



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Agenoria S Paschal/Olinda Elementary School

5536 NW 21ST AVE

Miami, FL 33142

305-633-0308

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
C

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

Agenoria S Paschal/Olinda Elementary School

Principal

Adrian Montes

School Advisory Council chair

Katina McRae

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

Name	Title
Adrian Montes	Principal
Kimula D. Oce	Assistant Principal
Katina McRae	Teacher/Mathematic Liaison
Charrise Mosley	Teacher/Reading Liaison
Monica Oltmanns	Teacher/Science Liaison
Adriana Sanabria	Counselor
Silvia Coego	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

Principal-1, UTD Steward-1, Teacher-5, Parents- 7, Educational Support-1, Business Community Representative-1, Student-1

Involvement of the SAC in the development of the SIP

The school's Educational Excellence School Advisory Committee (EESAC) is the sole body responsible for developing and monitoring the School Improvement Plan (SIP). As part of the EESAC involvement, the school's leadership team and grade level groups met in April of 2013 to identify targeted areas in need of improvement and to develop, identify, and/ or modify strategies for the 2013-14 SIP. On April 24, 2013 the identified areas in need of improvement relating to academics, parental involvement,

suspensions, attendance, budget, professional development and instructional materials were identified, discussed, and reviewed by the school's EESAC.

Activities of the SAC for the upcoming school year

The school's EESAC will meet quarterly to review the current progress of the SIP. The EESAC will also work on identifying strategies to help support the increase of technology within the classroom.

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

The EESAC is projected to utilize 100% (\$1590) of allocated school improvement funds to help support the school's goal of increasing technology in grades Kindergarten through 2nd grade.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Adrian Montes

Principal

Years as Administrator: 11

Years at Current School: 7

Credentials

BA-Varying Exceptionalities, Nova Southeastern University;
 Master of Science-Educational Leadership, Nova Southeastern
 University; Principal Certification State of Florida

Performance Record

2013 – School Grade- B
 Rdg. Proficiency, 39%
 Math Proficiency, 50%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 58 points
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –NO
 Math AMO–NO

2012 – School Grade- A
 Rdg. Proficiency, 39%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 88 points
 Rdg. AMO –NO
 Math AMO–NO

2011 – School Grade- C
 Rdg. Proficiency, 55%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. AMO –NO
 Math AMO–NO

2010 – School Grade- D
 Rdg. Proficiency, 46%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 50 points
 Math Lrg. Gains, 44 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO –NO
 Math AMO–NO

2009 – School Grade- B
 Rdg. Proficiency, 52%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 70 points

Rdg. AMO –NO
Math AMO–NO

Kimula D. Oce

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Bachelor's of Arts in English; Master's of Science in Reading;
 Certification in Educational Leadership; Certification in Elementary
 Education; Certification in Reading, K-12; ESOL Endorsed

Performance Record

2013 – School Grade- B
 Rdg. Proficiency, 39%
 Math Proficiency, 50%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 58 points
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –NO
 Math AMO–NO

2012 – School Grade- A
 Rdg. Proficiency, 39%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 88 points
 Rdg. AMO –NO
 Math AMO–NO

2011 – School Grade- C
 Rdg. Proficiency, 55%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. AMO –NO
 Math AMO–NO

2010 – School Grade- D
 Rdg. Proficiency, 46%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 50 points
 Math Lrg. Gains, 44 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO –NO
 Math AMO–NO

2009 – School Grade- B
 Rdg. Proficiency, 52%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 70 points

Rdg. AMO –NO
Math AMO–NO

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

31

receiving effective rating or higher

31, 100%

Highly Qualified Teachers

84%

certified in-field

31, 100%

ESOL endorsed

12, 39%

reading endorsed

6, 19%

with advanced degrees

16, 52%

National Board Certified

2, 6%

first-year teachers

1, 3%

with 1-5 years of experience

3, 10%

with 6-14 years of experience

18, 58%

with 15 or more years of experience

9, 29%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school's principal is responsible in the recruitment and retention of highly qualified teachers. The principal and the leadership team are responsible for identifying and providing the necessary professional development and instructional tools to facilitate student academic growth and the effective development of the instructional staff.

Teacher Mentoring Program/Plan

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

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

Mentor – Ms. Charisse Mosley

Mentor -- Ms. Silvia Coego

Mentee

Tahkia Fulton

Ledy Sarmiento

Darrius Watson

Brian Monico

The identified teachers are novice teachers with a combined average of 1.3 years of teaching experience. Ms. Mosley is a veteran teacher with a proven record of increasing student achievement. Ms. Mosley's participation in the mentoring program will help facilitate a transfer of knowledge that will support the effective development of these teachers. Mr. Brian Monico is the school's new Speech Pathologist. Mr. Monico is also new to the Miami-Dade County School District. Ms. Coego is currently our SPED Chairperson and has extensive experience with the development of Individualized Educational Plans (IEP's) and has sound knowledge of the district's policy, guidelines, and procedures pertaining to SPED.

The mentor and mentees are meeting bi-weekly in a professional learning community to discuss evidenced-based instructional strategies and classroom management strategies. The mentor is given release time to view the mentees while instructing. Time is also provided for feedback, coaching, and planning.

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

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

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

The MTSS/Rti Leadership Team utilizes the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral support 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 on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

Tier 1(Leadership Team)

- Administrator, Adrian Montes will schedule and facilitate regular Rti meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources.

In addition to the school administrator(s,) the school's Leadership Team will include the following

members who will carry out SIP planning and MTSS problem solving

- School reading: Kimula D.Oce and Charrise Mosley; Math: Katina Mcrae; and Science: Monica Oltmanns
- Special education personnel; Sylvia Coego
- * Student services: Adriana Sanabria

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

The school-based Leadership Team include:

Adrian Montes, Principal -school-wide instructional leader

Kimula Green, Assistant Principal- school-wide instructional leader

Sylvia Coego, SPED Teacher/Chairperson- provides support or guidance with SPED and General education students

Katina McRae, Mathematics Liaison, provides curriculum and instructional support in mathematics

Monica Oltmanns, Science Liaison, provides curriculum and instructional support in science

Adriana Sanabria, Counselor, provides support through students services

- In addition to Tier 1 problem solving, the Leadership Team members will meet a minimum of once a month to review consensus, infrastructure, and implementation of building level MTSS/Rti.

Tier 2

The Leadership Team, which consist of the administration, instructional liaison, counselor, teachers, 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 administration, Instructional liaisons, counselor and school psychologist of the Leadership Team, Tier 2 Team, 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 worksheet document focuses on aim lines and identifies support for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rti 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/Rti process informs the discussion at MTSS/Rti leadership, grade level, attendance review, Tier 2, and Tier 3 and 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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Wonderworks intervention systems
- Success Maker Utilization and Progress Reports
- Interim assessments

- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Functional Assessment of Behavior/Behavior Intervention Plan
- Frequency Monitoring

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

The school will participate in the MTSS/Rti district professional development which consists of;

1. Administrators attending district trainings in MTSS/Rti foundations and MTSS/Rti problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/Rti team members attending district trainings in MTSS/Rti foundations and MTSS/Rti problem solving at Tiers 1 and 2, and School Support Team Training.
3. MTSS/Rti monthly meetings will be held with team members and teachers to participate in problem solving sessions.

In addition, the MTSS/Rti Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS/Rti implementation in the school.

The school will utilize a monthly parent workshop to present MTSS/Rti to parents and share MTSS/Rti information (available at <http://rti.dadeschools>).

A description of MTSS/Rti and MTSS/Rti 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: 4,500

ASP/Olinda Elementary utilizes the results of ongoing student assessment data to assist in the development of extended learning programs that provide targeted enrichment and intervention support to identified students.

The school utilizes FCIM practices to identify instructional groups and their specific instructional needs. The groups are then provided specific benchmark instructions as suggested within ongoing progress monitoring through an afters school program.

A before school tutorial and enrichment program, utilizing a research-based computer program, is used to provide targeted instruction to students.

In addition, teachers are provided with common planning time to promote the development of effective collaboration that encourages the strengthening of appropriate and effective instruction. The meetings also enable teachers to evaluate student progress and identify areas in need of improvement.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

On a monthly basis the leadership team gathers current student assessment data in an effort to determine the effectiveness of the strategies that are being implemented. Teachers are also responsible for reviewing data and sharing their findings with each individual student.

Who is responsible for monitoring implementation of this strategy?

The school principal and the school's LLT are responsible for developing and monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Adrian Montes	Principal
Kimula D. Oce	Assistant Principal
Charrise Mosley	Teacher/Reading Liaison
Silvia Coego	SPED Teacher
Katina McRae	SPED Teacher/Mathematic Liaison
Adriana Sanabria	Counselor
Marta Tabares	Teacher

How the school-based LLT functions

The purpose of school-based Literacy Leadership Team (LLT) is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to improve

student behavior. ASP/Olinda Elementary School's LLT core members will meet monthly to focus on identifying students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

The principal selected team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year.

The roles and functions are as follows:

Principal/Assistant Principal: Ensures that the Leadership Team implements Rtl; provides training for Rtl for staff; monitors implementation of intervention and documentation; and educates parents about Rtl.

School Counselor: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies. Provides support to students and communicates with parents the Rtl process.

School Psychologist: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; observe students to help identify appropriate intervention strategies; and evaluate the student's relevant academic, behavioral and mental health functioning. Provides support to students and communicates with parents the Rtl process.

School Social Worker: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies. Provides support to students and communicates with parents the Rtl process.

Speech Language Pathologist: Provides expertise in language, its disorders, and treatment; assists general education teachers with universal screening; and consults with teachers to meet the needs of students with a specific focus on the relevant language underpinnings of learning and literacy.

Major initiatives of the LLT

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.

Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.

- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.

- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.

- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.

- Provide instructional support and assistance to teachers as needed.

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

Olinda Elementary School's pre-school transition plan includes conducting informational meetings with parents and Head Start student visitations to Kindergarten classroom. During these visitations, the pre-school students participate in the Kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children

at home. An exit interview and the ESI-K will be given to each student before entering Kindergarten to assess readiness and any need for remediation. ASP/Olinda Elementary Kindergarten teachers communicate a minimum of two times per year with Head Start Pre-K teachers to provide information regarding curriculum and discuss other areas of importance as it relates to the transitional preparation into Kindergarten. We began Kindergarten recruitment in April, 2013 and provided parents with an orientation in May, 2013. Additionally, parents were invited to the school's meet and greet held on August 19, 2013 to further orientate them on the requirements, expectations, learning outcomes and curriculum.

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	51%	39%	No	56%
American Indian				
Asian				
Black/African American	49%	36%	No	54%
Hispanic	69%	71%	Yes	72%
White				
English language learners				
Students with disabilities	57%	45%	No	61%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	22%	27%
Students scoring at or above Achievement Level 4	20	13%	15%

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>	29%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		58%	62%

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)	[data excluded for privacy reasons]		59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		59%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		17%

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	26	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	50%	No	60%
American Indian				
Asian				
Black/African American	53%	47%	No	58%
Hispanic	69%	71%	Yes	72%
White				
English language learners				
Students with disabilities	57%	60%	Yes	61%
Economically disadvantaged	54%	50%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	32%	36%
Students scoring at or above Achievement Level 4	19	12%	14%

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>		33%
Students scoring at or above Level 7	10	67%	67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		81%	83%

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	10	19%	24%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	2		4%

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	20	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	12	3%	2%
Students who are not proficient in reading by third grade	39	72%	65%
Students who receive two or more behavior referrals	50	13%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Based on 2012-13 FCAT results, 39% of all students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All students subgroup by 17% percentage points to 56%.
- G2.** Based on 2012-13 FCAT results, 51% of all students achieved proficiency in writing of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT 2.0 Writing by 5 percentage points.
- G3.** Based on 2012-13 FCAT results, 50% of all students achieved proficiency in Mathematics. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All student subgroups by 10% percentage points to 60%.
- G4.** Based on 2012-13 FCAT results, 32% of fifth grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All fifth grade students by 7% percentage points to 39%.
- G5.** The goal for the 2013-2014 school year is to increase the the number of experiences and the percent of students participating in STEM program.
- G6.** Our goal for this year includes decreasing the number of students missing 10 percent or more of available time from 5% to 4%..
- G7.** Our goal for the 2013-14 year is to decrease the total number of student who receive two or more behavior referrals by 1%.

Goals Detail

G1. Based on 2012-13 FCAT results, 39% of all students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All students subgroup by 17% percentage points to 56%.

Targets Supported

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

Resources Available to Support the Goal

- Intervention Program, Tutorials, SuccessMaker (SMI), Ancillary Materials, Departmentalization in Reading (Grade 3-5), Technology

Targeted Barriers to Achieving the Goal

- Students in the Student with Disabilities subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Reading Application. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Student with Disabilities subgroup by 16% percentage points to 61%.
- Students in the Economically Disadvantaged subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Reading Application. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Economic Disadvantage subgroup by 16 percentage points to 55%.
- According to the results of the 2013 FCAT 2.0, 17% of Grade 3 students scored at Achievement Level 3; 29% of Grade 4 students scored at Achievement Level 3: and, 21% of Grade 5 students scored at Achievement Level 3.
- According to the results of the 2013 FCAT 2.0, 11% of Grade 3 students scored at or above Achievement Level 4; 12% of Grade 4 students scored at or above Achievement Level 4: and, 15% of Grade 5 students scored at or above Achievement Level 4.
- According to the Reading results of the 2013 FAA, 29% of students achieved a level 4, 5, or 6. Our goal for the 2013-2014 school year is to maintain the percent of students scoring Levels 4, 5, and 6 on the FAA: at 29%.
- According to the Reading results of the 2013 FAA, 64% of students achieved a level 7 or higher. Our goal for the 2013-2014 school year is to increase the percent of students scoring at or above Level 7 on the FAA: from 64% to 65%.
- According to the results of the 2013 Reading FCAT 2.0, 65% of all students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percent of the students making learning gains by four percentage points to 69%.
- Our goal for the 2013-2014 school year is to increase the percent of the students in the lowest 25% making learning gains by three percentage points.
- According to 2013 CELLA, 54% of students assessed achieved proficiency in Listening/ Speaking. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the Comprehensive English Language Learning Assessment (CELLA) by five percentage points to 59%.
- According to 2013 CELLA, 54% of students assessed achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the reading portion of the Comprehensive English Language Learning Assessment (CELLA) by five percentage points to 59%.
- According to 2013 CELLA, 8% of students assessed achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on

the writing portion of the Comprehensive English Language Learning Assessment (CELLA) by nine percentage points to 17%.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interims, 2014 FCAT, 2014 FAA

G2. Based on 2012-13 FCAT results, 51% of all students achieved proficiency in writing of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT 2.0 Writing by 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- In-school Mathematics intervention program, after-school tutorials, SuccessMaker (SMI), ancillary materials, Departmentalization in Mathematics (Grade 3-5), mathematics journal

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was sentence elaboration, organization patterns, and language conventions. Students lack the ability needed to spell words correctly, elaborate on, and organize ideas.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' writing assessment to monitor student progress and to adjust instruction as needed in order to meet the established goal. In addition, the school will utilize the School Improvement Plan Mid-Year Review Process as an additional tool to monitor progress toward meeting goals.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Monthly LLT or MTSS/Rtl meeting agendas, Student Assessment Data, Mid and End-of-Year SIP Review

G3. Based on 2012-13 FCAT results, 50% of all students achieved proficiency in Mathematics. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All student subgroups by 10% percentage points to 60%.

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

- In-school Mathematics intervention program, after-school tutorials, SuccessMaker (SMI), ancillary materials, Departmentalization in Mathematics (Grade 3-5), mathematics journal

Targeted Barriers to Achieving the Goal

- Students in the Black subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Number: Fractions and Reporting Category 3: Geometry and Measurement. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Black subgroup by 11 percentage points; from 47% to 58%.
- Students in the Economically Disadvantaged subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2: Number: Fractions and Reporting Category 3: Geometry and Measurement. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Economically Disadvantaged subgroup by 9 percentage points; from 50% to 59%.
- According to the results of the 2013 FCAT 2.0, students in Grade 4 and 5 experienced difficulty Reporting Category 3: Geometry and Measurement. Students need varied opportunities determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of students scoring at achievement level 3 in mathematics by 4 percentage points; from 32% to 36%.
- According to the results of the 2013 FCAT 2.0, students in Grade 3 experienced difficulty Reporting Category 2: Number: Fractions. Students need varied opportunities in comparing and ordering fractions and identify equivalent fractions. Our goal for the 2013-2014 school year is to increase the percent of students scoring at or above achievement level 4 in mathematics by 2 percentage points; from 12% to 14%.
- According to the results of the 2013 FAA, 33% of students scored at levels 4, 5, or 6. Students taking the FAA require additional opportunities to review and practice math concepts with manipulatives. Our goal for the 2013-2014 school year is to maintain the percent of students scoring Levels 4, 5, and 6 on the FAA: from 33% to 33%
- According to the results of the 2013 FAA, 67% of students scored at levels 7, 8, or 9. Students taking the FAA require additional opportunities to review and practice math concepts with manipulatives. Our goal for the 2013-2014 school year is to maintain the percent of students scoring at or above Level 7, 8, or 9 on the FAA at 67%.

- According to the results of the 2013 FCAT 2.0, 61% of all students made learning gains in mathematics. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of the students making learning gains in mathematics by four percentage points; from 61% to 65%.
- According to the results of the 2013 FCAT 2.0, 81% of students in the lowest 25% made learning gains in mathematics. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of the students in the lowest 25% making learning gains in mathematics by two percentage points; from 81% to 83%.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor student progress and to adjust instruction as needed in order to meet the established goal. In addition, the school will utilize the School Improvement Plan Mid Year Review Process as an additional tool to monitor progress toward meeting goals.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly LLT meeting agendas, Student Assessment Data

G4. Based on 2012-13 FCAT results, 32% of fifth grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All fifth grade students by 7% percentage points to 39%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- In-school science intervention program; after-school science club; computer-based programs such as Gizmo's and Discovery; ancillary materials, Departmentalization in Science(Grade 3-5), science journals; science materials

Targeted Barriers to Achieving the Goal

- According to the 2013 Science FCAT, 19% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2014 is 24% achieving proficiency. The areas of deficiency according to 2013 Science FCAT Data were the reporting categories of Physical and Earth & Space Science. Students need to develop higher order thinking skills in order to strengthen and increase levels of proficiency.
- According to the 2013 Science FCAT, 13% of students achieved proficiency (FCAT Level 4 or higher). Results indicate that students achieving at the level of proficiency of 4 or higher require additional support and enrichment in the reporting category of Physical Science. The expected level of performance for 2014 is 15% achieving a proficiency level of 4 or higher.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor student progress and to adjust instruction as needed in order to meet the established goal. In addition, the school will utilize the School Improvement Plan Mid-Year Review Process as an additional tool to monitor progress toward meeting goals.

Person or Persons Responsible

Literacy Leadership Team, EESAC,

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Monthly LLT or MTSS/Rtl meeting agendas, Student Assessment Data, Mid and End-of-Year SIP Review

G5. The goal for the 2013-2014 school year is to increase the the number of experiences and the percent of students participating in STEM program.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fair, Biscayne Bay Nature Center, Science With-A-Twist (SWAT), Science Club, Technology

Targeted Barriers to Achieving the Goal

- The school provided three STEM related activities during the 2012-13 school year. There is a need to increase STEM related activities and experiences, including increasing access to technology for teachers in the primary grades.

Plan to Monitor Progress Toward the Goal

Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' progress. The data will enable us to modify instructional focus calendars and professional development needs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

The following procedures will assist in monitoring progress toward meeting goal: • Student STEM Participation Logs • School Improvement Plan /EESAC Reviews

G6. Our goal for this year includes decreasing the number of students missing 10 percent or more of available time from 5% to 4%..

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The school's academic success has provoked an interest for parents of students living out of area to seek a transfer into Agenoria S. Paschal/Olinda Elementary School. The school has found that the majority of students with excessive absences or missing 10% or more of instructional time are out-of-area students.

Plan to Monitor Progress Toward the Goal

The school's ARC team will monitor attendance log as well as review attendance trends of students who have been previously identified as truant.

Person or Persons Responsible

Principal, Assistant Principal and School Counselor

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance rosters

G7. Our goal for the 2013-14 year is to decrease the total number of student who receive two or more behavior referrals by 1%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Incentives for students; PBS Training; Do the Right Thing;

Targeted Barriers to Achieving the Goal

- Seventy percent of student referrals are initiated by special area teachers. This data indicates a need to support the special area teachers through additional trainings in instructional or management strategies that will assist in reducing the amount of incidents that are refereed.

Plan to Monitor Progress Toward the Goal

The PBS team will monitor progress towards goal attainment by analyzing data and adjusting strategies as required.

Person or Persons Responsible

Principal, SAC

Target Dates or Schedule:

January 2014 & May 2014

Evidence of Completion:

Rtl-B Database System and Monthly COGNOS suspension reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on 2012-13 FCAT results, 39% of all students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All students subgroup by 17% percentage points to 56%.

G1.B1 Students in the Student with Disabilities subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Reading Application. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Student with Disabilities subgroup by 16% percentage points to 61%.

G1.B1.S1 Students will be provided the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Reading Teachers will participate and engage in professional development relating to differentiated instruction addressing various instructional strategies such as story maps, Venn Diagrams etc.and/or the use of SuccessMaker to improve student reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G1.B2 Students in the Economically Disadvantaged subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Reading Application. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Economic Disadvantage subgroup by 16 percentage points to 55%.

G1.B2.S1 Students will be provided the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Teachers will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve strengthen reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G1.B3 According to the results of the 2013 FCAT 2.0, 17% of Grade 3 students scored at Achievement Level 3; 29% of Grade 4 students scored at Achievement Level 3; and, 21% of Grade 5 students scored at Achievement Level 3.

G1.B3.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Teachers will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G1.B4 According to the results of the 2013 FCAT 2.0, 11% of Grade 3 students scored at or above Achievement Level 4; 12% of Grade 4 students scored at or above Achievement Level 4; and, 15% of Grade 5 students scored at or above Achievement Level 4.

G1.B4.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers

Action Step 1

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G1.B5 According to the Reading results of the 2013 FAA, 29% of students achieved a level 4, 5, or 6. Our goal for the 2013-2014 school year is to maintain the percent of students scoring Levels 4, 5, and 6 on the FAA: at 29%.

G1.B5.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers

Action Step 1

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims ,2014 FCAT 2.0, 2014 FAA

G1.B6 According to the Reading results of the 2013 FAA, 64% of students achieved a level 7 or higher. Our goal for the 2013-2014 school year is to increase the percent of students scoring at or above Level 7 on the FAA: from 64% to 65%.

G1.B6.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G1.B7 According to the results of the 2013 Reading FCAT 2.0, 65% of all students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percent of the students making learning gains by four percentage points to 69%.

G1.B7.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Reading teachers will participate and engage in professional development that will target activities relating to differentiated instruction, including the instructional flow, the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Reading Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

Facilitator:

Reading Contact

Participants:

MTSS/Rtl team; Reading Teachers

Action Step 2

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0

G1.B8 Our goal for the 2013-2014 school year is to increase the percent of the students in the lowest 25% making learning gains by three percentage points.

G1.B8.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0

G1.B9 According to 2013 CELLA, 54% of students assessed achieved proficiency in Listening/Speaking. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the Comprehensive English Language Learning Assessment (CELLA) by five percentage points to 59%.

G1.B9.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G1.B10 According to 2013 CELLA, 54% of students assessed achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the reading portion of the Comprehensive English Language Learning Assessment (CELLA) by five percentage points to 59%.

G1.B10.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G1.B11 According to 2013 CELLA, 8% of students assessed achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the writing portion of the Comprehensive English Language Learning Assessment (CELLA) by nine percentage points to 17%.

G1.B11.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Students will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments; District Interim's; FAIR Assessment

Plan to Monitor Effectiveness of G1.B11.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G2. Based on 2012-13 FCAT results, 51% of all students achieved proficiency in writing of 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT 2.0 Writing by 5 percentage points.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was sentence elaboration, organization patterns, and language conventions. Students lack the ability needed to spell words correctly, elaborate on, and organize ideas.

G2.B1.S1 Students will be exposed to writing strategies that support sentence elaboration such as magnified moments, vivid verbs, sentence variety, writing pictures, and transitional words.

Action Step 1

Students will participate in whole group and peer discussions/editing to improve grammar and conventions.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Writing Journals, Writing Samples

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

School/District Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT 2.0 Writing, Writing Assessments

G3. Based on 2012-13 FCAT results, 50% of all students achieved proficiency in Mathematics. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All student subgroups by 10% percentage points to 60%.

G3.B1 Students in the Black subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Number: Fractions and Reporting Category 3: Geometry and Measurement. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Black subgroup by 11 percentage points; from 47% to 58%.

G3.B1.S1 Provide students the opportunity for mathematical exploration and development by use of manipulatives and engaging opportunities for practice.

Action Step 1

Teachers will engage in grade-level professional learning communities to develop instructional plans that will assist in strengthening mathematics skills and benchmarks that are in need of improvement.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals, SuccessMaker Student Usage Report, Work Folders

Facilitator:

Math Contact

Participants:

MTSS/Rtl team; Math Teachers

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Benchmark Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0, 2014 FAA

G3.B2 Students in the Economically Disadvantaged subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2: Number: Fractions and Reporting Category 3: Geometry and Measurement. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Economically Disadvantaged subgroup by 9 percentage points; from 50% to 59%.

G3.B2.S1 Provide students the opportunity for mathematical exploration and development by use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will engage in grade-level appropriate activities that promote fractions and/or geometry and measurement concepts through the use of manipulatives and additional resources such as SuccessMaker to provide engaging opportunities for practice and problem solving.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals, SuccessMaker Student Usage Report, Work Folders

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTTS/RTi

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Benchmark Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT, 2014 FAA

G3.B3 According to the results of the 2013 FCAT 2.0, students in Grade 4 and 5 experienced difficulty Reporting Category 3: Geometry and Measurement. Students need varied opportunities determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of students scoring at achievement level 3 in mathematics by 4 percentage points; from 32% to 36%.

G3.B3.S1 Provide students the opportunity for mathematical exploration and development by use of manipulative and engaging opportunities for practice

Action Step 1

Students will use problem solving skills in the areas of geometry and measurement by determining area of measurements, conversions, transformations, volume, and or identifying angles by providing time to practice and apply learned concepts in real life situations

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journal, Student Work Folder

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Benchmark Assessment, District Interim Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims, 2014 FCAT 2.0

G3.B4 According to the results of the 2013 FCAT 2.0, students in Grade 3 experienced difficulty Reporting Category 2: Number: Fractions. Students need varied opportunities in comparing and ordering fractions and identify equivalent fractions. Our goal for the 2013-2014 school year is to increase the percent of students scoring at or above achievement level 4 in mathematics by 2 percentage points; from 12% to 14%.

G3.B4.S1 Provide students the opportunity for mathematical exploration and development by use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will discuss and write about mathematics in their journals and will have practice in solving word problems in a real world context.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Journals, Student Work Samples, Work Folders

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessment, District Interim

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments, 2013 FCAT 2.0 Results

G3.B5 According to the results of the 2013 FAA, 33% of students scored at levels 4, 5, or 6. Students taking the FAA require additional opportunities to review and practice math concepts with manipulatives. Our goal for the 2013-2014 school year is to maintain the percent of students scoring Levels 4, 5, and 6 on the FAA: from 33% to 33%

G3.B5.S1 Identify and implement Access Points including delivering instructional levels of complexity in a manner that will elevate students' progression through the achievement spectrum.

Action Step 1

Students will have various opportunities to learn concepts using manipulatives, visuals, and assistive technology as needed. In addition, opportunities to maintain academic skills will be increased by the implementation of maintenance lessons and by individually customizing the intervention and enrichment program Successmaker.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student product, Work Folders

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Student Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Assessments, 2014 FAA

G3.B6 According to the results of the 2013 FAA, 67% of students scored at levels 7, 8, or 9. Students taking the FAA require additional opportunities to review and practice math concepts with manipulatives. Our goal for the 2013-2014 school year is to maintain the percent of students scoring at or above Level 7, 8, or 9 on the FAA at 67%.

G3.B6.S1 Provide students the opportunity for mathematical exploration and development by use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will participate in guided discussions to engage students in real life math problems. The students will also be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work folder,

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessments, 2014 FAA

G3.B7 According to the results of the 2013 FCAT 2.0, 61% of all students made learning gains in mathematics. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of the students making learning gains in mathematics by four percentage points; from 61% to 65%.

G3.B7.S1 Use math manipulatives and technology to provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level appropriate mathematics concepts and apply the learning to solve real-world problems; provide hands-on experiences utilizing manipulatives.

Action Step 1

Students will have time to practice and apply learned concepts to real life situations.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals, Projects

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Benchmark Assessments, District Interim Assessment

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessments, 2014 FCAT, 2014 FAA

G3.B8 According to the results of the 2013 FCAT 2.0, 81% of students in the lowest 25% made learning gains in mathematics. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate plane. Our goal for the 2013-2014 school year is to increase the percent of the students in the lowest 25% making learning gains in mathematics by two percentage points; from 81% to 83%.

G3.B8.S1 Provide students the opportunity for mathematical exploration and development by use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will engage in comparing and ordering fractions with like denominators using models and additional resources such as SuccessMaker to provide engaging opportunities for practice and problem solving.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work, Math Journals, SuccessMaker Student Usage Report

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessments, District Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessments, 2014 FCAT 2.0

G4. Based on 2012-13 FCAT results, 32% of fifth grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All fifth grade students by 7% percentage points to 39%.

G4.B1 According to the 2013 Science FCAT, 19% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2014 is 24% achieving proficiency. The areas of deficiency according to 2013 Science FCAT Data were the reporting categories of Physical and Earth & Space Science. Students need to develop higher order thinking skills in order to strengthen and increase levels of proficiency.

G4.B1.S1 Provide students with opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills

Action Step 1

Ensure that students are regularly participating in routine, inquiry based, hands-on activities that are relevant to the science objectives; specifically in the areas of Physical and Earth & Space Science.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journals, Labs, or Student Projects

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review lab activities and students' monthly assessment reports to monitor progress of implementation.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk-through • Data Chat Meetings • Leadership Team Meetings • School Improvement Plan /EESAC Reviews

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review and analyze students' monthly assessment results to monitor effectiveness and to adjust instruction or strategies as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

School/District Assessments, 2014 FCAT

G4.B2 According to the 2013 Science FCAT, 13% of students achieved proficiency (FCAT Level 4 or higher). Results indicate that students achieving at the level of proficiency of 4 or higher require additional support and enrichment in the reporting category of Physical Science. The expected level of performance for 2014 is 15% achieving a proficiency level of 4 or higher.

G4.B2.S1 Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Sciences.

Action Step 1

Participate in labs, Science Fair, SECME, Fairchild Challenge and/or other project-based learning activities to help provide additional enrichment opportunities for students.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student science or lab journals, science projects,

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review science activities and students' monthly assessment reports to monitor progress of implementation.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk-through • Data Chat Meetings • Leadership Team Meetings • School Improvement Plan /EESAC Reviews

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review and analyze students' monthly assessment results to monitor effectiveness and to adjust instruction or strategies as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

School/District Assessments, 2014 FCAT

G5. The goal for the 2013-2014 school year is to increase the the number of experiences and the percent of students participating in STEM program.

G5.B1 The school provided three STEM related activities during the 2012-13 school year. There is a need to increase STEM related activities and experiences, including increasing access to technology for teachers in the primary grades.

G5.B1.S1 The school will increase participation in the Science Club and School-Wide Science Fair to in order to help strengthen science skills and to promote the love of science.

Action Step 1

Increase participation in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership team meetings , School Improvement Plan /EESAC Reviews, Science Fair participation log, Science Journals,

Action Step 2

Increase technology for all primary teachers to enable them to access digital information that will enhance instruction.

Person or Persons Responsible

Teacher/Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Instructional Rounds

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

The Literacy Leadership Team will identify and review STEM related activities to increase opportunities for student participation.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agendas, School Improvement Plan /EESAC Reviews, Student Participation Log

Plan to Monitor Effectiveness of G5.B1.S1

The Literacy Leadership Team will monitor effectiveness by identifying and determining whether quality STEM opportunities are being provided to students.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting Agendas, School Improvement Plan /EESAC Reviews, Student Participation Log

G6. Our goal for this year includes decreasing the number of students missing 10 percent or more of available time from 5% to 4%..

G6.B1 The school's academic success has provoked an interest for parents of students living out of area to seek a transfer into Agenoria S. Paschal/Olinda Elementary School. The school has found that the majority of students with excessive absences or missing 10% or more of instructional time are out-of-area students.

G6.B1.S1 Identify and refer students with three or more absences to the Truancy Child Study Team (TCST) to immediately target and provide intervention services to both students and parents. In addition, the school will initiate a school-wide attendance incentive program that will reward students who maintain or improve attendance.

Action Step 1

School-based services will be offered to parents with specific emphasis on students who have been found to be excessively tardy.

Person or Persons Responsible

Principal, Assistant Principal and School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

TCST logs and Attendance Rosters

Action Step 2

Meetings will be held with parents of students who exhibit 5 or more tardies and services will be documented utilizing the Student Case Management System.

Person or Persons Responsible

Principal, Assistant Principal and School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

TCST logs and Attendance Rosters

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

Monthly Attendance Review Committee (ARC) meetings will be held to identify and provide intervention to students who have been absent for 3 or more days.

Person or Persons Responsible

Principal, Assistant Principal and School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

TCST logs and Attendance Rosters

Plan to Monitor Effectiveness of G6.B1.S1

The school's ARC team will monitor attendance log as well as review attendance trends of students who have been previously identified as truant.

Person or Persons Responsible

Principal, Assistant Principal and School Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance rosters

G7. Our goal for the 2013-14 year is to decrease the total number of student who receive two or more behavior referrals by 1%.

G7.B1 Seventy percent of student referrals are initiated by special area teachers. This data indicates a need to support the special area teachers through additional trainings in instructional or management strategies that will assist in reducing the amount of incidents that are refereed.

G7.B1.S1 Continue to Implement and enhance the school-wide Positive Behavior Support (PBS) program, a discipline program that has assisted the school in promoting and strengthening the school's ability to ensuring a safe and productive school environment for all students and staff. Facilitate school-wide positive behavior changes by promoting instructional and management strategies that will support and encourage appropriate behavior and advancement in student achievement.

Action Step 1

Develop a school-wide plan of action to address referral process

Person or Persons Responsible

Positive Behavior Support Team Counselor

Target Dates or Schedule

September 2013

Evidence of Completion

Completed Action Plan Documented referral process training for staff

Action Step 2

Schedule monthly PBS meetings to review behavior data and identify required support

Person or Persons Responsible

Positive Behavior Support Team Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, sign-in sheets

Action Step 3

Provide professional development to identified staff on PBS strategies

Person or Persons Responsible

Positive Behavior Support Team Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Agendas, sign-in sheets, PLC log

Facilitator:

PBS Team/Facilitator

Participants:

Teachers/Administrators

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

Ensure that a Positive Behavior Support (PBS) plan is implemented that addresses strategies to reduce referrals and provides a support system to share best practices with teachers.

Person or Persons Responsible

PBS TEAM, Counselor, Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agenda's PBS data reports SIP Reviews

Plan to Monitor Effectiveness of G7.B1.S1

Monitor data base monthly to ascertain progress.

Person or Persons Responsible

PBS Team, Counselor, Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Monitor RtI-B Database System as well as COGNOS reports in an effort to ascertain progress.

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches or Liaisons 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

Title I, Part C- Migrant

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

Title I, Part D

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

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

- training to certify qualified mentors for the New Teacher 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) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- 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(s).

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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This 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 addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
 - Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The 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, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer

VPK program is provided at Head Start sites.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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. Based on 2012-13 FCAT results, 39% of all students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All students subgroup by 17% percentage points to 56%.

G1.B7 According to the results of the 2013 Reading FCAT 2.0, 65% of all students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percent of the students making learning gains by four percentage points to 69%.

G1.B7.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

PD Opportunity 1

Reading teachers will participate and engage in professional development that will target activities relating to differentiated instruction, including the instructional flow, the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Facilitator

Reading Contact

Participants

MTSS/RtI team; Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work folder; Student on-going progress monitoring

G3. Based on 2012-13 FCAT results, 50% of all students achieved proficiency in Mathematics. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All student subgroups by 10% percentage points to 60%.

G3.B1 Students in the Black subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Number: Fractions and Reporting Category 3: Geometry and Measurement. Students lack understanding in comparing and ordering fractions, identifying equivalent fractions, including fractions greater than one and using models or strategies. Students experience difficulties in the areas of determining the area of two dimensional shapes, identifying angles, identifying transformations, areas of measurement conversions, volume and/or coordinate. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Black subgroup by 11 percentage points; from 47% to 58%.

G3.B1.S1 Provide students the opportunity for mathematical exploration and development by use of manipulatives and engaging opportunities for practice.

PD Opportunity 1

Teachers will engage in grade-level professional learning communities to develop instructional plans that will assist in strengthening mathematics skills and benchmarks that are in need of improvement.

Facilitator

Math Contact

Participants

MTSS/Rtl team; Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals, SuccessMaker Student Usage Report, Work Folders

G7. Our goal for the 2013-14 year is to decrease the total number of student who receive two or more behavior referrals by 1%.

G7.B1 Seventy percent of student referrals are initiated by special area teachers. This data indicates a need to support the special area teachers through additional trainings in instructional or management strategies that will assist in reducing the amount of incidents that are refereed.

G7.B1.S1 Continue to Implement and enhance the school-wide Positive Behavior Support (PBS) program, a discipline program that has assisted the school in promoting and strengthening the school's ability to ensuring a safe and productive school environment for all students and staff. Facilitate school-wide positive behavior changes by promoting instructional and management strategies that will support and encourage appropriate behavior and advancement in student achievement.

PD Opportunity 1

Provide professional development to identified staff on PBS strategies

Facilitator

PBS Team/Facilitator

Participants

Teachers/Administrators

Target Dates or Schedule

October 2013

Evidence of Completion

Agendas, sign-in sheets, PLC log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on 2012-13 FCAT results, 39% of all students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All students subgroup by 17% percentage points to 56%.	\$7,500
G4.	Based on 2012-13 FCAT results, 32% of fifth grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All fifth grade students by 7% percentage points to 39%.	\$1,800
G5.	The goal for the 2013-2014 school year is to increase the the number of experiences and the percent of students participating in STEM program.	\$1,990
Total		\$11,290

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Other	Professional Development	Total
Title 1	\$1,500	\$7,000	\$0	\$0	\$8,500
School-Based Budget	\$0	\$0	\$800	\$400	\$1,200
Educational Excellence School Advisory Committee	\$0	\$0	\$1,590	\$0	\$1,590
Total	\$1,500	\$7,000	\$2,390	\$400	\$11,290

Budget Details

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

G1. Based on 2012-13 FCAT results, 39% of all students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All students subgroup by 17% percentage points to 56%.

G1.B2 Students in the Economically Disadvantaged subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Reading Application. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the Economic Disadvantage subgroup by 16 percentage points to 55%.

G1.B2.S1 Students will be provided the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Teachers will participate and engage in differentiated instruction with the use of various instructional strategies such as story maps, Venn Diagrams etc.and/or the use of SuccessMaker to improve strengthen reading comprehension.

Resource Type

Evidence-Based Program

Resource

Ancillary reading materials

Funding Source

Title 1

Amount Needed

\$1,500

G1.B7 According to the results of the 2013 Reading FCAT 2.0, 65% of all students achieved learning gains. Our goal for the 2013-2014 school year is to increase the percent of the students making learning gains by four percentage points to 69%.

G1.B7.S1 Provide students the opportunity to ask and answer questions to demonstrate understanding of a text, referring to the details and examples in the text for explicit and inferential answers.

Action Step 1

Reading teachers will participate and engage in professional development that will target activities relating to differentiated instruction, including the instructional flow, the use of various instructional strategies such as story maps, Venn Diagrams etc. and/or the use of SuccessMaker to improve reading comprehension.

Resource Type

Personnel

Resource

Tutoring

Funding Source

Title 1

Amount Needed

\$6,000

G4. Based on 2012-13 FCAT results, 32% of fifth grade students achieved proficiency in Science. Our goal for the 2013-2014 school year is to increase the percent of proficiency for the All fifth grade students by 7% percentage points to 39%.

G4.B1 According to the 2013 Science FCAT, 19% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2014 is 24% achieving proficiency. The areas of deficiency according to 2013 Science FCAT Data were the reporting categories of Physical and Earth & Space Science. Students need to develop higher order thinking skills in order to strengthen and increase levels of proficiency.

G4.B1.S1 Provide students with opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills

Action Step 1

Ensure that students are regularly participating in routine, inquiry based, hands-on activities that are relevant to the science objectives; specifically in the areas of Physical and Earth & Space Science.

Resource Type

Personnel

Resource

After-school Science Club

Funding Source

Title 1

Amount Needed

\$1,000

G4.B2 According to the 2013 Science FCAT, 13% of students achieved proficiency (FCAT Level 4 or higher). Results indicate that students achieving at the level of proficiency of 4 or higher require additional support and enrichment in the reporting category of Physical Science. The expected level of performance for 2014 is 15% achieving a proficiency level of 4 or higher.

G4.B2.S1 Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Sciences.

Action Step 1

Participate in labs, Science Fair, SECME, Fairchild Challenge and/or other project-based learning activities to help provide additional enrichment opportunities for students.

Resource Type

Other

Resource

Science materials and resources

Funding Source

School-Based Budget

Amount Needed

\$800

G5. The goal for the 2013-2014 school year is to increase the the number of experiences and the percent of students participating in STEM program.

G5.B1 The school provided three STEM related activities during the 2012-13 school year. There is a need to increase STEM related activities and experiences, including increasing access to technology for teachers in the primary grades.

G5.B1.S1 The school will increase participation in the Science Club and School-Wide Science Fair to in order to help strengthen science skills and to promote the love of science.

Action Step 1

Increase participation in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities.

Resource Type

Professional Development

Resource

Professional development relating to project-based learning

Funding Source

School-Based Budget

Amount Needed

\$400

Action Step 2

Increase technology for all primary teachers to enable them to access digital information that will enhance instruction.

Resource Type

Other

Resource

Projectors for primary classrooms

Funding Source

Educational Excellence School Advisory Committee

Amount Needed

\$1,590