



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Avocado Elementary School

16969 SW 294TH ST

Homestead, FL 33030

305-247-4942

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
94%

Alternative/ESE Center
No

Charter School
No

Minority Rate
94%

School Grades History

2013-14
C

2012-13

2011-12

2010-11

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Part III: Coordination and Integration	50
Appendix 1: Professional Development Plan to Support Goals	53
Appendix 2: Budget to Support Goals	54

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

Avocado Elementary School

Principal

Crystal Coffey C

School Advisory Council chair

Mayda Lugo

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

Name	Title
Crystal Coffey	Principal
Yolanda Oliu	Assistant Principal
Robert Balmased	ELL Chairperson
Maureen Lewars	Reading Liaison
Cammy Rodriguez	Mathematics Liaison
Leslie Rolle-Washington	Science Liaison
Al Brown	Technology Support
Emma Soto	Student Services
Alva Bowen	Student Services
Yolanda Munoz	SPED Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal- 1, UTD Steward- 1, Teachers- 5, Parents- 6, Educational support – 1, Student- 1, BCR- 2
Alternate Teacher- 1, Alternate Parent- 1 Alternate Educational Support- 1, Alternate Student- 1.

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 Avocado 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- \$2000.00
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:

Crystal Coffey C

Principal

Years as Administrator: 15

Years at Current School: 4

Credentials

B.S.-
Elementary Education, West Virginia Wesleyan College
M.S.-
Educational Leadership, Nova
Southeastern University

Performance Record

2013 – School Grade – N/A
Reading Proficiency, 33%
Math Proficiency, 45%
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – 36%
Math AMO– 45%
2012 – School Grade – N/A
Rdg. Proficiency, 45%
Math Proficiency, 45%
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – No
Math AMO– No
2011 – School Grade – N/A
High Standards Rdg. 54%
High Standards Math 74%
Lrng Gains-Rdg. N/A
Lrng Gains-Math N/A
Gains-Rdg-25% N/A
Gains-Math-25% N/A
2010 – School Grade – N/A
High Standards Rdg. 59%
High Standards Math 75%
Lrng Gains-Rdg. N/A
Lrng Gains-Math N/A
Gains-Rdg-25% N/A
Gains-Math-25% N/A
2009 –School Grade - D
High Standards Rdg. 46%
High Standards Math 49%
Lrng Gains-Rdg. 23%
Lrng Gains-Math 61%

Gains-Rdg-25% 58%
Gains-Math-25% 54%

Yolanda Oliu

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

B.S.-
Elementary Education, Barry University
M.S.-
Educational Leadership, Nova Southeastern University
ESOL Endorsement

Performance Record

2013 – School Grade – D
Rdg. Proficiency, 39%
Math Proficiency, 41%
Rdg. Lrg. Gains, 56 points
Math Lrg. Gains, 56points
Rdg. Imp. of Lowest 25% -
56 points
Math Imp. of Lowest 25% -
62 points
Rdg. AMO – 39%
Math AMO– 41%
2012 – School Grade – C
Rdg. Proficiency, 42%
Math Proficiency, 45%
Rdg. Lrg. Gains, 60 points
Math Lrg. Gains, 61points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
62 points
Rdg. AMO – __
Math AMO– __
2011 – School Grade – C
High Standards Rdg. 57%
High Standards Math 57%
Lrng Gains-Rdg. 58
Lrng Gains-Math 52
Gains-Rdg- 61%
Gains-Math- 58%
2010 – School Grade – C
High Standards Rdg. 60%
High Standards Math 65%
Lrng Gains-Rdg. 57
Lrng Gains-Math 61
Gains-Rdg- 55%
Gains-Math- 62%
2009 –School Grade - B
High Standards Rdg. 66%
High Standards Math 67%
Lrng Gains-Rdg. 67%
Lrng Gains-Math 67%

Gains-Rdg-25% 64%
Gains-Math-25% 69%

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

40, 87%

Highly Qualified Teachers

96%

certified in-field

45, 98%

ESOL endorsed

36, 78%

reading endorsed

3, 7%

with advanced degrees

18, 39%

National Board Certified

3, 7%

first-year teachers

0, 0%

with 1-5 years of experience

3, 7%

with 6-14 years of experience

18, 39%

with 15 or more years of experience

25, 54%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

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

New teachers are assigned to the Professional Growth Team (PGT).
Principal meets with new teachers on a regular basis.
New teachers are assigned Mentor Teachers.
Professional Development is offered and teachers are encouraged to participate.
The Administrative Team holds a yearly orientation meeting -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

Mentors are National Board Certified, MINT Certified, and/or various leadership roles at the school. The mentees are assisted with planning and instruction.

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

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

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

Data-based problem-solving processes

The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals. They will also monitor academic and behavioral data to evaluate progress towards those goals at least three times a year by:

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

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The MTSS Problem-

Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

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

Tier 1(Leadership Team)

Crystal Coffey, Principal

Facilitates and conducts meetings by providing current data and support documents. Oversees the implementation of the ELAB program. The Principal provides 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 wellbeing, and prevention of student failure through early intervention.

Yolanda Oliu, 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

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/Rtl.

Yolanda Munoz, SPED Chair:

Participate in student data collection, integrates instructional activities for all TIER students, and works together with the general education teachers to collaborate activities.

Robert Balmaseda, ELL Chair:

Participate in student data collection, integrates instructional activities for all ELL students, and works together with the general education teachers to collaborate activities.

Maureen Lewars, Reading Liaison:

Provides support in reading. Shares current data gathered at meetings and professional developments geared towards student progress, interventions and data driven results.

Cammy Ramirez, Mathematics Liaison:

Provides support in mathematics. Shares current data gathered at meetings and professional developments geared towards student progress, interventions and data driven results.

Leslie Rolle-Washington, Science Liaison:

Provides support in science. Shares current data gathered at meetings and professional developments geared towards student progress, interventions and data driven results.

Al Brown, Technology Support:

Manages that all the technology is working properly.

Emma Soto & Alva Bowen, Student Services:

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.

Jacqueline Rodriguez, Data Facilitator

Assist with data collection and dissemination.

In addition to Tier 1 problem solving, the Leadership Team members will meet bi-monthly to review consensus, infrastructure, and implementation of building levels of the MTSS.

Tier 2

The Assistant Principal, Reading Liaison, School Social Worker and School Psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Assistant Principal, Classroom Teacher, School Psychologist and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document timelines and support for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

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

Adjust the delivery of curriculum and instruction to meet the specific needs of students

Adjust the delivery of behavior management system

Adjust the allocation of school-based resources

Drive decisions regarding targeted professional development

Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

SuccessMaker Utilization and Progress Reports

District Interim Assessments

Benchmark Assessments

FCAT 2.0

STAR Reading Assessment

Oral Reading Fluency Measures

State/Local Math and Science Assessments

Student grades

School site specific assessments

Behavioral

Student Case Management System

Detentions

Suspensions/expulsions

Referrals by student behavior, staff behavior, and administrative context
 Office referrals per day per month
 Team climate surveys
 Attendance
 Referrals to special education programs
 Functional Assessments

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

Support will include providing support for school staff to understand basic RtI principles and procedures as well as providing a network of ongoing support through the counselor and select teachers. Professional development will include training for all staff in the RtI problem solving at Tiers 1, 2 and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,200

Avocado Elementary School provides students with the 21st Century After School Care Program that provides extended learning and enrichment opportunities. The program is a federal funded source that provides services to students attending low poverty and low performing schools. The program provides enrichment activities that help students meet the state and local achievements. Literacy and related educational development services are provided to families of children who attend the program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

The Afterschool Leaders will take attendance daily and submitted to the 21st Century School-site Director. The Director identifies students who are part of the afterschool care program and cross-references the students with various data sources in order to track and monitor their academic progress and ensure students are making adequate progress.

Who is responsible for monitoring implementation of this strategy?

The 21st Century Community Learning Centers Director- Maureen Lewars

Literacy Leadership Team (LLT)

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

Name	Title
Crystal Coffey	Principal
Yolanda Oliu	Assistant Principal
Maureen Lewars	Reading Liaison
Cammy Ramirez	Math Liaison
Leslie Rolle-Washington	Science Liaison
Robert Balmaseda	ELL Chairperson
Yolanda Munoz	SPED Chairperson
Belkis Batres	Community Involvement Specialist
Emma Soto	Student Services
Alva Bowen	Student Services

How the school-based LLT functions

The purpose of the Avocado Elementary Literacy Leadership Team is to build a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership team will meet once a month.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal will provide necessary resources to the LLT. The Reading Liaison will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading Liaison will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The Reading Liaison will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

In addition, the LLT will review universal screening data and link information to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Major initiatives of the LLT

The Literacy Leadership Team will create a reading goal, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum.

The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Ticket To Read, Reading Plus, Accelerated Reader, SuccessMaker, Waterford, Kids College and reading contests.

The Reading Liaison will work with the Literacy Leadership Team to guarantee fidelity of implementation of the Common Core Standards.

The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

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

At Avocado Elementary School, "Transition to Kindergarten" packets are provided to all neighborhood day cares and pre-kindergarten centers for distribution to all parents of incoming Kindergarten students. A transition to Kindergarten meeting was held on May 14, 2013 in order to inform parents of what to expect when their child(ren) is in Kindergarten. In addition, all incoming Kindergarteners are assessed using the Print/Letter Knowledge and the FLKRS state assessment along with the Florida Assessment for Instruction in Reading (FAIR). Data collected from these assessments will be used to plan instructional and intervention programs. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Mid-year and end-of year assessments will be used to determine student progress and learning gains and modify instruction as needed.

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	53%	36%	No	57%
American Indian				
Asian				
Black/African American	46%	27%	No	51%
Hispanic	50%	32%	No	55%
White	75%	53%	No	78%
English language learners	44%	27%	No	50%
Students with disabilities	30%	0%	No	37%
Economically disadvantaged	51%	33%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	16%	21%
Students scoring at or above Achievement Level 4	25	17%	19%

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)	124	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	62	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	19%	27%

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	58%	45%	No	63%
American Indian				
Asian				
Black/African American	46%	47%	Yes	51%
Hispanic	56%	41%	No	60%
White	88%	60%	No	89%
English language learners	53%	42%	No	57%
Students with disabilities	33%	19%	No	40%
Economically disadvantaged	55%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	24%	28%
Students scoring at or above Achievement Level 4	30	21%	23%

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	85	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	32	5%	4%
Students who are not proficient in reading by third grade	98	67%	60%
Students who receive two or more behavior referrals	35	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	1%

Goals Summary

- G1.** Our goal for the 2013-14 school year is to increase and generate student interest in STEM while infusing real-world connections through best practices classroom strategies and after-school enrichment opportunities.
- G2.** Results of the 2012-13 FCAT 2.0 Math Test indicated 45% of students in grade 3 scored at Achievement Level 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 45% to 63% on the FCAT 2.0.
- G3.** Results of the 2012-13 FCAT 2.0 Reading Test indicated 36% of students in grade 3 scored at Achievement Levels 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 36% to 57% on the FCAT 2.0.
- G4.** Our goal for the 2013-2014 school year is to increase student participation during instructional time.

Goals Detail

G1. Our goal for the 2013-14 school year is to increase and generate student interest in STEM while infusing real-world connections through best practices classroom strategies and after-school enrichment opportunities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Teachers, Science Labs, Interactive Science Journals, and Science Fair.

Targeted Barriers to Achieving the Goal

- Increase the number of students participating in Science Fair and Project-Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

The goal to increase and generate student interest in STEM will be monitored by reviewing the participation of students creating Science Fair Projects.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

On-going

Evidence of Completion:

Science Fair Projects.

G2. Results of the 2012-13 FCAT 2.0 Math Test indicated 45% of students in grade 3 scored at Achievement Level 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 45% to 63% on the FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Houghton Mifflin Go Math Series, Think Central, Computer Labs, Success Maker, Classroom-based Assessments, Gizmosr, and On Target

Targeted Barriers to Achieving the Goal

- According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase the use of research-based strategies and computer based programs for Grade 3 Hispanic, White, and Economically Disadvantaged students. Data reflects Hispanic students scored at 41%, White 60%, and Economically Disadvantaged 43%. Our target goal is Hispanic students 60%, White 89%, and Economically Disadvantaged 60%
- According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase math vocabulary development, comprehension strategies, and computer based programs for Grade 3 ELL students. Data reflects ELL students scored at 42%. Our target goal for ELL students is 57%.
- According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase basic computation skills and computer based programs for Grade 3 SWD students. Data reflects SWD students scored at 19%. Our target goal for SWD students is 40%.
- According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase the level of rigorous instruction, higher-order thinking strategies, and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 3.0 scored at 24%. Our target goal for this subgroups is 37%.
- According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase opportunities for enrichment activities and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 4.0 and above scored at 21%. Our target goal for this subgroups is 26%.

Plan to Monitor Progress Toward the Goal

The goal to increase the percentage of students meeting high standards will be monitored by comparing various data and ultimately the FCAT 2.0 Math Test.

Person or Persons Responsible

MTTS/Rtl

Target Dates or Schedule:

On-going

Evidence of Completion:

Classroom-based assessments, District Interims, and FCAT 2.0

G3. Results of the 2012-13 FCAT 2.0 Reading Test indicated 36% of students in grade 3 scored at Achievement Levels 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 36% to 57% on the FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Wonders Series, Computer Labs, Success Maker, Stride, Wonder Works, FAIR, & Classroom-based assessments

Targeted Barriers to Achieving the Goal

- According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase the use of research-based strategies and computer based programs for Grade 3 Black, Hispanic, White, and Economically Disadvantaged students. Data reflects Black students scored at 27%, Hispanic 32%, White 53%, and Economically Disadvantaged 33%. Our target goal is Black students 51%, Hispanic 55%, White 78%, and Economically Disadvantaged 56%
- According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase vocabulary development strategies and computer based programs for Grade 3 ELL students. Data reflects ELL students scored at 27%. Our target goal for ELL students is 50%.
- According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase reading comprehension skills and computer based programs for Grade 3 SWD students. Data reflects SWD students scored at <5%. Our target goal for SWD students is 37%.
- According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase the level of rigorous instruction, higher-order thinking strategies, and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 3.0 scored at 16%. Our target goal for this subgroups is 33%.
- According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase opportunities for enrichment activities and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 4.0 and above scored at 17%. Our target goal for this subgroups is 24%.
- According to the results of the 2012-13 CELLA Listening and Speaking Section the data reflects a need to increase the use of the Language Experience Approach and computer based programs for ELL students. Data reflects ELL students scored at 42%. Our target goal is 48%.
- According to the results of the 2012-13 CELLA Reading Section the data reflects a need to increase the use of research-based reading strategies and computer based programs for ELL students. Data reflects ELL students scored at 21%. Our target goal is 29%.
- According to the results of the 2012-13 CELLA Writing Section the data reflects a need to increase the implementation of basic writing conventions for ELL students. Data reflects ELL students scored at 19%. Our target goal is 27%.

Plan to Monitor Progress Toward the Goal

The goal to increase the percentage of students meeting high standards will be monitored by comparing various data, and ultimately the FCAT 2.0 Reading test.

Person or Persons Responsible

LLT

Target Dates or Schedule:

On-going

Evidence of Completion:

Classroom based assessments, District Interims, and FCAT 2.0.

G4. Our goal for the 2013-2014 school year is to increase student participation during instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Community Involvement Specialist (CIS), Social Worker, LLT, MTSS/RtI, Code of Student Conduct, Alternative to Suspension Plan, Do the Right Thing Program, and Attendance Incentive Plan.

Targeted Barriers to Achieving the Goal

- Decrease the number of students missing 10% or more of available instructional time from 14% to 13%.
- Decrease the number of students retained in Kindergarten to 3rd Grade from 5% to 4%.
- Decrease the number of students who are not proficient in Reading by Grade 3 from 67% to 60%.
- Decrease the number of students who receive two or more behavior referrals from 6% to 5% and decrease the number of referrals that lead to suspension from 2% to 1%.

Plan to Monitor Progress Toward the Goal

Our goal for the 2013-2014 academic school year is to ultimately increase student participation during instructional time.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule:

On-going

Evidence of Completion:

Daily Attendance Bulletin, Student Case Management Referral Form Reports, Student Performance Data Reports, FCAT 2.0, SAT 10, Classroom-based Assessments, and FAIR

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-14 school year is to increase and generate student interest in STEM while infusing real-world connections through best practices classroom strategies and after-school enrichment opportunities.

G1.B1 Increase the number of students participating in Science Fair and Project-Based Learning in STEM.

G1.B1.S1 Conduct scientific investigations following the scientific method. Provide multiple opportunities for inquiry based learning during instruction. Provide opportunities for students to design and develop science and engineering projects to increase scientific thinking, and/or the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science.

Action Step 1

Teachers create opportunities for students to participate in scientific investigations that follow the scientific method. Teachers will utilize student science interactive notebooks to facilitate inquiry based learning. Teachers will also increase the opportunities for students to participate in a Science/Invention Fair/Competition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic Student Work.

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

Daily classroom walk throughs will be conducted to ensure multiple opportunities are being provided for students to participate in various science activities that follow the scientific method.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Science Interactive Notebooks, Lab Reports, and Classroom Walk through Debriefing.

Plan to Monitor Effectiveness of G1.B1.S1

Review the participation of students creating Science Fair Projects.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Science Fair Project and Science Fair Night.

G2. Results of the 2012-13 FCAT 2.0 Math Test indicated 45% of students in grade 3 scored at Achievement Level 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 45% to 63% on the FCAT 2.0.

G2.B1 According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase the use of research-based strategies and computer based programs for Grade 3 Hispanic, White, and Economically Disadvantaged students. Data reflects Hispanic students scored at 41%, White 60%, and Economically Disadvantaged 43%. Our target goal is Hispanic students 60%, White 89%, and Economically Disadvantaged 60%

G2.B1.S1 Provide opportunities for students to use: Solve real-world problems, modeling using manipulatives, concrete to abstract, mathematical graphic organizers, step-by-step problem solving, and proper use of mathematical tools.

Action Step 1

Teachers will incorporate math research-based strategies, which include but not limited to Sequence Charts, Comparing and Contrasting, Visualization, hands-on activities, and Cooperative Learning Groups in their daily lesson plans. Instruction will be geared towards the improvement of targeted areas of weakness. Increase the use of technology in the classroom and/or in the school-based computer labs to reinforce taught skills to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, and Success Maker.

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

Daily classroom walk throughs will be conducted to ensure the aforementioned strategies of Teaching and Learning are incorporated. Data will also be utilized to drive instruction and differentiated grouping. The use of technology will be monitored.

Person or Persons Responsible

MTTS/Rtl

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group Rotation Schedule, Classroom Walk through Debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G2.B1.S1

Review student performance data and utilization reports.

Person or Persons Responsible

MTTS/Rtl

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G2.B2 According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase math vocabulary development, comprehension strategies, and computer based programs for Grade 3 ELL students. Data reflects ELL students scored at 42%. Our target goal for ELL students is 57%.

G2.B2.S1 Provide opportunities for students to use Interactive Word Walls, Personal Dictionaries, Interactive Math Journals, and Frayer Vocabulary Models.

Action Step 1

Teachers will incorporate math research-based instructional strategies, which include a variety of vocabulary related instructional tools in their daily lesson plans. Instruction will be geared toward the improvement of targeted areas of weakness. Increase the use of technology in the classroom and/or in the school-based computer labs to reinforce taught skills to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, and Think Central.

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

Daily classroom walk throughs will be conducted to ensure the aforementioned strategies are implemented in the teaching and learning. Data will also be utilized to drive instruction and differentiated grouping. The use of technology will be monitored.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group Rotation Schedule, Classroom Walk through Debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G2.B2.S1

Review student performance data reports and utilization reports.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Students Data Performance Reports and Utilization Reports.

G2.B3 According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase basic computation skills and computer based programs for Grade 3 SWD students. Data reflects SWD students scored at 19%. Our target goal for SWD students is 40%.

G2.B3.S1 Provide opportunities for students to develop an understanding of numbers and operations through the use of manipulatives and engaging opportunities for practice basic computation skills and increase the level of difficulty based on student progress.

Action Step 1

Teachers will incorporate math research-based strategies in their daily lesson plans. Instruction will be geared toward the improvement targeted areas of weakness. Increase the use of technology in the classroom and/or in the school-based computer labs to reinforce taught skills to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction groups, Moby Max, and Success Maker.

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

Daily classroom walk throughs will be conducted to ensure the aforementioned strategies are implemented in the teaching and learning. Data will also be utilized to drive instruction and differentiated grouping. The use of technology will be monitored.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Group Rotation Schedule, Classroom Walk through Debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G2.B3.S1

Review student performance data and utilization reports.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G2.B4 According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase the level of rigorous instruction, higher-order thinking strategies, and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 3.0 scored at 24%. Our target goal for this subgroups is 37%.

G2.B4.S1 Provide opportunities for students to use texts and resources that are appropriately challenging and supportive.

Action Step 1

Teachers will incorporate instructional materials and tasks that are appropriately more complex, rigorous, and more sophisticated in their daily lesson plans. Instruction will be geared towards maintaining and/or developing upon the previously mastered skills. Increase the use of technology in the classroom and/or in the school-based computer labs to maintain taught skills and to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic students work, Differentiated Instruction Groups, and Success Maker.

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

Classroom walk throughs will be conducted to ensure the aforementioned strategies are implemented in teaching and learning. Data will also be utilized to monitor students retention and reinforcement of skills and strategies. The use of technology will also be monitored.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction group Rotation Schedule, Classroom Walk through Debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G2.B4.S1

Review student performance data reports and utilization reports

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G2.B5 According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase opportunities for enrichment activities and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 4.0 and above scored at 21%. Our target goal for this subgroups is 26%.

G2.B5.S1 Provide academic enrichment opportunities to expand on students' learning such as interactive and/or project-based learning.

Action Step 1

Teachers will incorporate academic enrichment activities that are appropriately more complex, rigorous, and more sophisticated in their daily lesson plans. Instruction will be geared towards enriching and/or developing upon the previously mastered skills. Increase the use of technology in the classroom and/or in the school-based computer labs to further develop recently taught/mastered skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Enrichment Groups, and Success Maker.

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

Daily classroom walk throughs will be conducted to ensure the aforementioned strategies are implemented in teaching and learning. Data will also be utilized to monitor students' retention and reinforcement of skills and strategies. The use of technology will also be monitored.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Enrichment group Rotation Schedule, Classroom Walk through Debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G2.B5.S1

Review student performance data reports and utilization reports.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports

G3. Results of the 2012-13 FCAT 2.0 Reading Test indicated 36% of students in grade 3 scored at Achievement Levels 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 36% to 57% on the FCAT 2.0.

G3.B1 According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase the use of research-based strategies and computer based programs for Grade 3 Black, Hispanic, White, and Economically Disadvantaged students. Data reflects Black students scored at 27%, Hispanic 32%, White 53%, and Economically Disadvantaged 33%. Our target goal is Black students 51%, Hispanic 55%, White 78%, and Economically Disadvantaged 56%

G3.B1.S1 Provide opportunities for students to use: Story map, somebody/wanted/but/so, turning point graphic, author's toolbox for bringing a character to life, open mind character chart, literacy devices and figurative language, text feature chart, and text feature analysis.

Action Step 1

Teachers will incorporate research based strategies, which include a variety of graphic organizers in their daily lesson plans. Instruction will be geared towards the improvement of targeted areas of weakness. Increase the use of technology in the classroom and/or in the school based computer labs to reinforce taught skills to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, and Success Maker.

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

Daily classroom walk throughs will be conducted to ensure the 5 Dimensions of Teaching and Learning are incorporated. Data will also be utilized to drive instruction and differentiated grouping. The use of technology will be monitored.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group rotation schedule, Classroom Walk through debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G3.B1.S1

Review student performance data and utilization reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G3.B2 According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase vocabulary development strategies and computer based programs for Grade 3 ELL students. Data reflects ELL students scored at 27%. Our target goal for ELL students is 50%.

G3.B2.S1 Provide opportunities for students to use words walls, personal dictionaries, context clue charts, concept of a definition map, word arrays, word squares, multiple meaning charts, and vocabulary maps.

Action Step 1

Teachers will incorporate research based instructional strategies, which include a variety of vocabulary related instructional tools in their daily lesson plans. Instruction will be geared towards the improvement of targeted areas of weakness. Increase the use of technology in the classroom and/or in the school based computer labs to reinforce taught skills to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, and Waterford.

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

Daily classroom walk throughs will be conducted to ensure the 5 Dimensions of Teaching and Learning are incorporated. Data will also be utilized to drive instruction and differentiated grouping. The use of technology will be monitored.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group rotation schedule, Classroom Walk through debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G3.B2.S1

Review student performance data and utilization reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Data Performance Reports and Utilization Reports.

G3.B3 According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase reading comprehension skills and computer based programs for Grade 3 SWD students. Data reflects SWD students scored at <5%. Our target goal for SWD students is 37%.

G3.B3.S1 Provide opportunities for students to use various reading comprehension strategies such as Making Connections, Visualizing, Asking Questions, Inferring, Determining Importance, and Synthesizing.

Action Step 1

Teachers will incorporate research based reading comprehension strategies in their daily lesson plans. Instruction will be geared towards the improvement of targeted areas of weakness. Increase the use of technology in the classroom and/or in the school based computer labs to reinforce taught skills to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, and Success Maker.

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

Daily classroom walk throughs will be conducted to ensure the 5 Dimensions of Teaching and Learning are incorporated. Data will also be utilized to drive instruction and differentiated grouping. The use of technology will be monitored.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group rotation schedule, Classroom Walk through debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G3.B3.S1

Review student performance data and utilization reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Data Performance Reports and Utilization Reports.

G3.B4 According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase the level of rigorous instruction, higher-order thinking strategies, and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 3.0 scored at 16%. Our target goal for this subgroups is 33%.

G3.B4.S1 Provide opportunities for students to use texts and resources that are appropriately challenging and supportive.

Action Step 1

Teachers will incorporate instructional materials and tasks that are appropriately more complex, rigorous, and more sophisticated in their daily lesson plans. Instruction will be geared towards maintaining and/or developing upon the previously mastered skills. Increase the use of technology in the classroom and/or in the school based computer labs to maintain taught skills and to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, and Success Maker.

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

Daily classroom walk throughs will be conducted to ensure the 5 Dimensions of Teaching and Learning are incorporated. Data will also be utilized to monitor students' retention and reinforcement of skills and strategies. The use of technology will also be monitored.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group rotation schedule, Classroom Walk through debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G3.B4.S1

Review student performance data and utilization reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G3.B5 According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase opportunities for enrichment activities and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 4.0 and above scored at 17%. Our target goal for this subgroups is 24%.

G3.B5.S1 Provide academic enrichment opportunities to expand on students' learning such as interactive and/or project-based learning.

Action Step 1

Teachers will incorporate academic enrichment activities that are appropriately more complex, rigorous, and more sophisticated in their daily lesson plans. Instruction will be geared towards enriching and/or developing upon the previously mastered skills. Increase the use of technology in the classroom and/or in the school based computer labs to further develop recently taught/mastered skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Enrichment Groups, Success Maker, and Reading Plus.

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

Daily classroom walk throughs will be conducted to ensure the 5 Dimensions of Teaching and Learning are incorporated. Data will also be utilized to monitor students' retention and reinforcement of skills and strategies. The use of technology will also be monitored.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Enrichment Group rotation schedule, Classroom Walk through debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G3.B5.S1

Review student performance data reports and utilization reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G3.B6 According to the results of the 2012-13 CELLA Listening and Speaking Section the data reflects a need to increase the use of the Language Experience Approach and computer based programs for ELL students. Data reflects ELL students scored at 42%. Our target goal is 48%.

G3.B6.S1 Provide opportunities during the reading instructional block where teachers monitor and adapt speech and model language patterns and structure.

Action Step 1

Provide Language Experience Opportunities such as Creating a Personal View Representation, Retelling Events, Modeling, Think-Pair-Share, Panel Discussions or Debates, Talking Stick, and Role Play.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, Waterford, Ellis, and Success Maker.

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

Daily classroom walk throughs will be conducted to ensure the 5 Dimensions of Teaching and Learning are incorporated. Data will also be utilized to monitor students' retention and reinforcement of skills and strategies. The use of technology will also be monitored.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group rotation schedule, Classroom Walk through debriefing, Performance Data Reports.

Plan to Monitor Effectiveness of G3.B6.S1

Review student performance data and utilization reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G3.B7 According to the results of the 2012-13 CELLA Reading Section the data reflects a need to increase the use of research-based reading strategies and computer based programs for ELL students. Data reflects ELL students scored at 21%. Our target goal is 29%.

G3.B7.S1 Provide opportunities for students to use various reading comprehension strategies such as Activating Prior Knowledge, Picture Walks, Predicting, KWL Charts, Gallery Walk, Talking Stick, and Choral Reading.

Action Step 1

Teachers will incorporate research based reading comprehension strategies in their daily lesson plans. Instruction will be geared towards the improvement of targeted areas of weakness. Increase the use of technology in the classroom and/or in the school based computer labs to reinforce taught skills to further develop student's skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work, Differentiated Instruction Groups, Waterford, and Ellis.

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

Daily classroom walk throughs will be conducted to ensure the 5 Dimensions of Teaching and Learning are incorporated. Data will also be utilized to drive instruction and differentiated grouping. The use of technology will be monitored.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction Group rotation schedule, Classroom Walk through debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G3.B7.S1

Review student performance data and utilization reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

G3.B8 According to the results of the 2012-13 CELLA Writing Section the data reflects a need to increase the implementation of basic writing conventions for ELL students. Data reflects ELL students scored at 19%. Our target goal is 27%.

G3.B8.S1 Provide opportunities for students to write across the curriculum, using different writing modes.

Action Step 1

Teachers will incorporate writing activities and tasks such as Dialogue Journals, Letter Writing, Process Writing, Reading Response Journals, Summarizing, and Writing Prompts in their daily lesson plans. Instruction will be geared towards developing basic writing conventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Authentic student work (Journals) and Portfolios.

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

Daily classroom walk throughs will be conducted to ensure writing is being implemented across the curriculum.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Classroom Walk through debriefing, and Monthly Writing Scores.

Plan to Monitor Effectiveness of G3.B8.S1

Review monthly writing scores.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

Monthly Writing Scores.

G4. Our goal for the 2013-2014 school year is to increase student participation during instructional time.

G4.B1 Decrease the number of students missing 10% or more of available instructional time from 14% to 13%.

G4.B1.S1 Increase parental awareness regarding school attendance policy. Make the Student and Parent Handbook readily available in the main office. Incorporate a school-wide attendance incentive plan.

Action Step 1

Conduct Parent Workshops and Student Assemblies to provide important information regarding attendance and it's impact on student achievement.

Person or Persons Responsible

Community Involvement Specialist, LLT, and MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Meeting Sign in sheets and monthly calendars, ACE Page, Informational Flyers, and Connect Ed

Facilitator:

Community Involvement Specialist

Participants:

Parents, Students, and Staff.

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

Ensure the attendance incentive plan is implemented and parent workshops and students assemblies have been conducted.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

On going

Evidence of Completion

Meeting sign in sheets and agenda/calendar.

Plan to Monitor Effectiveness of G4.B1.S1

Review Daily Attendance Bulletin for accuracy and make necessary corrections.

Person or Persons Responsible

MTSS/RtI and RtI

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin, Attendance Correction Forms, Gradebook, and ISIS.

G4.B2 Decrease the number of students retained in Kindergarten to 3rd Grade from 5% to 4%.

G4.B2.S1 Provide opportunities for students to participate in Differentiated Instruction activities based on the students' needs using the appropriate texts/supplemental resources.

Action Step 1

Teachers will use assessment data to determine students' access points of learning as well as for obtaining essential information for targeting differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Data from Formative Assessments

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

Daily classroom walk throughs will be conducted to ensure fluid Differentiated Instruction Groups are being implemented.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Groups Rotation Schedule, Classroom Walk through Debriefing, and Performance Data Reports.

Plan to Monitor Effectiveness of G4.B2.S1

Review student performance data reports

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports

G4.B3 Decrease the number of students who are not proficient in Reading by Grade 3 from 67% to 60%.

G4.B3.S1 Identify students in Kindergarten through 2nd Grade who are in need of additional intervention.

Action Step 1

Teachers will provide additional support using supplemental material for students who are working below grade level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Wonders appropriate Leveled Readers and Wonder Works.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Daily classroom walk throughs will be conducted to ensure additional interventions are being implemented.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Differentiated Instruction group Rotation Schedule, and Classroom Walk through Debriefing.

Plan to Monitor Effectiveness of G4.B3.S1

Review student performance data reports in grades Kindergarten through 2nd Grade.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Student Performance Data Reports.

G4.B4 Decrease the number of students who receive two or more behavior referrals from 6% to 5% and decrease the number of referrals that lead to suspension from 2% to 1%.

G4.B4.S1 Provide teachers the opportunity to participate in Classroom Management Professional Development. Teachers will nominate students on a monthly basis for Do the Right Thing.

Action Step 1

Teachers will implement the various strategies learned in the Professional Development during the school day as well nominating students for Do the Right Thing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Roster, Lesson Plans, Do the Right Thing Nomination Forms.

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Daily classroom walk throughs will be conducted to ensure classroom management strategies are being implemented.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk through Debriefing

Plan to Monitor Effectiveness of G4.B4.S1

Review the Disciplinary Action Report

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Disciplinary Action Report

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

Avocado Elementary School provides students with additional remediation through extended learning opportunities after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program at Avocado Elementary School include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part D

Avocado Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school and summer school) by the Title I, Part C, Migrant Education 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, 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-3)
- parent outreach activities (K-3)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-3)
- reading and supplementary instructional materials (K-3)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application.

Title VI, Part B - NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Education Program at Avocado Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The District Homeless Education Program assists Avocado Elementary with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Safe and Drug-Free Schools Program at Avocado Elementary addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers.

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Avocado Elementary School that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level.

Nutrition Programs

1) Avocado Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Report (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G4. Our goal for the 2013-2014 school year is to increase student participation during instructional time.

G4.B1 Decrease the number of students missing 10% or more of available instructional time from 14% to 13%.

G4.B1.S1 Increase parental awareness regarding school attendance policy. Make the Student and Parent Handbook readily available in the main office. Incorporate a school-wide attendance incentive plan.

PD Opportunity 1

Conduct Parent Workshops and Student Assemblies to provide important information regarding attendance and it's impact on student achievement.

Facilitator

Community Involvement Specialist

Participants

Parents, Students, and Staff.

Target Dates or Schedule

On-going

Evidence of Completion

Meeting Sign in sheets and monthly calendars, ACE Page, Informational Flyers, and Connect Ed

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Results of the 2012-13 FCAT 2.0 Math Test indicated 45% of students in grade 3 scored at Achievement Level 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 45% to 63% on the FCAT 2.0.	\$900
G3.	Results of the 2012-13 FCAT 2.0 Reading Test indicated 36% of students in grade 3 scored at Achievement Levels 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 36% to 57% on the FCAT 2.0.	\$900
G4.	Our goal for the 2013-2014 school year is to increase student participation during instructional time.	\$1,500
Total		\$3,300

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Total
Title I	\$1,800	\$0	\$1,800
EESAC	\$0	\$1,500	\$1,500
Total	\$1,800	\$1,500	\$3,300

Budget Details

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

G2. Results of the 2012-13 FCAT 2.0 Math Test indicated 45% of students in grade 3 scored at Achievement Level 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 45% to 63% on the FCAT 2.0.

G2.B4 According to the results of the 2012-13 FCAT 2.0 Math Test the data reflects a need to increase the level of rigorous instruction, higher-order thinking strategies, and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 3.0 scored at 24%. Our target goal for this subgroups is 37%.

G2.B4.S1 Provide opportunities for students to use texts and resources that are appropriately challenging and supportive.

Action Step 1

Teachers will incorporate instructional materials and tasks that are appropriately more complex, rigorous, and more sophisticated in their daily lesson plans. Instruction will be geared towards maintaining and/or developing upon the previously mastered skills. Increase the use of technology in the classroom and/or in the school-based computer labs to maintain taught skills and to further develop student's skills.

Resource Type

Evidence-Based Materials

Resource

On Target Benchmark Review resource book.

Funding Source

Title I

Amount Needed

\$900

G3. Results of the 2012-13 FCAT 2.0 Reading Test indicated 36% of students in grade 3 scored at Achievement Levels 3 and above. Our goal for the 2013-14 school year is to increase students meeting high standards from 36% to 57% on the FCAT 2.0.

G3.B4 According to the results of the 2012-13 FCAT 2.0 Reading Test the data reflects a need to increase the level of rigorous instruction, higher-order thinking strategies, and computer based programs for Grade 3 students. Data reflects students who scored at Achievement Level 3.0 scored at 16%. Our target goal for this subgroups is 33%.

G3.B4.S1 Provide opportunities for students to use texts and resources that are appropriately challenging and supportive.

Action Step 1

Teachers will incorporate instructional materials and tasks that are appropriately more complex, rigorous, and more sophisticated in their daily lesson plans. Instruction will be geared towards maintaining and/or developing upon the previously mastered skills. Increase the use of technology in the classroom and/or in the school based computer labs to maintain taught skills and to further develop student's skills.

Resource Type

Evidence-Based Materials

Resource

On Target Benchmark Review resource book.

Funding Source

Title I

Amount Needed

\$900

G4. Our goal for the 2013-2014 school year is to increase student participation during instructional time.

G4.B1 Decrease the number of students missing 10% or more of available instructional time from 14% to 13%.

G4.B1.S1 Increase parental awareness regarding school attendance policy. Make the Student and Parent Handbook readily available in the main office. Incorporate a school-wide attendance incentive plan.

Action Step 1

Conduct Parent Workshops and Student Assemblies to provide important information regarding attendance and it's impact on student achievement.

Resource Type

Other

Resource

Incentives for school-wide activities/plans.

Funding Source

EESAC

Amount Needed

\$1,500