



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ethel Koger Beckham Elementary

4702 SW 143RD CT

Miami, FL 33175

305-222-8161

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Ethel Koger Beckham Elementary

Principal

Maria Tavel Visiedo E

School Advisory Council chair

May Ling Padin

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

Name	Title
Maria E. Tavel-Visiedo	Principal
Julissa Pina	Assistant Principal
Elvie Perri	Counselor
May Ling Padin	Reading Teacher
David Diaz	Math and Science Teacher
Silvia Lopez	Media Specialist
Ana Sanchez-Ponte	SWD Teacher
Raquel Casas	ELL Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The School Advisory Council (SAC) at Ethel Koger Beckham Elementary is composed of the following members.: Principal-1, UTD Steward-1, Teachers-5, Parents -5, Educational Support-1, Student-1, BCR-3

Involvement of the SAC in the development of the SIP

In developing the School Improvement Plan, the SAC assisted in reviewing all applicable student performance data, reviewing last year's strategies, and recommending new strategies to improve areas of need. The purpose of the EESAC at Ethel Koger Beckham Elementary is to implement the state

system of school improvement and accountability, to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget. It shall also be the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability.

Activities of the SAC for the upcoming school year

For the upcoming school year, the SAC will conduct at a minimum one meeting per quarter and receive regular reports on the implementation of the SIP, including progress related to implementation of strategies and the results of benchmark and district/state assessments. Additionally, the SAC, jointly with the school staff, will decide on how to spend School Recognition funds, SAC funds, and advise the principal in the development of the school's budget. Collaborative partnering and shared decision making will be a high priority throughout the members of SAC and the school staff.

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

The school improvement funds will be used to purchase the technology program, Ticket to Read to support the reading program at Ethel Koger Beckham Elementary. The amount allocated for the technology program will total \$3,323.00.

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria Tavel Visiedo E

Principal

Years as Administrator: 25

Years at Current School: 18

Credentials

BA- Elementary Education, Florida International University
 MS- Community Counseling and School Counseling, Florida International University
 Educational Leadership Certification, Nova Southeastern University

Performance Record

2013 – School Grade-A
 Reading Proficiency, 80%
 Math Proficiency, 90%
 Reading Learning Gains, 77%
 Math Learning Gains, 90 %
 Reading Improvement of Lowest 25%, 71%
 Math Improvement of Lowest 25%, 79%
 Reading AMO-No
 Math AMO-No
 2012 – School Grade- A
 Reading Proficiency, 86%
 Math Proficiency, 90%
 Reading Learning Gains, 90%
 Math Learning Gains,72%
 Reading Improvement of Lowest 25% , 95%
 Math Improvement of Lowest 25% ,72%
 Reading AMO-Yes
 Math AMO-Yes
 2011 – School Grade-A
 Reading Proficiency, 93%
 Math Proficiency, 97%
 Reading Learning Gains, 84 %
 Math Learning Gains, 78%
 Reading Improvement of Lowest 25% ,95%
 Math Improvement of Lowest 25%, 84%
 2010 – School Grade-A
 Reading Proficiency, 93 %
 Math Proficiency, 93 %
 Reading Learning Gains, 83 %
 Math Learning Gains, 76 %
 Reading Improvement of Lowest 25%, 87%
 Math Improvement of Lowest 25%, 86%
 2009 – School Grade-A
 Reading Proficiency, 91 %
 Math Proficiency, 88 %
 Reading Learning Gains, 83 %
 Math Learning Gains, 72 %
 Reading Improvement of Lowest 25%, 81%
 Math Improvement of Lowest 25%, 64%

Julissa Pina

Asst Principal

Years as Administrator: 7

Years at Current School: 15

Credentials

BA- Elementary Education, Nova Southeastern University
 MS- Reading, Barry University
 Ed Specialist-Educational Leadership, Nova Southeastern University

Performance Record

2013 – School Grade-A
 Reading Proficiency, 80%
 Math Proficiency, 90%
 Reading Learning Gains, 77%
 Math Learning Gains, 90 %
 Reading Improvement of Lowest 25%, 71%
 Math Improvement of Lowest 25%, 79%
 Reading AMO-No
 Math AMO-No
 2012 – School Grade- A
 Reading Proficiency, 86%
 Math Proficiency, 90%
 Reading Learning Gains, 90%
 Math Learning Gains,72%
 Reading Improvement of Lowest 25% , 95%
 Math Improvement of Lowest 25% ,72%
 Reading AMO-Yes
 Math AMO-Yes
 2011 – School Grade-A
 Reading Proficiency, 93%
 Math Proficiency, 97%
 Reading Learning Gains, 84 %
 Math Learning Gains, 78%
 Reading Improvement of Lowest 25% ,95%
 Math Improvement of Lowest 25%, 84%
 2010 – School Grade-A
 Reading Proficiency, 93 %
 Math Proficiency, 93 %
 Reading Learning Gains, 83 %
 Math Learning Gains, 76 %
 Reading Improvement of Lowest 25%, 87%
 Math Improvement of Lowest 25%, 86%
 2009 – School Grade-A
 Reading Proficiency, 91 %
 Math Proficiency, 88 %
 Reading Learning Gains, 83 %
 Math Learning Gains, 72 %
 Reading Improvement of Lowest 25%, 81%
 Math Improvement of Lowest 25%, 64%

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

54

receiving effective rating or higher

54, 100%

Highly Qualified Teachers

70%

certified in-field

52, 96%

ESOL endorsed

46, 85%

reading endorsed

5, 9%

with advanced degrees

23, 43%

National Board Certified

6, 11%

first-year teachers

1, 2%

with 1-5 years of experience

3, 6%

with 6-14 years of experience

28, 52%

with 15 or more years of experience

23, 43%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Ethel Koger Beckham Elementary actively participates each school year in the preparation of future educators by providing opportunities for intern teachers from Florida International University, Miami-Dade College and Barry University to complete their internship experiences with expert teachers. In turn, expert teachers prepare the new recruits for their future success as educators. The administration also encourages and supports teachers at our school to pursue a graduate education through the Ready Schools/University of Florida Program. Additionally, teachers are encouraged to take leadership roles throughout the school community as liaisons in their areas of expertise in order to promote best practices among educators.

Teacher Mentoring Program/Plan

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

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

The mentoring program at Ethel Koger Beckham Elementary is composed of expert teachers who guide their mentee's and support instruction throughout the school year.

Mentor Name: May Ling Padin

Mentee Assigned: Jessica Covas and Christina Perez-Ibanez

Mentor Name: Melissa Yglesias

Mentee Assigned: Natalie Diaz and Karina Leiva

Planned Mentoring Activities

-Mentors will plan effectively with mentees

-Monthly meetings will be conducted to review and monitor student academic progress

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 school-based leadership team and teachers gather, analyze and monitor current data from Thinkgate to be used to make school-wide instructional decisions and to differentiate instructional vertically and horizontally throughout the grade levels and in specific learning environments. The following systems are used to gather and monitor student progress: Baseline Interim Assessments, Interim Assessments, Benchmark Assessments, FAIR, FCAT, student grades and class performance.

Additional data sources are considered such as student attendance, behavior issues and student referrals to special education. Implementation of programs and the use of instructional personnel are modified to address the students' academic needs throughout the school year.

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

The Ethel Koger Beckham Elementary MTSS/Rtl Leadership Team is composed of vital support personnel including: Maria E. Tavel-Visiedo- Principal, Julissa Pina- Assistant Principal, Elvira Perri-Counselor, May Ling Padin- Reading Teacher, Silvia Lopez- Media Specialist, Ana Sanchez-Ponte- SWD Teacher, Raquel Casas- ELL Teacher, Maria Elena Necuze- primary teacher and Gracelyne Rosario- intermediate teacher. These team members are selected based on their expertise in the various content areas and represent the student population and academic programs.

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

The MTSS Leadership Team at Ethel Koger Beckham Elementary focuses on analyzing assessment and school data in order to impact student achievement at every level and minimizing student retention through early intervention.

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 will be gathered from Thinkgate to be used to guide instructional decisions and provide differentiated instruction. The following systems are used to gather and monitor student progress: Baseline Interim Assessments, Interim Assessments, Benchmark Assessments, FAIR, FCAT, student grades and class performance. Additional data sources are considered such as student attendance, behavior issues and student referrals to special education.

Academic (Tiers 1-3)

- Reading- Baseline Interim Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FAIR, FCAT 2.0, Ticket to Read, Reading Plus, Student Grades and Class Performance
- Mathematics- Baseline Interim Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FCAT 2.0, Student Grades and Class Performance
- Science-Baseline Interim Assessments, Interim Assessments, Benchmark Assessments, FCAT 2.0, Science Labs, Student Grades and Class Performance
- Writing-Pre/Progress and Post Tests, Monthly Writing Prompts, Small Group Differentiated Instruction, Student Grades and Class Performance

Additional Resources for Academic (Tier 2)

- Reading- Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading Plus Usage, Before/After School Tutorials
- Mathematics- SuccessMaker, Small Group Differentiated Instruction, Before/After School Tutorials
- Science- Small Group Differentiated Instruction, Before/After School supplemental hands on instruction in Science Camp
- Writing- Small Group Differentiated Instruction, Before/After School Writing Workshops

Additional Resources for Academic (Tier 3)

- Reading- Additional Reading Instruction based on the Comprehensive Research Based Reading Plan, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading Plus Usage, Before/After School Tutorials
- Mathematics-Additional Mathematics Instruction, SuccessMaker, Small Group Differentiated Instruction, Before/After School Tutorials
- Science- Small Group Differentiated Instruction, Before/After School supplemental hands-on instruction

in Science Camp

- Writing- Small Group Differentiated Instruction, Before/After School Writing Workshops Behavior
- Monthly Attendance Incentive Program
- Attendance Interventions (Attendance Review Committees will be conducted as needed)
- School Counselor Support Services and Small Group Counseling
- Parent Conferences
- Student Incentive Programs
- Quarterly Awards Assemblies
- Student Case Management Systems
- Suspensions/Expulsions
- Team Climate Surveys
- Referrals to special education programs

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

Support will be an ongoing collaboration in order to accurately use the problem-solving process to support planning, implementing and evaluating effectiveness of services for the students. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts will be provided. Additionally, ongoing data-driven professional development activities that align to core student goals and staff needs will be scheduled throughout the school year as needed.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,160

Ethel Koger Beckham Elementary offers extended learning opportunities for students in grades 3-5 throughout the school year by providing support in Reading, Mathematics, Writing (for fourth grade students) and Science (for fifth grade students) before and after school as academic support for qualifying students as well as enrichment activities for students to promote academic performance at or above their grade level.

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?

The learning sessions are provided by highly qualified teachers in our school using research-based supplemental materials with detailed lesson plans based on students' academic performance data and teacher recommendations.

Who is responsible for monitoring implementation of this strategy?

Administration and the Literacy Leadership Team will monitor the before or after school program.

Literacy Leadership Team (LLT)

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

Name	Title
Maria E. Tavel-Visiedo	Principal
Julissa Piña	Assistant Principal
Natalie Romero	UTD Steward
Silvia Lopez	Media Specialist
May Ling Padin	Reading Teacher
Maria E. Necuze	Primary Teacher
Christina Garcia	Primary Teacher
Gracelyne Rosario	Intermediate Teacher
Anna Cue	Intermediate Teacher
Ana Sanchez-Ponte	SWD Teacher
Raquel Casas	ELL Teacher

How the school-based LLT functions

The Literacy Leadership Team at Ethel Koger Beckham Elementary meets monthly and focuses on discussing different aspects of literacy and how to improve the school's overall Literacy Program. Maria E. Tavel-Visiedo, Principal and Julissa Piña, Assistant Principal initiate each meeting by reviewing

student assessment data. The strengths and weaknesses are reviewed and plans for how to remediate, enrich and provide interventions are discussed. Furthermore, the most recent FAIR data and Interim Assessment data is provided along with any new information obtained through professional developments or workshops. Team members provide recommendations and share concerns dealing with literacy and data. An action plan is devised and executed.

Major initiatives of the LLT

The major initiative the Literacy Leadership Team at Ethel Koger Beckham Elementary will implement this school year is in depth discussions and planning for the Common Core State Standards Curriculum to include the Reading Wonders, its alignment to the Common Core State Standards and the necessary actions at the school level to provide support to teachers, parents and students. Professional Development will be provided to guide teachers and staff in the implementation and monitoring process throughout the school year. Additionally, the Literacy Leadership Team will continue to analyze FCAT 2.0 data to differentiate instruction and meet the needs of the students.

Every Teacher Contributes to Reading Instruction

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

Ethel Koger Beckham Elementary's Leadership Team and teachers across the grade level/curriculum will contribute to the reading achievement of every student by participating in grade level data chats to review current assessment results obtained from District Interim Assessments. The analyzing of strengths and weaknesses obtained from student data will allow for modifying daily lesson plans to meet the needs of all students. In addition teachers will ensure that differentiated instruction is taking place through small group and one to one instruction. Professional development will be provided to enhance instructional practices in the area of reading.

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

Ethel Koger Beckham Elementary School has two Voluntary Pre-Kindergarten (VPK) classes that utilize the High-Scope Curriculum addressing pre-academic skills. Teachers focus on developing students' oral language skills via modeling answering in complete sentences, probing and prompting students to speak in complete sentences and reviewing stories orally. VPK teachers also promote students becoming more independent and self sufficient in order to facilitate the transition to Kindergarten. VPK students are evaluated using the Houghton Mifflin Early Growth Indicators Benchmark Assessment. This evaluation tool is aligned with the FLKRS/FAIR assessment and supports phonological awareness. In addition, District personnel from the Division of Early Childhood provide feedback and support on the progress of the program. The classroom teachers are responsible for all assessments and evaluations. Communication with parents in the form of memorandums, newsletters, flyers, orientation meetings, workshops, webpage, telephone communications and face to face contact occurs on a continuous basis. VPK teachers and parents create a partnership to make parents aware of the expectations and demands of Kindergarten in order to help students transition smoothly. Title I Administration assists Ethel Koger Beckham Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and two paraprofessionals. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Administrators and VPK teachers conduct an informative meeting for parents of students transitioning from VPK to Kindergarten for the following

school year. The purpose of the meeting is to create a heightened awareness of Kindergarten procedures and policies at our school such as attendance, curriculum, school readiness and tools for a successful year in Kindergarten.

College and Career Readiness

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

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	80%	No	87%
American Indian				
Asian				
Black/African American				
Hispanic	84%	79%	No	86%
White				
English language learners	78%	70%	No	80%
Students with disabilities	78%	77%	No	81%
Economically disadvantaged	83%	57%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	27%	28%
Students scoring at or above Achievement Level 4	179	53%	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	138	58%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	75	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	84	35%	42%

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	99	87%	88%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	91%	90%	No	92%
American Indian				
Asian				
Black/African American				
Hispanic	91%	90%	No	92%
White				
English language learners	88%	83%	No	90%
Students with disabilities	80%	83%	Yes	82%
Economically disadvantaged	88%	88%	Yes	90%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	31%	32%
Students scoring at or above Achievement Level 4	198	59%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		79%	81%

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	44	42%	43%
Students scoring at or above Achievement Level 4	43	41%	42%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	584	85%	90%

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	18	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	34	29%	26%
Students who receive two or more behavior referrals	16	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

Ethel Koger Beckham Elementary is a Title I School and will be using the Parent Involvement Plan. (Online PIP)

Specific Parental Involvement Targets

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

- G1.** On the 2013 FCAT 2.0 Reading, 80% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of students scoring at Level 3 or above by 7 percentage points to 87%.
- G2.** On the 2013 FCAT 2.0 Writing, 87% of students at Ethel Koger Beckham Elementary scored at 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 88% of students to score at 3.5 or above, an increase of one percentage point.
- G3.** On the 2013 FCAT 2.0 Math, 90% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics is to increase the percentage of students scoring at Level 3 or above by 2 percentage points to 92%.
- G4.** On the 2013 FCAT 2.0 Science 42% scored a Level 3 and 41% scored a Level 4 or above. The goal for the 2013- 2014 school year is to increase fifth grade students achieving proficiency of FCAT Level 3 or above by one percentage point.
- G5.** On the 2013 STEM results 85% of students at Ethel Koger Beckham Elementary participated in STEM-related activities. Our goal for 2014 is for 90% of students to participate and apply the scientific method independently, an increase of 5 percentage pts.
- G6.** The Early Warning Systems goal for the 2013-2014 school year is to provide intervention and support as needed for students in the area of attendance, discipline and academic performance.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 80% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of students scoring at Level 3 or above by 7 percentage points to 87%.

Targets Supported

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

Resources Available to Support the Goal

- Graphic Organizers, Scholastic News, Time for Kids, Scholastic Storyworks, Online Newspapers, Brochures, Flyers, Reading Interventions, Before and After School Tutorials, Teacher Led Cooperative Groups, Online Resources (Reading Plus, Discovery Education, Ticket to Read, SuccessMaker, etc...), FCAT 2.0 Task Cards, Visual Aids, Reading Wonders Series

Targeted Barriers to Achieving the Goal

- On the 2013 Reading FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 79%, ELL 70%, SWD 57%, and ED 77%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 7 percentage points from 79 to 86 percent; ELL subgroup by 10 percentage points from 70 to 80 percent; SWD subgroup by 4 percentage points from 77 to 81 percent; and the ED subgroup by 27 percentage points from 57 to 84 percent. The area of deficiency for these subgroups on the 2013 Reading FCAT 2.0 was Reporting Category 2, Reading Application.
- On the 2013 FCAT 2.0 Reading, 27% of students scored a Level 3. The goal for the 2013-2014 school year is to increase the number of students achieving Level 3 proficiency by 5 percentage points from 27 to 32 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 2, Reading Application.
- On the 2013 FCAT 2.0 Reading, 53% of students scored a Level 4 or 5. The goal for the 2013-2014 school year is to increase the number of students achieving Level 4 or 5 proficiency by 2 percentage points from 53 to 55 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text and Research Process.
- On the 2013 FCAT 2.0 Reading, 77% of students achieved adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students achieving adequate learning gains by 2 percentage points from 77 to 79 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text and Research Process. In order to maintain and improve the percent of students making learning gains, fidelity to the reading intervention schedule must be consistent.
- On the 2013 FCAT 2.0 Reading, 71% of students in the lowest 25% made learning gains. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points from 71 to 74 percent. Students require additional support in the following areas: Reading Application and Informational Text/Research Process.
- On the 2013 CELLA, 58% of students scored proficient in the area of Listening/Speaking. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in the CELLA in the area of Listening/Speaking by 4 percentage points from 58 to 62 percent. Students require additional opportunities to support the area of Listening and Speaking.
- On the 2013 CELLA, 32% of students scored proficient in the area of Reading. The goal for the 2013-2014 school year is to increase the number of students scoring proficiency in CELLA in the area of Reading by 7 percentage points from 32 to 39 percent. Students require additional exposure to graphic organizers for reading comprehension.

- On the 2013 CELLA, 35% of students scored proficient in the area of Writing. The goal for the 2013-2014 school year is to increase the number of students proficient in CELLA in the area of Writing by 7 percentage points from from 35 to 42 percent. Students need more exposure to effective writing strategies to develop their understanding of the writing process.

Plan to Monitor Progress Toward the Goal

Ethel Koger Beckham's Administration and Literacy Leadership Team will assess to decide if to continue, intensify, or modify strategy based on data.

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule:

During grade level meeting and monthly data chats.

Evidence of Completion:

Formative Assessments: Student Work Samples, Interim Assessments, Benchmark Assessments, FAIR Results Summative: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA Assessment

G2. On the 2013 FCAT 2.0 Writing, 87% of students at Ethel Koger Beckham Elementary scored at 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 88% of students to score at 3.5 or above, an increase of one percentage point.

Targets Supported

- Writing

Resources Available to Support the Goal

- Sadlier Grammar Workshop Books, Small Group Guided Instruction, After School Tutorials, Previously Released FCAT 2.0 Writing Prompts

Targeted Barriers to Achieving the Goal

- During the 2013 FCAT Writing, fourth graders demonstrated the need for editing for language conventions. In order to maintain high standards, teachers will require additional support with the implementation of the revised School-Wide K-5 Writing Plan.

Plan to Monitor Progress Toward the Goal

Ethel Koger Beckham Elementary's Administration and Literacy Leadership Team will assess to decide if to continue, intensify, or modify strategy based on data.

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule:

On a quarterly and yearly basis

Evidence of Completion:

Formative: Students' scores on monthly writing prompts and pre, progress and post writing prompt results Summative: 2014 FCAT Writing

G3. On the 2013 FCAT 2.0 Math, 90% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics is to increase the percentage of students scoring at Level 3 or above by 2 percentage points to 92%.

Targets Supported

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

Resources Available to Support the Goal

- Manipulatives, Online Resources, Hands On Activities, Small Group Instruction, Discovery Education, SuccessMaker, Before and After School Tutorials

Targeted Barriers to Achieving the Goal

- On the 2013 Mathematics FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 90% and ELL 83%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 2 percentage points from 90 to 92 percent; ELL subgroup by 7 percentage points from 83 to 90 percent. The area of deficiency for these subgroups on the 2013 Mathematics FCAT 2.0 was Number Operations and Problems.
- On the 2013 FCAT 2.0 Math, 31% of students scored at a Level 3. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 3 by 1 percentage point from 31 to 32 percent. Students require additional exposure in the area of: Number Operations and Problems.
- On the 2013 FCAT 2.0 Math, 59% of students scored at a Level 4 or above. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 4 or above by 1 percentage point from 59 to 60 percent. Students require additional exposure in the area of: Geometry and Measurement.
- On the 2013 FCAT 2.0 Math, 79% of students achieved adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students achieving adequate learning gains 2 percentage points from 79 to 81 percent. Students require additional exposure to mathematical concepts in all areas to achieve adequate learning gains.
- On the 2013 FCAT 2.0 Math, 79% of students in the lowest 25 percent made adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students in the lowest 25 making adequate learning gains by 2 percentage points 79 to 81 percent. Students require additional exposure to mathematical concepts in all areas to achieve adequate learning gains.

Plan to Monitor Progress Toward the Goal

Conduct grade level discussions with administrative team to share resources and review student assessment data, making adjustments as necessary to ensure that NGSSS are addressed and supported throughout the curriculum.

Person or Persons Responsible

Math Liaison, administration and grade level chairpersons

Target Dates or Schedule:

Grade Level Meetings and Data Chats

Evidence of Completion:

Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Test

G4. On the 2013 FCAT 2.0 Science 42% scored a Level 3 and 41% scored a Level 4 or above. The goal for the 2013- 2014 school year is to increase fifth grade students achieving proficiency of FCAT Level 3 or above by one percentage point.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Lab, Discovery Learning, Brain Pop, After School Enrichment, Fieldtrips, Mad Scientist Day, Science Fair

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science, 42% of students scored at a level 3. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 3 by one percentage point from 42 to 43 percent. Students require additional exposure to a variety of instructional strategies that will increase rigor through inquiry-based learning.
- On the 2013 FCAT 2.0 Science, 41% of students scored at a level 4 or above. The goal for the 2013-2014 school year is to increase the number of students scoring achievement Level 4 or above by one percentage point from 41 to 42 percent.

Plan to Monitor Progress Toward the Goal

Decide to continue, intensify, or modify strategy based on data.

Person or Persons Responsible

Administration, Science Liaison and Teachers

Target Dates or Schedule:

Quarterly and Yearly

Evidence of Completion:

Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments Summative: 2014 FCAT 2.0 Science

G5. On the 2013 STEM results 85% of students at Ethel Koger Beckham Elementary participated in STEM-related activities. Our goal for 2014 is for 90% of students to participate and apply the scientific method independently, an increase of 5 percentage pts.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Science Fair, After School Science Camp, Fieldtrips, Mad Scientist Day Resources, Science Lab, AIMS Resource Books

Targeted Barriers to Achieving the Goal

- Students must be exposed to inquiry based/hands on activities to provide real life experiences that will enhance learning and the processes of science.

Plan to Monitor Progress Toward the Goal

Conduct PLC meeting sessions after administrative data chats in order to implement instructional strategies for enrichment activities.

Person or Persons Responsible

Administration, Science Liaison and Teachers

Target Dates or Schedule:

Monthly, Quarterly

Evidence of Completion:

Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments Summative: 2014 FCAT 2.0 Science.

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide intervention and support as needed for students in the area of attendance, discipline and academic performance.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- School Attendance Plan, School Suspension Plan, Code of Student Conduct, Response to Intervention (RtI) Process, Edusoft Reports, District Mandated Assessments, COGNOS Reports, Do the Right Thing Program and Character Education Curriculum

Targeted Barriers to Achieving the Goal

- The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time by 1 percentage point from 18 to 17 percent. Parents and students need to be exposed to MDCPS attendance policy.
- The goal for the 2013-2014 school year is to decrease the number of students retained in grades Pre-Kindergarten through Grade 5 by 1 percentage point from 11 to 10 percent. Parents require additional support and strategies to assist the students with their academic progress.
- The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by grade three with a decrease of 8 percentage points from 34 to 26 percent. The RtI process must be implemented for targeted students beginning in Kindergarten to address early identification of student needs.
- The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals by 1 percentage point from 16 to 15 percent and to maintain the student referrals that lead to suspensions at zero percent. Students need to be exposed to the Code of Student Conduct. The school will provide more opportunities to recognize students with positive behavior.

Plan to Monitor Progress Toward the Goal

Attendance meetings with truant students and parents

Person or Persons Responsible

Administration and guidance counselor

Target Dates or Schedule:

Daily phone calls and weekly meetings as necessary

Evidence of Completion:

Decrease in student absences

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 80% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of students scoring at Level 3 or above by 7 percentage points to 87%.

G1.B1 On the 2013 Reading FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 79%, ELL 70%, SWD 57%, and ED 77%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 7 percentage points from 79 to 86 percent; ELL subgroup by 10 percentage points from 70 to 80 percent; SWD subgroup by 4 percentage points from 77 to 81 percent; and the ED subgroup by 27 percentage points from 57 to 84 percent. The area of deficiency for these subgroups on the 2013 Reading FCAT 2.0 was Reporting Category 2, Reading Application.

G1.B1.S1 Students will receive differentiated instruction and small group instruction to target deficiency.

Action Step 1

Provide Reading Plus Professional Development

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Teacher Planning Day/Early Release Day- August 16th, 2013/October 23, 2013

Evidence of Completion

Student Usage Reports

Facilitator:

Patty Cohen

Participants:

Reading Teachers

Action Step 2

Students will receive differentiated instruction in teacher led centers, SuccessMaker, Reading Plus, and Ticket to Read to address their identified deficiency.

Person or Persons Responsible

Reading Teacher and Reading Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reports, Reading Plus Reports, Ticket to Read Usage Reports, Teacher Led Center Student Work

Action Step 3

Teachers will receive Thinkgate training in order to effectively group students based on results from district assessments.

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

December 2013/February 2014

Evidence of Completion

Thinkgate Reports and sign-in sheets

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

Progress will be monitored through classroom walk-throughs, Reading Plus Reports, SuccessMaker Reports and Thinkgate Reports

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus Reports, SuccessMaker Reports, Observation through classroom walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

Effectiveness will be monitored through data analyzed on Reading Plus, SuccessMaker, Ticket to Read and Thinkgate Reports as well as through student work samples completed during teacher led groups.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker, Reading Plus, Ticket To Read, Thinkgate Reports and Student Work Samples

G1.B2 On the 2013 FCAT 2.0 Reading, 27% of students scored a Level 3. The goal for the 2013-2014 school year is to increase the number of students achieving Level 3 proficiency by 5 percentage points from 27 to 32 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 2, Reading Application.

G1.B2.S1 Use illustrations and graphic organizers in daily instruction to ensure reading comprehension.

Action Step 1

Through the continuation of the use of illustrations, diagrams, and graphic organizers, students will have more opportunities to increase their level of proficiency in Reading Application. Students will use graphic organizers that will allow them to visualize concepts and organize their ideas and thoughts.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples and Reading Teacher Observations

Action Step 2

Provide Common Core State Standards Professional Development

Person or Persons Responsible

Teachers that have attended the Common Core State Standards professional development

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Sign In sheets, Registration Rosters

Facilitator:

Reading Teachers that attended the Common Core State Standards Training- Common Core State Standards (Reading)

Participants:

Kindergarten-Fifth Grade Teachers

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

Fidelity will be monitored through lesson plans and classroom walkthroughs.

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Authentic Work Samples and Classroom Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Analyze data at grade level meetings and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Weekly Assessments, Edusoft Reports

G1.B3 On the 2013 FCAT 2.0 Reading, 53% of students scored a Level 4 or 5. The goal for the 2013-2014 school year is to increase the number of students achieving Level 4 or 5 proficiency by 2 percentage points from 53 to 55 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text and Research Process.

G1.B3.S1 Students will be provided with more opportunities to utilize grade specific real world documents.

Action Step 1

Students will be provided with real world documents such as Time for Kids, Scholastic News, Scholastic StoryWorks, online newspapers, brochures and flyers to identify key text features such as subtitles, headings, charts, graphs, etc.

Person or Persons Responsible

Reading, Math, Science and Social Studies Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples, Lesson Plans, and Teacher Observations.

Action Step 2

Teachers and Media Specialist will work collaboratively to design lessons incorporating reference materials such as dictionaries, thesaurus, almanacs and online resources.

Person or Persons Responsible

Teachers and Media Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and assessment results

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

Fidelity will be monitored through lesson plans and classroom walkthroughs

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B3.S1

Analyze data at grade level meetings and adjust instruction as needed

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Weekly Assessments, Thinkgate Reports

G1.B4 On the 2013 FCAT 2.0 Reading, 77% of students achieved adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students achieving adequate learning gains by 2 percentage points from 77 to 79 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text and Research Process. In order to maintain and improve the percent of students making learning gains, fidelity to the reading intervention schedule must be consistent.

G1.B4.S1 Ensure adherence to the Reading Intervention schedule and daily student participation.

Action Step 1

Provide professional development in the area of data analysis. This will provide teachers with information regarding students deficiencies in reading and the ability to measure their growth. Students who attend interventions will be monitored.

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

August, 15, 2013 /Teacher Planning Day November 8, 2013/ Professional Development Day

Evidence of Completion

Sign In Sheets

Facilitator:

Administration/Leadership Team

Participants:

School-Wide

Action Step 2

Maintain a checklist and updated attendance rosters to ensure Reading Interventions are held as scheduled for the allotted time.

Person or Persons Responsible

Reading Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Rosters

Action Step 3

Hire additional support personnel in order to provide more effective intervention strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

December 2013

Evidence of Completion

Ongoing Progress Monitoring Data, Intervention Schedules and Student Rosters

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

Informal Walkthroughs

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Attendance Rosters

Plan to Monitor Effectiveness of G1.B4.S1

Analyze data through grade level meetings

Person or Persons Responsible

Administration, Literacy Leadership Team and Reading Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Assessments, Thinkgate Reports

G1.B5 On the 2013 FCAT 2.0 Reading, 71% of students in the lowest 25% made learning gains. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points from 71 to 74 percent. Students require additional support in the following areas: Reading Application and Informational Text/Research Process.

G1.B5.S1 Students will attend Before and After School Tutorials to support learning in the areas of: Reading Application and Informational Text/Research Process.

Action Step 1

Students will utilize the evidence based software, Reading Plus and SuccessMaker scheduled on a weekly basis in the computer lab, during class and during After School Tutorials.

Person or Persons Responsible

Reading Teachers and Reading Interventionists

Target Dates or Schedule

Weekly

Evidence of Completion

SuccesMaker Reports, Reading Plus Reports

Action Step 2

Provide SuccessMaker professional development to increase the usage of this resource in order to provide students with additional support.

Person or Persons Responsible

Leadership Team/Administration

Target Dates or Schedule

October 25, 2013

Evidence of Completion

PD Sign in Sheets

Facilitator:

May Ling Padin/Professional Development Liaison

Participants:

School-Wide

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

Monitor SuccessMaker, Reading Plus Reports, and Tutorial Attendance

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus Reports, SuccessMaker Reports, Attendance Rosters

Plan to Monitor Effectiveness of G1.B5.S1

Analyze data through grade level meetings and adjust instruction as needed.

Person or Persons Responsible

Administration, Literacy Leadership Team and Reading Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student performance on weekly assessments and district mandated assessments

G1.B5.S2 Create an incentive plan to promote usage of instructional tools such as Reading Plus and Ticket to Read.

Action Step 1

Students who demonstrate fidelity and achievement on these programs will be recognized within the school.

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus and Ticket to Read reports.

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Incentive and recognition programs created by the classroom teacher and leadership team.

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus and Ticket to Read Reports

Plan to Monitor Effectiveness of G1.B5.S2

Teachers will analyze reports and ensure students are achieving their individualized goal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus and Ticket to Read reports.

G1.B6 On the 2013 CELLA, 58% of students scored proficient in the area of Listening/Speaking. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in the CELLA in the area of Listening/Speaking by 4 percentage points from 58 to 62 percent. Students require additional opportunities to support the area of Listening and Speaking.

G1.B6.S1 The use of illustrations and diagrams will be implemented within teacher led groups.

Action Step 1

During teacher led groups students will be provided with numerous opportunities to increase their listening/speaking skills. Teachers will provide illustrations and diagrams in order for students to verbally formulate questions. Through small group discussions students will listen and write down notes that will assist in answering formulated questions. Students will orally provide answers in complete sentences to each other's questions. The teacher will monitor and prompt students during the process to ensure groups discussions.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher observations during class discussions

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

Support and resources will be provided to teachers and students

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

As needed

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B6.S1

Observe improvement in listening and speaking skills during teacher-student interaction and student-student interactions.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observations

G1.B7 On the 2013 CELLA, 32% of students scored proficient in the area of Reading. The goal for the 2013-2014 school year is to increase the number of students scoring proficiency in CELLA in the area of Reading by 7 percentage points from 32 to 39 percent. Students require additional exposure to graphic organizers for reading comprehension.

G1.B7.S1 Reading teachers will use graphic organizers during whole group and small group instruction to promote reading comprehension.

Action Step 1

Teachers will utilize graphic organizers such as vocabulary maps, story structure maps, split open mind organizers and etc. to assist students in planning ideas to answer guiding questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples, Teacher Observation

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

Classroom Walk-throughs

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples, Teacher Observations

Plan to Monitor Effectiveness of G1.B7.S1

Analyze student performance data

Person or Persons Responsible

Reading Teachers, Administration and Literacy Leadership Team

Target Dates or Schedule

During Data Chats

Evidence of Completion

Progress evident in: Classroom Weekly Assessments and District Mandated Assessments

G1.B8 On the 2013 CELLA, 35% of students scored proficient in the area of Writing. The goal for the 2013-2014 school year is to increase the number of students proficient in CELLA in the area of Writing by 7 percentage points from 35 to 42 percent. Students need more exposure to effective writing strategies to develop their understanding of the writing process.

G1.B8.S1 Teachers will provide instruction through effective writing strategies in order to develop their understanding of writing process.

Action Step 1

Provide students with opportunities to write descriptive sentences and summarize ideas in order to continue to formulate the writing process

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples, Teacher Observation

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

Classroom Walkthroughs

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Observations

Plan to Monitor Effectiveness of G1.B8.S1

Monitor Progress through student work, student grades, and data chats.

Person or Persons Responsible

Reading Teachers, Administration, and Literacy Leadership Team

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Student Writing Samples, District Mandated Assessments, Writing Reports

G2. On the 2013 FCAT 2.0 Writing, 87% of students at Ethel Koger Beckham Elementary scored at 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 88% of students to score at 3.5 or above, an increase of one percentage point.

G2.B1 During the 2013 FCAT Writing, fourth graders demonstrated the need for editing for language conventions. In order to maintain high standards, teachers will require additional support with the implementation of the revised School-Wide K-5 Writing Plan.

G2.B1.S1 Provide support for the implementation of the revised K-5 Writing Plan to ensure the development of grammar and convention skills.

Action Step 1

Teachers will use the Sadlier Grammar Workshop books to support and ensure the development of grammar and conventions skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples, Teacher Observations

Action Step 2

Writing Workshops for fourth grade students will be implemented to support the revised School-Wide K-5 Writing Plan and enrichment of students' writing strategies using narrative and expository prompts prior to FCAT 2.0 Writing Assessment. These opportunities will allow for additional exposure to grammar and convention skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After school

Evidence of Completion

Writer's Workshop Notebook that will display targeted writing skills.

Action Step 3

Provide teachers with professional development that will support the revised School-Wide K-5 Writing Plan

Person or Persons Responsible

Fourth Grade Teachers

Target Dates or Schedule

October 25, 2013/Teacher Planning Day November 8, 2013/ Professional Development Day

Evidence of Completion

Sign In Rosters

Facilitator:

Fourth Grade Teachers

Participants:

Kindergarten-Fifth Grade Teachers

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

Informal walkthroughs during after school tutoring sessions

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

Progress will be monitored through on-going classroom assessments, lesson plans and adjustments made to instruction and planning as needed

Person or Persons Responsible

Literacy Leadership Team and Administration

Target Dates or Schedule

During grade level meeting and monthly data chats

Evidence of Completion

Student Writing Samples, District Mandated Writing Assessment Reports

G3. On the 2013 FCAT 2.0 Math, 90% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics is to increase the percentage of students scoring at Level 3 or above by 2 percentage points to 92%.

G3.B1 On the 2013 Mathematics FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 90% and ELL 83%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 2 percentage points from 90 to 92 percent; ELL subgroup by 7 percentage points from 83 to 90 percent. The area of deficiency for these subgroups on the 2013 Mathematics FCAT 2.0 was Number Operations and Problems.

G3.B1.S1 Provide opportunities for students to receive differentiated instruction, small group instruction, as well as attending before and after school tutorial sessions to target deficiency.

Action Step 1

During differentiated/small group instruction and before and after school tutorials, teachers will reinforce skills taught that day and enrich skills in which they have deficiencies in.

Person or Persons Responsible

Teachers, Tutors

Target Dates or Schedule

Weekly

Evidence of Completion

Student Observations, Student Work Samples

Action Step 2

Provide teachers with data analysis professional development in order to facilitate identifying students that have deficiencies in math.

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Sign In Rosters

Facilitator:

Administration/Leadership Team/Math Liaison

Participants:

School-Wide

Action Step 3

Teachers will receive Thinkgate training in order to effectively group students based on results from district assessments.

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

December 2013/February 2014

Evidence of Completion

Thinkgate Reports and sign-in sheets

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

Informal Walk-throughs

Person or Persons Responsible

Administrators and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S1

Analyze Mathematics Data

Person or Persons Responsible

Administration, Math Liaison, Grade Level Chairpersons, Math Teachers

Target Dates or Schedule

Weekly, Monthly, Quarterly

Evidence of Completion

Student Weekly Assessments, Benchmark Assessments, Interim Assessments

G3.B2 On the 2013 FCAT 2.0 Math, 31% of students scored at a Level 3. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 3 by 1 percentage point from 31 to 32 percent. Students require additional exposure in the area of: Number Operations and Problems.

G3.B2.S1 Provide students with opportunities to utilize manipulatives and hands on activities.

Action Step 1

During cooperative group activities, student will be provided with manipulatives to assist with mathematical concepts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Observations and Student Work Samples

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

Informal Walk-Throughs

Person or Persons Responsible

Administrators and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S1

Analyze data

Person or Persons Responsible

Administration, Math Liaison, Teachers

Target Dates or Schedule

Grade Level Meetings

Evidence of Completion

Weekly Assessments, Student Work Samples

G3.B3 On the 2013 FCAT 2.0 Math, 59% of students scored at a Level 4 or above. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 4 or above by 1 percentage point from 59 to 60 percent. Students require additional exposure in the area of: Geometry and Measurement.

G3.B3.S1 Develop a school wide, grade appropriate, resource guide that includes literature connections, technology, and hands on manipulatives in order to blend the Common Core State Standards that promote vocabulary and real world practical situations.

Action Step 1

Provide Mathematics Common Core State Standards professional development that will support the implementation of the Math Resource Guide

Person or Persons Responsible

Administration/Leadership Team/Math Liaison

Target Dates or Schedule

November 8, 2013/Professional Development Day

Evidence of Completion

Sing In Rosters

Facilitator:

Teachers that attended the Math Common Core State Standards Training/Leadership Team

Participants:

Kindergarten-Fifth Grade Teachers

Action Step 2

Gather resources to provide a mathematical guide that will support instruction

Person or Persons Responsible

Math Committee, Math Liaison

Target Dates or Schedule

Annually

Evidence of Completion

Math Resource Guide

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

Provide Resources

Person or Persons Responsible

Administration and Math Liaison

Target Dates or Schedule

Updated as curricular changes occur

Evidence of Completion

Completion of Resource Binder

Plan to Monitor Effectiveness of G3.B3.S1

Analyze Data

Person or Persons Responsible

Administration, Math Liaison, Math Teachers

Target Dates or Schedule

Grade Level Meetings

Evidence of Completion

Student Work Samples, Weekly Assessments, Benchmark Assessments

G3.B4 On the 2013 FCAT 2.0 Math, 79% of students achieved adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students achieving adequate learning gains 2 percentage points from 79 to 81 percent. Students require additional exposure to mathematical concepts in all areas to achieve adequate learning gains.

G3.B4.S1 Provide a before/after school tutorial program for students.

Action Step 1

Provide additional learning opportunities through the use of math resources supporting the curriculum.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Rosters and Student Work Samples

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

Provide resources in order to support tutorial sessions

Person or Persons Responsible

Administration and Math Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data

Person or Persons Responsible

Administration, Math Liaison and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples and Benchmark Assessments

G3.B4.S2 Teachers will receive Thinkgate training in order to effectively group students based on results from district assessments.

Action Step 1

Teachers will receive Thinkgate training in order to monitor learning gains and target instruction on specific benchmarks.

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

December 2013/February 2014

Evidence of Completion

Thinkgate Reports, sign-in sheets and assessment data

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Conduct quarterly grade level data chats

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data protocol forms

Plan to Monitor Effectiveness of G3.B4.S2

As a result of analyzing Thinkgate reports, teachers will group students accordingly in order to provide effective differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data protocol forms

G3.B5 On the 2013 FCAT 2.0 Math, 79% of students in the lowest 25 percent made adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students in the lowest 25 making adequate learning gains by 2 percentage points 79 to 81 percent. Students require additional exposure to mathematical concepts in all areas to achieve adequate learning gains.

G3.B5.S1 Students will engage in activities to use technology to develop conceptual understanding of numbers through the use of Discovery Education and ThinkCentral.

Action Step 1

Provide opportunity for teachers to attend Discovery Education and ThinkCentral professional developments

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Early Release Days

Evidence of Completion

Sign In Rosters

Facilitator:

May Ling Padin/Professional Development Liaison

Participants:

Early Release Days

Action Step 2

Introduce math lesson with resources provided in Discovery Education and ThinkCentral

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Observation and Lesson Plans

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

Informal Walk-Throughs

Person or Persons Responsible

Administration and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Observations and Teacher Lesson Plans

Plan to Monitor Effectiveness of G3.B5.S1

Analyze Data

Person or Persons Responsible

Administration, Math Liaison and Math Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Student Work Samples and Benchmark Assessments

G4. On the 2013 FCAT 2.0 Science 42% scored a Level 3 and 41% scored a Level 4 or above. The goal for the 2013- 2014 school year is to increase fifth grade students achieving proficiency of FCAT Level 3 or above by one percentage point.

G4.B1 On the 2013 FCAT 2.0 Science, 42% of students scored at a level 3. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 3 by one percentage point from 42 to 43 percent. Students require additional exposure to a variety of instructional strategies that will increase rigor through inquiry-based learning.

G4.B1.S1 Develop Professional Learning Communities (PLC) for elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science.

Action Step 1

Provide teachers with data analysis professional development

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Rosters

Facilitator:

Administration/Leadership Team/Science Liaison

Participants:

School-Wide

Action Step 2

Provide content rich professional development focusing on Science NGSSS

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Attendance Rosters

Facilitator:

Science Liaison (Science NGSSS)

Participants:

Kindergarten-Fifth Grade Teachers

Action Step 3

Teachers will attend PLC sessions after administrative data chats in order to implement instructional strategies to implement rigor.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Rosters

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

Support teachers and students by providing resources as needed

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Science Lab Logs

Plan to Monitor Effectiveness of G4.B1.S1

Conduct data chats to monitor effectiveness.

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Science Lab Logs, Lesson Plans, District Mandated Interim Assessments

G4.B2 On the 2013 FCAT 2.0 Science, 41% of students scored at a level 4 or above. The goal for the 2013-2014 school year is to increase the number of students scoring achievement Level 4 or above by one percentage point from 41 to 42 percent.

G4.B2.S1 Technology integration will be embedded into weekly science lessons. Students in grades three through five will actively engage in Discovery Learning and BrainPop. Also a selected group of fifth grade students will have the opportunity to attend a weekly science camp (Einstein Science Camp).

Action Step 1

Teachers will introduce lessons and support Science curriculum through the use of technology in the classrooms. BrainPop and Discovery Learning will provide background knowledge to the students and will also assess learning through the quizzes provided. In addition, teachers will have small group sessions with students during weekly Science Camp sessions. During these Science Camp sessions students will be exposed to hands on learning and inquiry-based learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journal, Teacher Observation, Science Camp Rosters

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

Support teachers and students by providing resources

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

BrainPop Quizzes, Science Camp Attendance Rosters, Student Work Samples, Science Logs

Plan to Monitor Effectiveness of G4.B2.S1

Progress will be monitored through data analyzed on

Person or Persons Responsible

Teachers, Administration, and Science Liaison

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Conduct data chats to monitor effectiveness.

G5. On the 2013 STEM results 85% of students at Ethel Koger Beckham Elementary participated in STEM-related activities. Our goal for 2014 is for 90% of students to participate and apply the scientific method independently, an increase of 5 percentage pts.

G5.B1 Students must be exposed to inquiry based/hands on activities to provide real life experiences that will enhance learning and the processes of science.

G5.B1.S1 Provide activities for students to design and develop science and engineering projects through inquiry based/hands on experiences to increase scientific thinking that allow for testing hypotheses, data analysis, explanation of variables, and experimental design.

Action Step 1

Facilitate and plan inquiry based/hands on experiences during: Scheduled Science Lab Time, Mad Scientist's Day, Science Fair, Fieldtrips and Einstein Science Camp

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in Rosters

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

Informal walk-throughs during science instruction and scheduled activities

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples, Observations

Plan to Monitor Effectiveness of G5.B1.S1

Collect and analyze data.

Person or Persons Responsible

Administration, Science Liaison, and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide intervention and support as needed for students in the area of attendance, discipline and academic performance.

G6.B1 The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time by 1 percentage point from 18 to 17 percent. Parents and students need to be exposed to MDCPS attendance policy.

G6.B1.S1 Attendance will be reviewed and monitored daily, weekly, and monthly to ensure students are attending school regularly followed up with a phone call. Assignments will be sent home for completion to ensure students are accessing instructional materials to enhance instruction.

Action Step 1

Attendance meetings with truant students

Person or Persons Responsible

Administration and guidance counselor

Target Dates or Schedule

Daily phone calls and weekly meetings as necessary

Evidence of Completion

Decrease in student absences

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

Daily phone calls and weekly meetings as necessary

Person or Persons Responsible

Administration and guidance counselor

Target Dates or Schedule

Daily phone calls and weekly meetings as necessary

Evidence of Completion

Decrease in student absences

Plan to Monitor Effectiveness of G6.B1.S1

Attendance meetings with truant students

Person or Persons Responsible

Administration and guidance counselor

Target Dates or Schedule

Daily phone calls and weekly meetings as necessary

Evidence of Completion

Decrease in student absences

G6.B2 The goal for the 2013-2014 school year is to decrease the number of students retained in grades Pre-Kindergarten through Grade 5 by 1 percentage point from 11 to 10 percent. Parents require additional support and strategies to assist the students with their academic progress.

G6.B2.S1 Provide workshops for parents focusing on different strategies that could be used at home to facilitate student learning.

Action Step 1

Schedule workshops focusing Common Core State Standard Strategies

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly or Quarterly

Evidence of Completion

Parent Surveys/Flyers

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

Provide facilitators with all resources needed

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly or Quarterly

Evidence of Completion

Grade Level Request Forms

Plan to Monitor Effectiveness of G6.B2.S1

Collect parent surveys and analyze surveys

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly or Quarterly

Evidence of Completion

Parent survey results and student data

G6.B3 The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by grade three with a decrease of 8 percentage points from 34 to 26 percent. The Rtl process must be implemented for targeted students beginning in Kindergarten to address early identification of student needs.

G6.B3.S1 Identify students with deficiencies in Reading beginning in the primar grades K-2.

Action Step 1

Provide students with Intensive Reading Intervention

Person or Persons Responsible

Reading Interventionists

Target Dates or Schedule

Weekly

Evidence of Completion

Student attendance and data

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

Informal Walk-Throughs

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G6.B3.S1

Analyze Student Data

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data

G6.B4 The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals by 1 percentage point from 16 to 15 percent and to maintain the student referrals that lead to suspensions at zero percent. Students need to be exposed to the Code of Student Conduct. The school will provide more opportunities to recognize students with positive behavior.

G6.B4.S1 Review Code of Student Conduct with the students and provide incentives for positive behavior.

Action Step 1

Conduct assemblies throughout the school year to review components of the Code of Student Conduct

Person or Persons Responsible

Administration, Leadership Team, Counselor and Homeroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Behavior Contracts

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

Informal Walk-Throughs

Person or Persons Responsible

Administration, Leadership Team and Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Number of Student Referrals

Plan to Monitor Effectiveness of G6.B4.S1

Reviewing student behavior referrals

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

SCAMS

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

Ethel Koger Beckham Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided as well as ensure support services are provided to students. Curriculum Liaisons at Ethel Koger Beckham Elementary develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition, they identify systematic patterns of student needs 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. The CIS schedules meetings and activities, encourages parents to support their child’s education, provides materials through the Parent Resource Center and Ethel Koger Beckham Elementary School Website: beckham.dadeschools.net, as well as encourage parental participation in the decision making processes at the school site. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students as applicable.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Ethel Koger Beckham Elementary utilizes Title III funds to supplement and enhance the academic program for English Language Learners (ELL) and migrant students. Grant monies are used in the implementation of the Journeys Tutorial Program servicing all levels of ELL students including Level 5 students who have exited the program within the past two years. Remedial instruction is provided in reading, mathematics, and science in grades kindergarten through five as applicable.

Title VI, Part B – NA

Not Applicable

Title X- Homeless

Ethel Koger Beckham Elementary currently collaborates with the Title X/Homeless Assistance Program in conjunction with parents and community members to ensure a successful educational experience for the homeless students in our community. Students enrolled and participating in the Project Up-Start will receive assistance with attendance, transportation, tutoring and counseling as needed while the Homeless Liaison provides training for the school registrar regarding procedures for student enrollment and entitlements.

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

Not Applicable

Nutrition Programs

- 1) Ethel Koger Beckham Elementary 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-school care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Ethel Koger Beckham Elementary holds an annual Multicultural Career Day that invites professionals from our community to share with our students the education and skills necessary to be successful in their careers.

Job Training

Not Applicable

Other

Involve parents in the planning and implementation of the Title I Program while extending an open invitation to Ethel Koger Beckham Elementary's parent resource center in order to inform parents of our available programs, their rights under No Child Left Behind and student services available at our school. Conduct informal parent surveys to determine specific needs of our parents and schedule workshops/events with flexible times to accommodate as needed. This supports our school mission "Nurturing Every Child's Potential" while empowering parents to build knowledge to further support their child's education. Increase parental engagement/involvement through developing our school's Title I School-Parent Compact. Additionally, we are scheduling School Counselor led workshops addressing environmental and social concerns and "Coffee Talks" held by classroom teachers throughout the school year to inform parents of grade level expectations. All workshops and events will be supported by Ethel Koger Beckham Elementary's Title I School Parent Compact, Title I Parent Involvement Plan, Title I Annual Meeting, and additional documents necessary in order to comply with dissemination and reporting requirements.

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. On the 2013 FCAT 2.0 Reading, 80% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of students scoring at Level 3 or above by 7 percentage points to 87%.

G1.B1 On the 2013 Reading FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 79%, ELL 70%, SWD 57%, and ED 77%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 7 percentage points from 79 to 86 percent; ELL subgroup by 10 percentage points from 70 to 80 percent; SWD subgroup by 4 percentage points from 77 to 81 percent; and the ED subgroup by 27 percentage points from 57 to 84 percent. The area of deficiency for these subgroups on the 2013 Reading FCAT 2.0 was Reporting Category 2, Reading Application.

G1.B1.S1 Students will receive differentiated instruction and small group instruction to target deficiency.

PD Opportunity 1

Provide Reading Plus Professional Development

Facilitator

Patty Cohen

Participants

Reading Teachers

Target Dates or Schedule

Teacher Planning Day/Early Release Day- August 16th, 2013/October 23, 2013

Evidence of Completion

Student Usage Reports

G1.B2 On the 2013 FCAT 2.0 Reading, 27% of students scored a Level 3. The goal for the 2013-2014 school year is to increase the number of students achieving Level 3 proficiency by 5 percentage points from 27 to 32 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 2, Reading Application.

G1.B2.S1 Use illustrations and graphic organizers in daily instruction to ensure reading comprehension.

PD Opportunity 1

Provide Common Core State Standards Professional Development

Facilitator

Reading Teachers that attended the Common Core State Standards Training- Common Core State Standards (Reading)

Participants

Kindergarten-Fifth Grade Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Sign In sheets, Registration Rosters

G1.B4 On the 2013 FCAT 2.0 Reading, 77% of students achieved adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students achieving adequate learning gains by 2 percentage points from 77 to 79 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text and Research Process. In order to maintain and improve the percent of students making learning gains, fidelity to the reading intervention schedule must be consistent.

G1.B4.S1 Ensure adherence to the Reading Intervention schedule and daily student participation.

PD Opportunity 1

Provide professional development in the area of data analysis. This will provide teachers with information regarding students deficiencies in reading and the ability to measure their growth. Students who attend interventions will be monitored.

Facilitator

Administration/Leadership Team

Participants

School-Wide

Target Dates or Schedule

August, 15, 2013 /Teacher Planning Day November 8, 2013/ Professional Development Day

Evidence of Completion

Sign In Sheets

G1.B5 On the 2013 FCAT 2.0 Reading, 71% of students in the lowest 25% made learning gains. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points from 71 to 74 percent. Students require additional support in the following areas: Reading Application and Informational Text/Research Process.

G1.B5.S1 Students will attend Before and After School Tutorials to support learning in the areas of: Reading Application and Informational Text/Research Process.

PD Opportunity 1

Provide SuccessMaker professional development to increase the usage of this resource in order to provide students with additional support.

Facilitator

May Ling Padin/Professional Development Liaison

Participants

School-Wide

Target Dates or Schedule

October 25, 2013

Evidence of Completion

PD Sign in Sheets

G2. On the 2013 FCAT 2.0 Writing, 87% of students at Ethel Koger Beckham Elementary scored at 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 88% of students to score at 3.5 or above, an increase of one percentage point.

G2.B1 During the 2013 FCAT Writing, fourth graders demonstrated the need for editing for language conventions. In order to maintain high standards, teachers will require additional support with the implementation of the revised School-Wide K-5 Writing Plan.

G2.B1.S1 Provide support for the implementation of the revised K-5 Writing Plan to ensure the development of grammar and convention skills.

PD Opportunity 1

Provide teachers with professional development that will support the revised School-Wide K-5 Writing Plan

Facilitator

Fourth Grade Teachers

Participants

Kindergarten-Fifth Grade Teachers

Target Dates or Schedule

October 25, 2013/Teacher Planning Day November 8, 2013/ Professional Development Day

Evidence of Completion

Sign In Rosters

G3. On the 2013 FCAT 2.0 Math, 90% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics is to increase the percentage of students scoring at Level 3 or above by 2 percentage points to 92%.

G3.B1 On the 2013 Mathematics FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 90% and ELL 83%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 2 percentage points from 90 to 92 percent; ELL subgroup by 7 percentage points from 83 to 90 percent. The area of deficiency for these subgroups on the 2013 Mathematics FCAT 2.0 was Number Operations and Problems.

G3.B1.S1 Provide opportunities for students to receive differentiated instruction, small group instruction, as well as attending before and after school tutorial sessions to target deficiency.

PD Opportunity 1

Provide teachers with data analysis professional development in order to facilitate identifying students that have deficiencies in math.

Facilitator

Administration/Leadership Team/Math Liaison

Participants

School-Wide

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Sign In Rosters

G3.B3 On the 2013 FCAT 2.0 Math, 59% of students scored at a Level 4 or above. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 4 or above by 1 percentage point from 59 to 60 percent. Students require additional exposure in the area of: Geometry and Measurement.

G3.B3.S1 Develop a school wide, grade appropriate, resource guide that includes literature connections, technology, and hands on manipulatives in order to blend the Common Core State Standards that promote vocabulary and real world practical situations.

PD Opportunity 1

Provide Mathematics Common Core State Standards professional development that will support the implementation of the Math Resource Guide

Facilitator

Teachers that attended the Math Common Core State Standards Training/Leadership Team

Participants

Kindergarten-Fifth Grade Teachers

Target Dates or Schedule

November 8, 2013/Professional Development Day

Evidence of Completion

Sing In Rosters

G3.B5 On the 2013 FCAT 2.0 Math, 79% of students in the lowest 25 percent made adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students in the lowest 25 making adequate learning gains by 2 percentage points 79 to 81 percent. Students require additional exposure to mathematical concepts in all areas to achieve adequate learning gains.

G3.B5.S1 Students will engage in activities to use technology to develop conceptual understanding of numbers through the use of Discovery Education and ThinkCentral.

PD Opportunity 1

Provide opportunity for teachers to attend Discovery Education and ThinkCentral professional developments

Facilitator

May Ling Padin/Professional Development Liaison

Participants

Early Release Days

Target Dates or Schedule

Early Release Days

Evidence of Completion

Sign In Rosters

G4. On the 2013 FCAT 2.0 Science 42% scored a Level 3 and 41% scored a Level 4 or above. The goal for the 2013- 2014 school year is to increase fifth grade students achieving proficiency of FCAT Level 3 or above by one percentage point.

G4.B1 On the 2013 FCAT 2.0 Science, 42% of students scored at a level 3. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 3 by one percentage point from 42 to 43 percent. Students require additional exposure to a variety of instructional strategies that will increase rigor through inquiry-based learning.

G4.B1.S1 Develop Professional Learning Communities (PLC) for elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science.

PD Opportunity 1

Provide teachers with data analysis professional development

Facilitator

Administration/Leadership Team/Science Liaison

Participants

School-Wide

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Rosters

PD Opportunity 2

Provide content rich professional development focusing on Science NGSSS

Facilitator

Science Liaison (Science NGSSS)

Participants

Kindergarten-Fifth Grade Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Attendance Rosters

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 80% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of students scoring at Level 3 or above by 7 percentage points to 87%.	\$51,500
G2.	On the 2013 FCAT 2.0 Writing, 87% of students at Ethel Koger Beckham Elementary scored at 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 88% of students to score at 3.5 or above, an increase of one percentage point.	\$5,300
G3.	On the 2013 FCAT 2.0 Math, 90% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics is to increase the percentage of students scoring at Level 3 or above by 2 percentage points to 92%.	\$10,000
G4.	On the 2013 FCAT 2.0 Science 42% scored a Level 3 and 41% scored a Level 4 or above. The goal for the 2013- 2014 school year is to increase fifth grade students achieving proficiency of FCAT Level 3 or above by one percentage point.	\$1,000
Total		\$67,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials		Total
Title I	\$38,800	\$0	\$0	\$38,800
Title I/Title III	\$13,000	\$0	\$0	\$13,000
Title I / Title III	\$10,000	\$0	\$0	\$10,000
EESAC/Title 1	\$3,500	\$0	\$0	\$3,500
EESAC	\$0	\$2,500	\$0	\$2,500
	\$0	\$0	\$0	\$0
Total	\$65,300	\$2,500	\$0	\$67,800

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading, 80% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Reading is to increase the percentage of students scoring at Level 3 or above by 7 percentage points to 87%.

G1.B1 On the 2013 Reading FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 79%, ELL 70%, SWD 57%, and ED 77%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 7 percentage points from 79 to 86 percent; ELL subgroup by 10 percentage points from 70 to 80 percent; SWD subgroup by 4 percentage points from 77 to 81 percent; and the ED subgroup by 27 percentage points from 57 to 84 percent. The area of deficiency for these subgroups on the 2013 Reading FCAT 2.0 was Reporting Category 2, Reading Application.

G1.B1.S1 Students will receive differentiated instruction and small group instruction to target deficiency.

Action Step 2

Students will receive differentiated instruction in teacher led centers, SuccessMaker, Reading Plus, and Ticket to Read to address their identified deficiency.

Resource Type

Evidence-Based Program

Resource

Ticket to Read: This program supports reading instruction in grades K-5.

Funding Source

EESAC/Title 1

Amount Needed

\$3,500

G1.B3 On the 2013 FCAT 2.0 Reading, 53% of students scored a Level 4 or 5. The goal for the 2013-2014 school year is to increase the number of students achieving Level 4 or 5 proficiency by 2 percentage points from 53 to 55 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text and Research Process.

G1.B3.S1 Students will be provided with more opportunities to utilize grade specific real world documents.

Action Step 1

Students will be provided with real world documents such as Time for Kids, Scholastic News, Scholastic StoryWorks, online newspapers, brochures and flyers to identify key text features such as subtitles, headings, charts, graphs, etc.

Resource Type

Evidence-Based Program

Resource

Time for Kids, Scholastic News, Scholastic Story Works

Funding Source

Title I

Amount Needed

\$3,000

G1.B4 On the 2013 FCAT 2.0 Reading, 77% of students achieved adequate learning gains. The goal for the 2013-2014 school year is to increase the number of students achieving adequate learning gains by 2 percentage points from 77 to 79 percent. The area of deficiency evident on the 2013 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text and Research Process. In order to maintain and improve the percent of students making learning gains, fidelity to the reading intervention schedule must be consistent.

G1.B4.S1 Ensure adherence to the Reading Intervention schedule and daily student participation.

Action Step 2

Maintain a checklist and updated attendance rosters to ensure Reading Interventions are held as scheduled for the allotted time.

Resource Type

Evidence-Based Program

Resource

Hourly personnel to support the intervention program

Funding Source

Title I

Amount Needed

\$32,000

Action Step 3

Hire additional support personnel in order to provide more effective intervention strategies.

Resource Type

Resource

Funding Source

Amount Needed

G1.B5 On the 2013 FCAT 2.0 Reading, 71% of students in the lowest 25% made learning gains. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points from 71 to 74 percent. Students require additional support in the following areas: Reading Application and Informational Text/Research Process.

G1.B5.S1 Students will attend Before and After School Tutorials to support learning in the areas of: Reading Application and Informational Text/Research Process.

Action Step 1

Students will utilize the evidence based software, Reading Plus and SuccessMaker scheduled on a weekly basis in the computer lab, during class and during After School Tutorials.

Resource Type

Evidence-Based Program

Resource

Before and After School Tutoring Sessions/Journeys Reading Tutoring

Funding Source

Title I/Title III

Amount Needed

\$13,000

G2. On the 2013 FCAT 2.0 Writing, 87% of students at Ethel Koger Beckham Elementary scored at 3.5 or above. Our goal for the 2014 FCAT 2.0 Writing is for 88% of students to score at 3.5 or above, an increase of one percentage point.

G2.B1 During the 2013 FCAT Writing, fourth graders demonstrated the need for editing for language conventions. In order to maintain high standards, teachers will require additional support with the implementation of the revised School-Wide K-5 Writing Plan.

G2.B1.S1 Provide support for the implementation of the revised K-5 Writing Plan to ensure the development of grammar and convention skills.

Action Step 1

Teachers will use the Sadlier Grammar Workshop books to support and ensure the development of grammar and conventions skills.

Resource Type

Evidence-Based Program

Resource

Sadlier Grammar Workshop Books/Supplemental Materials

Funding Source

Title I

Amount Needed

\$2,800

Action Step 2

Writing Workshops for fourth grade students will be implemented to support the revised School-Wide K-5 Writing Plan and enrichment of students' writing strategies using narrative and expository prompts prior to FCAT 2.0 Writing Assessment. These opportunities will allow for additional exposure to grammar and convention skills.

Resource Type

Evidence-Based Materials

Resource

Tutorial Sessions

Funding Source

EESAC

Amount Needed

\$2,500

G3. On the 2013 FCAT 2.0 Math, 90% of all students at Ethel Koger Beckham Elementary scored a Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics is to increase the percentage of students scoring at Level 3 or above by 2 percentage points to 92%.

G3.B1 On the 2013 Mathematics FCAT 2.0, the following subgroups did not meet AMO's: Hispanic 90% and ELL 83%. The goal for the 2013-2014 school year is to increase the number of students making satisfactory progress as follows: Hispanic subgroup by 2 percentage points from 90 to 92 percent; ELL subgroup by 7 percentage points from 83 to 90 percent. The area of deficiency for these subgroups on the 2013 Mathematics FCAT 2.0 was Number Operations and Problems.

G3.B1.S1 Provide opportunities for students to receive differentiated instruction, small group instruction, as well as attending before and after school tutorial sessions to target deficiency.

Action Step 1

During differentiated/small group instruction and before and after school tutorials, teachers will reinforce skills taught that day and enrich skills in which they have deficiencies in.

Resource Type

Evidence-Based Program

Resource

Before and After School Tutorials

Funding Source

Title I / Title III

Amount Needed

\$10,000

G4. On the 2013 FCAT 2.0 Science 42% scored a Level 3 and 41% scored a Level 4 or above. The goal for the 2013- 2014 school year is to increase fifth grade students achieving proficiency of FCAT Level 3 or above by one percentage point.

G4.B2 On the 2013 FCAT 2.0 Science, 41% of students scored at a level 4 or above. The goal for the 2013-2014 school year is to increase the number of students scoring achievement Level 4 or above by one percentage point from 41 to 42 percent.

G4.B2.S1 Technology integration will be embedded into weekly science lessons. Students in grades three through five will actively engage in Discovery Learning and BrainPop. Also a selected group of fifth grade students will have the opportunity to attend a weekly science camp (Einstein Science Camp).

Action Step 1

Teachers will introduce lessons and support Science curriculum through the use of technology in the classrooms. BrainPop and Discovery Learning will provide background knowledge to the students and will also assess learning through the quizzes provided. In addition, teachers will have small group sessions with students during weekly Science Camp sessions. During these Science Camp sessions students will be exposed to hands on learning and inquiry-based learning.

Resource Type

Evidence-Based Program

Resource

Hourly Teachers to plan and deliver Science Enrichment Activities for students

Funding Source

Title I

Amount Needed

\$1,000