instruction will be employed to address individual need along with Reciprocal Teaching Strategies.

PD Opportunity 1

K-W-L Charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency. QAR will be utilized to help students identify different types of question.

Facilitator

ELL Teacher

Participants

Teachers

Target Dates or Schedule

During the two hour Reading Block

Evidence of Completion

Teacher Lesson Plans, Student work

G1.B9 The results of the 2013 CELLA indicate that 38% of the students scored proficient in the Writing section. Students' performance data indicates that students require additional opportunities to practice academic writing in English.

G1.B9.S1 The teacher will provide students with opportunities to practice academic writing.

PD Opportunity 1

During instruction, students will be guided in developing and using graphic organizers and Reader Response logs. Students will also illustrate and label key concepts when involved in writing activities. Students will participate in school-wide monthly writing activities.

Facilitator

Reading Coach / ELL Teacher

Participants

Teachers

Target Dates or Schedule

Reading Block

Evidence of Completion

Teacher Lesson Plans, Student work

G2. Our goal for the 2013-2014 schools year is to increase 3.5 or higher student writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

G2.B1 The results of the the 2013 FCAT 2.0 Writing indicates 55% of the students scored 3.5 or higher proficiency. Students' performance data indicates that students require additional support with in narrative essay writing.

G2.B1.S1 Students will participate in small group guided instruction along with peer editing and revision.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Writing Block

Evidence of Completion

Student Writing Portfolio

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 65% of the students scored Level 3 and higher. Our goal for the 2013-2014 school year is to increase the performance of level 3 student proficiency by 12 percentage points to 77%.

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 30% of the students scored Level 3 proficiency. The area of deficiency for third grade students is Reporting Category Number: Fractions. The area of deficiency for fourth and fifth grade students is in Reporting Category Number: Base Ten & Fractions.

G3.B3.S1 Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions and number and operations through the use of manipulatives/ models and engaging opportunities for practice.

PD Opportunity 1

Teachers will provided differentiated instruction in small group and by assigning students courses on SuccessMaker based on student needs.

Facilitator

SuccessMaker Liaison Math Liaison Meetings

Participants

Math Teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student work and SuccessMaker student progress reports.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency on the 2014 Reading FCAT 2.0 by 10 percentage points to 75%.	\$30,000
Total		\$30,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$30,000
Total		\$30,000

Budget Details

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

G1. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency on the 2014 Reading FCAT 2.0 by 10 percentage points to 75%.

G1.B6 The results of the 2013 Reading FCAT 2.0 indicate that 63% of the students in the lowest 25% made learning gains. Students' performance data indicates that students have a deficiency in Reporting Category 2 Reading Application- LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

G1.B6.S1 Teachers will provide students with opportunities to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Action Step 1

All students scoring level 1 or 2 proficiency on the 2013 Reading FCAT 2.0 will be pulled out for Enrichment Lab two times a week.

Resource Type

Evidence-Based Program

Resource

Florida Ready, Voyager

Funding Source

Title I

Amount Needed

\$30,000