

I. Current School Status:

A. School Information:

1. School-Level Information:

- a. **School:** Natural Bridge Elementary Schl
- b. **Principal's name:** Mr. Frank V. MacBride, Jr.
- c. **School Advisory Council chair's name:** Lynda Bandy
- d. **Names and position titles of the School-based Leadership Team (SBLT):**

Name	Title
Frank V. MacBride Jr.	Principal
Dr. Josee Gregoire	Assistant Principal
Vernescia Smith	Primary Teacher
Mayeva Smith	Intermediate Teacher
Dr. Jesse Cukierkorn	Exceptional Student Education Teacher
Carol Santana	Reading Coach
April Vizcaino	Math Coach
Richard Glazer	School Psychologist
Dinah Dorvil	PD Liaison
Ellen Marcus	Guidance Counselor
Rodney Desraumeaux	Social Worker

2. District-Level Information:

- a. **District:** Miami Dade
- b. **Superintendent's name:** Mr. Alberto M Carvalho
- c. **Date of school board approval of SIP:** Pending

B. 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).

1. Describe the membership of the SAC including position titles:

Principal -1, UTD Steward – 1, Teachers – 6, Parents – 6, Educational Support - 2, Student – 2, Business/Community Representative – 2

2. Describe the involvement of the SAC in the development of this school improvement plan:

SAC members will review school improvement plan and provide feedback for adjustments to be made. SAC members also provide final approval of SIP.

3. Describe the activities of the SAC for the upcoming school year:

SAC will meet monthly to discuss school data, activities, and other community involvement affecting school.

4. Describe the projected use of school improvement funds and include the amount allocated to each project:

School improvement funds will be utilized to extend amount of library books (\$1000.00). Funds will also be used to purchase motivational awards/recognition for Accelerated Reading Program (\$600.00).

5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:

In Compliance

6. If no, describe the measures being taken to comply with SAC requirements:

C. 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).

1. Administrators:

- a. **# Administrators:** 2
- b. **# Receiving Effective rating or higher:** (not entered because basis is < 10)
- c. **For each of your school's administrators (principal and all assistant principals), complete the following fields:**

Administrator	Credentials	Performance Record
Mr. Frank V. MacBride, Jr. Principal	Bachelors of Science, in Elementary Education, from Florida State University. Masters of Science, Elementary Education, from Nova Southeastern University Educational Leadership Certificate from Nova Southeastern University Years as Administrator: 15 Years at Current School: 3	2013 – School Grade – C Rdg. Proficiency, 43% Math Proficiency, 43% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 67 points Rdg. AMO –NO Math AMO–NO 2012 – School Grade – B Rdg. Proficiency, 47% Math Proficiency, 53% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 78 points Rdg. AMO – YES Math AMO - YES '11 '10 '09 '08 School Grade B C C C AYP N N N N High Standards Reading 64 46 42 58 High Standards Math 63 67 70 57 Learning Gains-Reading 59 54 58 59 Learning Gains-Math 63 53 82 60

Gains Reading-25% 61 61 59 63
 Gains-Math-25% 61 64 90 65

Dr. Josee Gregoire Asst Principal	Master of Science –Special Education, Florida International University: Certification- Educational Leadership, State of Florida: Doctorate-Exceptional Student Education, Florida International University BS-Political Science, Florida International University Years as Administrator: 6 Years at Current School: 2	2013 – School Grade – C Rdg. Proficiency, 43% Math Proficiency, 43% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25%- 67 points Rdg. AMO – NO Math AMO – NO 2012 – School Grade – C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Learning Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO – NO Math AMO - NO '11 '10 '09 '08 School Grade C B A C AYP N N N N High Standards Reading 56 61 61 59 High Standards Math 62 62 54 58 Learning Gains-Reading 56 64 70 68 Learning Gains-Math 51 63 69 56 Gains-Rdg-25% 58 57 67 70 Gains-Math-25% 56 72 80 61
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2. Instructional Coaches:

- a. # Instructional Coaches: 2
- b. # Receiving Effective rating or higher: (not entered because basis is < 10)
- c. For each of your school's instructional coaches, complete the following fields:

Coach	Credentials	Performance Record
Carol Cavero-Santana Full-time School-based Areas: Reading/Literacy	Elem. Ed. Reading ESOL Primary Ed. Years as Coach: 9 Years at Current School: 16	2013 – School Grade – C Rdg. Proficiency, 43% Rdg. Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 79 points Rdg. AMO –NO 2012 – School Grade – B Rdg. Proficiency, 47% Rdg. Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 74 points Rdg. AMO – YES '11 '10 '09 '08 School Grade A C B C AYP N N N N High Standards Reading 62 57 57 57 Learning Gains-Reading 61 65 65 61 Gains Reading-25% 61 68 68 53
April Vizcaino Full-time School-based Areas: Mathematics	Elem. Ed. ESOL Endorsement Years as Coach: 2 Years at Current School: 13	2013 – School Grade – C Math Proficiency, 43% Math Lrg. Gains, 65 points Math Imp. of Lowest 25% - 67 points Math AMO – NO 2012 – School Grade – B Math Proficiency, 53% Math Lrg. Gains, 80 points Math Imp. of Lowest 25% - 78 points Math AMO - YES '11 '10 '09 '08 School Grade A C B C AYP N N N N High Standards Math 69 58 58 62 Learning Gains-Math 65 62 62 67 Gains-Math-25% 74 60 60 65

3. Classroom Teachers:

- a. # of classroom teachers: 46
- b. # receiving effective rating or higher: 46, 100%
- c. # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 33, 72%
- d. # certified in-field, pursuant to Section 1012.2315(2), F.S.: 46, 100%
- e. # ESOL endorsed: 34, 74%
- f. # reading endorsed: 4, 9%
- g. # with advanced degrees: 21, 46%

h. # National Board Certified: 0, 0%

i. # first-year teachers: 0, 0%

j. # with 1-5 years of experience: 9, 20%

k. # with 6-14 years of experience: 23, 50%

l. # with 15 or more years of experience: 14, 30%

4. Education Paraprofessionals, pursuant to s. 1012.01(2)(e):

a. # of paraprofessionals: 9

b. # Highly Qualified, as defined in 20 U.S.C. § 6319(c): 8, 89%

5. Other Instructional Personnel:

a. # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals: 2

b. # receiving effective rating or higher: (not entered because basis is < 10)

6. 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).

a. Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.:

Strategy:

1. Provide National Board Certification support – Lynda Bandy
2. Professional Development through Common Core State Standards for Reading and Math – District Personnel
3. Utilize collaborative planning and lesson studies among teachers to implement best practices – Grade Level Chairpersons and Leadership Team
4. Instructional Coaches will implement classroom walkthroughs to assist with rigor in the classroom – Instructional Coaches and Administration

7. 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).

a. Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities:

Mrs. Shekeita Williams is MINT trained; is an experienced teacher who readily provides coaching and mentoring opportunities to the beginning teacher.

The beginning teacher will also be monitored by the Reading Coach. Collaborative weekly meetings with mentor and leadership team will be held, as well as monthly professional development with the Reading Coach.

Teachers with previous teaching experience and teachers in year two and three are eligible to receive a buddy teacher (i.e. grade-level chair, reading coach, mathematics coach or National Board Certified Teacher.

D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).

1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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:

Review data and instructional implications; review progress at the classroom/grade level to identify Tier 2 and Tier 3 students. Based on the data the team will identify professional development, activities, and resources. The team will also work together to problem solve, share researched strategies, evaluate interventions and practice new instructional trends. The team will also assist with collaborative planning, building rigor, maintaining fidelity, and implementation procedures.

2. What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? :

Principal, Frank V. MacBride Jr.

Assistant Principal, Dr. Josee Gregoire

Ensures data- based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.

Primary Teacher, Vernescia Smith

Intermediate Teacher, Mayeva Smith Provide information about core instruction, collaborate with other staff members, integrates materials/instruction with activities.

Exceptional Student Education Teacher, Maritza Jimeno Integrates core instructional materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches, Carol Santana and April Vizcaino

Lead and evaluate school core content standards/programs; identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and implement the continuous coaching model.

School Psychologist, Richard Glazer

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

PD Liaison Dinah Dorvil,

Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.

Guidance Counselor, Ellen Marcus

Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

Social Worker, Rodney Desraumeaux

Provides social history and family background information on students with academic/behavioral needs.

3. Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP:

The MTSS/RtI team is able to disaggregate data on specific needs that include academic and behavioral deficits. The MTSS/RtI team provides a systematic and explicit process for delivering instruction, remediation, and enrichment using brain based research strategies.

4. Describe the 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 (e.g., behavior, attendance):

- Baseline Data: Florida Comprehensive Assessment Test (FCAT 2.0), Progress Monitoring and Reporting network (PMRN), Curriculum Based Assessment, Edusoft Progress Monitoring, Progress Monitoring and Reporting Network (PMRN) FCAT 2.0 Simulation, District Interim Assessments, STAR Testing, SuccessMaker Cumulative Reports, Voyager Teacher Management (VPORT) data.
- Mid-Year: Florida Assessment for Instruction in Reading (FAIR), District Mid-Year Assessment
- End of Year: FAIR, FCAT 2.0
- Frequency of Data Chats: Monthly for data analysis and Quarterly District Interim Assessments

5. Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents:

Professional development will be provided during teachers' common planning time, small sessions, and whole faculty throughout the year.

The MTSS/RtI team will also decide on supplementary professional development during the monthly MTSS/ RtI Leadership Team meetings.

Finally, the MTSS/RtI Leadership Team will provide support to teachers through professional development of skilled based activities, data analysis, and instructional tools/resources. Additional support will be provided for each step of the process such as: problem identification, problem analysis, intervention implementation, and response evaluation.

E. 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).

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

Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program	1,440	Instruction in core academic subjects
Strategy Description	The before and after school tutoring programs offer assistance in reading and mathematics for students who are not making adequate progress on a variety of assessment measures, including the FCAT test. We also have targeted small group assistance during the school day to help struggling students. The computer lab is available for students to access educational websites and tutorial software in core subject areas.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Students involved in extended learning programs will be monitored by classroom teachers and leadership team through school developed monthly assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs. FAIR data will also be utilized to progress monitor students attending Voyager tutorial sessions. Data will be gathered from Probability of Reading Success reports by the Reading Coach and classroom teachers to indicate growth in Reading by all grade levels from Assessment Period 1 through Assessment Period 3.	
Who is responsible for monitoring implementation of this strategy?	classroom teachers and interventionists	

Strategy Type	Minutes Added to School Year	Purpose
Weekend Program	1,800	Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
Strategy Description	Our school offers a Saturday Academy to help assist students preparing for the FCAT Test components.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Students involved in Saturday Academy will be monitored by classroom teachers and leadership team through school developed monthly assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.	
Who is responsible for monitoring implementation of this strategy?	classroom teachers and tutors	

F. Literacy Leadership Team (LLT):

1. Identify the names and position titles of the members of your school-based LLT:

Name	Title
Frank V. MacBride, Jr.	Principal
Dr. Josee Gregoire	Assistant Principal
Carol Cavero-Santana	Reading Coach
Thomas Kopelakis	Media Specialist
Lynda Bandy	Bilingual Chairperson
Kadienne Gomez	Primary Teacher
Anastasia Charles-Sealy	Intermediate Teacher
April Vizcaino	Math Coach
Ellen Marcus	Guidance Counselor
Vernescia Smith	UTD Steward
Dr. Richard Glazer	School Psychologist
Rodney Desraumeaux	School Social Worker

2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions):

The Literacy Leadership Team will meet monthly. The team will assist with evaluating reading data, participate in data chats, provide data reports, suggest professional development activities, provide guidance for the completion of data protocols, promote lesson study for the components of reading, incorporate rigorous reading activities in content areas, and provide a scaffold of differentiated reading strategies.

3. What will be the major initiatives of the LLT this year?:

Students are assessed using the District Baseline Assessment and FAIR Assessment Period 1 in order to identify intervention groups. Students are then monitored through monthly assessments and Voyager checkpoints. Using the District Baseline and FAIR data, the LLT will identify the benchmarks in need of improvement according to the disaggregated data and develop intervention/strategies to address the deficiencies identified. The LLT will also assist in developing cross-curricular activities that promote literacy (i.e. Literacy in Science), promote the use of computer based literacy software, as well as monitor the intervention process. The LLT will provide professional development to staff on monitoring and implementing differentiated reading strategies as well as conduct daily curriculum walkthroughs.

G. Every Teacher Contributes to Reading Improvement:

1. Describe how the school ensures every teacher contributes to the reading improvement of every student:

N/A

H. 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).

1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:

Students and parents are invited to an orientation given by the teachers in the Early Childhood Department.
Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee. The Leadership Team will be contacting the local pre-schools in order to invite them to view the Curriculum as well as all the Educational Services being provided. Provide monthly parent meetings of three and four year old children to inservice and provide information to parents on how to prepare their children for pre-school.

I. 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).

1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?:

N/A

2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?:

N/A

3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report \(http://data.fldoe.org/readiness/\)](http://data.fldoe.org/readiness/), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.:

N/A

II. 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).

A. Area 1: Reading:

1. Annual Measurable Objectives (AMOs) - Students scoring at or above 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	49%	45%	No	54%
American Indian				
Asian				
Black/African American	48%	45%	No	53%
Hispanic	63%	46%	No	66%
White				
English language learners	38%	30%	No	45%
Students with disabilities	19%	23%	Yes	27%
Economically disadvantaged	48%	44%	No	54%

2. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	21%	29%
Students scoring at or above Achievement Level 4	54	21%	25%

3. 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			

4. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

5. 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)	104	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	53	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	54	31%	38%

6. Postsecondary readiness:

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

B. 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	30	36%	42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

C. Area 3: Mathematics:

1. Elementary and Middle School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above 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	56%	45%	No	60%
American Indian				
Asian				
Black/African American	53%	42%	No	58%
Hispanic	73%	59%	No	76%
White				
English language learners	44%	41%	No	50%
Students with disabilities	28%	14%	No	35%
Economically disadvantaged	56%	45%	No	60%

b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	25%	36%
Students scoring at or above Achievement Level 4	47	19%	24%

c. 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			

d. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):

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

3. High School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%		No	60%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic	73%		No	76%
White				
English language learners	44%		No	50%
Students with disabilities	28%		No	35%
Economically disadvantaged	56%		No	60%

b. 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			

c. Learning Gains:

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

d. Postsecondary readiness:

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

4. Algebra I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

5. Geometry End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	27%	30%
Students scoring at or above Achievement Level 4	23	31%	32%

b. 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			

2. Middle School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

b. 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			

3. High School Science:

a. 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			

4. Biology I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

E. Area 5: Science, Technology, Engineering, and Mathematics (STEM):

1. All levels:

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students	624	100%	100%

2. High schools:

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

F. Area 6: Career and Technical Education (CTE):

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):

1. U.S. History End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

2. Civics End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

H. Area 8: Early Warning Systems:

1. Elementary School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	32	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	20	3%	2%
Students who are not proficient in reading by third grade	55	57%	51%
Students who receive two or more behavior referrals	102	16%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

2. Middle School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			

Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
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3. High School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

4. Graduation:

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. Describe parental involvement targets for your school:

See Parental Involvement Plan (PIP)

2. Specific Parental Involvement Targets:

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

J. Area 10: Additional Targets:

1. Description of additional targets:

N/A

2. Specific Additional Targets:

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

K. Problem Solving:

Goal:	Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing will increase writing scores by 6 percentage points to 42%.			
Supported Areas:	Writing			
Resources	Reading Coach; Thinking Maps Graphic Organizers; New writing standards			
Monitor Goal	Who	What	When	Evidence
	MTSS/RTI Team	Follow FCIM using data from FCAT 2.0	Monthly	Formative Assessment: Writing portfolios, and monthly writing assessments. Summative Assessment: Scored writing samples of pre/mid-year writing prompts; 2014 FCAT 2.0

Selected Barrier: Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates that students demonstrated difficulty in narrative writing. Students require additional practice with following the writing process and experience in editing and revising their work.

Strategy: Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

Action Step:	Who	What	When	Evidence
	Teachers	Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.	Ongoing	Students' scores on monthly writing assessments
Monitor Fidelity	Who	What	When	Evidence
LLT	Literacy Leadership Team	Literacy Leadership Team will monitor students' monthly writing prompt scores and adjust students' progress in the identified areas of need and to regroup for instruction.	Monthly	Students' scores on monthly writing assessments.
Monitor Effective	Who	What	When	Evidence
LLT	Literacy Leadership Team	Follow FCIM using data from FCAT 2.0	Monthly	Formative Assessment: Students' scores on monthly writing assessments.

Selected Barrier: Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates students need more skills in editing for language conventions in expository writing.

Strategy: During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound

sentences.			
Action Step: Who	What	When	Evidence
Teachers	During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.	Ongoing	Writing portfolios, and monthly writing assessments.
Monitor Fidelity	What	When	Evidence
LLT	Literacy Leadership Team will review students' drafts and monthly writing prompts to determine if students are making adequate progress and adjust instruction accordingly.	Monthly	Writing portfolios, and monthly writing assessments
Monitor Effective	What	When	Evidence
LLT	Following the FCIM model, monthly assessment data from writing prompts will be reviewed and instruction will be adjusted as needed.	Monthly	Formative Assessment: Writing portfolios, and monthly writing assessments.

Goal:	All students scoring at or above Level 3 on the 2014 FCAT 2.0 Reading assessment will increase reading scores by 9 percentage points to 54%.		
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - Learning Gains, Reading - CELLA		
Resources	McGraw- Hill; Graphic Organizers; Accelerated Reader; Imagine Learning; CELLA		
Monitor Goal	Who	What	When Evidence
	MTSS/RTI	Follow FCIM using data from FCAT Writing	Quarterly Formative Assessment: Students' scores on monthly writing assessments. Summative Assessment: 2014 FCAT 2.0

Selected Barrier: In the All students Subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 2-[LA.3.5.1.7.3]; Students experienced difficulty with Main Idea (stated and implied) and Relevant Supporting Details [NGSSS]; Main Idea.[Domain # 2- CCSS.ELA-Literacy.RI.3.1 & RI.3.2]

Strategy: Students will be provided with opportunities to identify casual relationships imbedded in text utilizing close read. Teachers will instruct students to refer to details and examples in a text, what a text says explicitly/implicitly and when drawing inferences from complex and informational text.

Action Step: Who	What	When	Evidence
Teachers	Students will be provided with opportunities to identify casual relationships imbedded in text utilizing close read. Teachers will instruct students to refer to details and examples in a text, what a text says explicitly/implicitly and when drawing inferences from complex and informational text.	Ongoing	FAIR, monthly generated assessment, student work samples, and district interim assessment
Monitor Fidelity	What	When	Evidence
Literacy Leadership Team (LLT)	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	monthly	FAIR, monthly generated assessment, student work samples, and district interim assessment
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	monthly	FAIR, monthly generated assessment, student work samples, and district interim assessment

Selected Barrier: Students in the Black subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 2- [LA.3.5.1.7.2]; Students experienced difficulty with identifying Author's Purpose in text and how Author's Perspective influences text[NGSSS];Authors Purpose.[Domain #2 - CCSS.ELA – Literacy.RI.3.6]

Strategy: Students will be provided practice in making inferences and drawing conclusions within and across texts using grade level appropriate materials and teachers will instruct students with the use of one sentence summarizers, author's purpose chart, and main idea table to provide practice in identifying topics and themes within texts.

Action Step: Who	What	When	Evidence
Teachers	Students will be provided practice in making inferences and drawing conclusions within and across texts using grade level appropriate materials and teachers will instruct students with the use of one sentence summarizers, author's purpose chart, and main idea table to provide practice in identifying topics and themes within texts.	Ongoing	Monthly generated assessment and student work samples
Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Monthly	FAIR, monthly generated assessment, student work samples, and district interim assessment
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Monthly	Formative Assessments: FAIR, monthly generated assessment, student work samples, and district interim assessment

Selected Barrier: Students in the Hispanic subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 3- [LA.3.5.2.1.2]; Students experience difficulty in identifying and interpreting elements of story structure within a text [NGSSS];character development, setting, plot, problem/solution. [Domain #1 -CCSS.ELA –Literacy. RL.3.3 & RL.3.6]

Strategy: Students will utilize graphic organizers with mentor text to identify and interpret elements of story structure. Teachers will help students understand character development, and character point of view by utilizing a character chart.

Action Step: Who	What	When	Evidence
Teachers	Students will utilize graphic organizers with mentor text to identify and interpret elements of story structure. Teachers will help students understand character development, and character point of view by utilizing a character chart.	Ongoing	FAIR, student work samples, and district interim assessment

Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	FAIR, student work samples, and district interim assessment
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: FAIR, student work samples, and district interim assessment

Selected Barrier: Students in the English Language Learners subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 1- [LA.3.5.1.6.8]; Students experienced difficulty in determining meanings of words and phrases as they are used in a text distinguishing literal from nonliteral language[NGSSS];Context Clues.[Domain #2 - CCSS.ELA – Literacy.L3.4 & L.3.5]

Strategy: Teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms and the practice of recognizing examples and non-examples of word relationships. Students will utilize Imagine Learning software program to determine the meanings of unfamiliar complex words.

Action Step: Who	What	When	Evidence
Teachers	Teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms and the practice of recognizing examples and non-examples of word relationships. Students will utilize Imagine Learning software program to determine the meanings of unfamiliar complex words.	Ongoing	FAIR, monthly generated assessment, student work samples, Imagine Learning reports, and district interim assessment
Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Monthly	FAIR, monthly generated assessment, student work samples, Imagine Learning reports, and district interim assessment
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Monthly	Formative Assessments: FAIR, monthly generated assessment, student work samples, Imagine Learning reports, and district interim assessment

Selected Barrier: Students in the Economically Disadvantaged subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 1- [LA.3.5.1.6.3]; Students experienced difficulty with the ability to identify context clues, multiple meanings of context, and shades of meaning[NGSSS];Vocabulary [Domain #1 - CCSS.ELA – Literacy.L.3.4 & L.3.5]

Strategy: Teachers will provide students with opportunities to close read utilizing complex text in all content areas. Students will use concept maps to build knowledge of word meanings and relationships.

Action Step: Who	What	When	Evidence
Teachers	Teachers will provide students with opportunities to close read utilizing complex text in all content areas. Students will use concept maps to build knowledge of word meanings and relationships.	Ongoing	FAIR, monthly generated assessment, student work samples, and district interim assessment
Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Monthly	FAIR, monthly generated assessment, student work samples, and district interim assessment
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Monthly	Formative Assessments: FAIR, monthly generated assessment, student work samples, and district interim assessment

Selected Barrier: Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 3 – [LA.5.2.1.7] Descriptive and Figurative Language, Literary Analysis/Fiction/Nonfiction [NGSSS]. Students experienced difficulty in identifying descriptive language that defines moods and provides imagery [Domain 3, CCSS.ELA-Literacy.RL.3.4 & L.3.5]

Strategy: Instruction should include the use poetry to practice identifying descriptive language that defines moods and provides imagery. Instruction will also be focused on text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.

Action Step: Who	What	When	Evidence
Teachers	Instruction should include the use poetry to practice identifying descriptive language that defines moods and provides imagery. Instruction will also be focused on text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.	Ongoing	District Interim Assessments and teacher generated assessments
Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data in order to monitor students' knowledge in the area of Descriptive and Figurative Language and to adjust instruction as needed.	Bi-Weekly	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data in order to monitor students' knowledge in the area of Descriptive and Figurative Language and to adjust instruction as needed.
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data in order to monitor students' knowledge in the area of Descriptive and Figurative Language and to adjust instruction as needed.	Bi-Weekly	Formative Assessments: District Interim Assessments and teacher generated assessments

Selected Barrier: Performance data of students scoring at Achievement Level 4 on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 4 [LA.3-5.6.1.1]; read and organize informational text and text features to perform a task. Students experienced difficulty interpreting graphical information (e.g., graphics, legends, illustrations diagrams, charts, keys), and locating, interpreting, and organizing information. [Domain #4 – CCSS.ELA-Literacy.RI.3.5 & RI3.7].			
Strategy: Students will use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret, and organize. Students will also recognize the characteristics of reliable and valuable information.			
Action Step: Who	What	When	Evidence
Teachers	Students will use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret, and organize. Students will also recognize the characteristics of reliable and valuable information.	Ongoing	District Interim Assessments and teacher generated assessments
Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Informational Text and to adjust instruction as needed.	Bi-weekly	District Interim Assessments and teacher generated assessments
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Informational Text and to adjust instruction as needed.	Bi-weekly	Formative Assessments: District Interim Assessments and teacher generated assessments
Selected Barrier: Performance data of students making learning gains from the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.2]; Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulty identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. [Domain #2 – CCSS.ELA-Literacy.RI.3.6].			
Strategy: Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.			
Action Step: Who	What	When	Evidence
Teachers	Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.	Ongoing	District Interim Assessments, Accelerated Reader reports, and teacher generated assessments
Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Author's Purpose/Perspective and to adjust instruction as needed.	Bi-weekly	District Interim Assessments, Accelerated Reader reports, and teacher generated assessments
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Author's Purpose/Perspective and to adjust instruction as needed.	Bi-weekly	District Interim Assessments, Accelerated Reader reports, and teacher generated assessments
Selected Barrier: Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 1 [LA.3-5.7.6.9]; Multiple Meanings in Context. Students experienced difficulty in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. [Domain #2 – CCSS.ELA-Literacy.RI.3.4 & L3.4].			
Strategy: Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.			
Action Step: Who	What	When	Evidence
Teachers	Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.	Ongoing	FAIR, weekly generated assessment and Voyager
Monitor Fidelity	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Multiple Meanings and to adjust instruction as needed.	Bi-weekly	FAIR, weekly generated assessment and Voyager
Monitor Effective	What	When	Evidence
LLT	Utilizing the Florida Continuous Improvement Model (FCIM) the Literacy Leadership Team (LLT) will review assessment data bi-weekly and adjust instruction as needed. The team will also review data monthly in order to monitor students' knowledge in the area of Multiple Meanings and to adjust instruction as needed.	Bi-weekly	Formative Assessments: FAIR, weekly generated assessment and Voyager
Selected Barrier: ELL students not scoring proficient in LISTENING/SPEAKING on the 2013 CELLA have limited opportunities to practice listening and speaking skills. As a result, students' performance in auditory and oral abilities could be impacted.			
Strategy: Provide weekly opportunities for listening and speaking activities that utilize listening centers (with headphones), literacy circles, Socratic seminars, and CELLA Connections. ELL level 1 and 2 students will engage with Imagine Learning for 20 minutes daily.			
Action Step: Who	What	When	Evidence
ELL Teacher	Provide weekly opportunities for listening and speaking activities that utilize listening centers (with headphones), literacy circles, Socratic seminars, and CELLA Connections. ELL level 1 and 2 students will engage with Imagine Learning for 20 minutes daily.	Ongoing	Imagine Learning usage and learning gains reports.
Monitor Fidelity	What	When	Evidence

LLT	The ESOL teacher along with administration will monitor monthly usage reports and make instructional decisions based on learning gains report for individualized intervention.	Monthly	Imagine Learning usage and learning gains reports.
Monitor Effective	What	When	Evidence
LLT	The ESOL teacher along with administration will monitor monthly usage reports and make instructional decisions based on learning gains report for individualized intervention.	Monthly	Formative Assessments: Imagine Learning usage and learning gains reports.

Selected Barrier: ELL students not scoring proficient in READING on the 2013 CELLA require additional support to fully comprehend reading in passages.

Strategy: Students will use the KWL strategy to list information known before reading and information learned after reading.

Action Step:	What	When	Evidence
Who			
ELL Teacher	Students will use the KWL strategy to list information known before reading and information learned after reading.	Ongoing	Data chat forms and classroom observations
Monitor Fidelity	What	When	Evidence
LLT	ESOL teacher and administration will monitor data binders and student data chat forms that include CELLA data. As well as use of CELLA Connections in lesson plans.	Ongoing	Data chat forms and classroom observations
Monitor Effective	What	When	Evidence
LLT	ESOL teacher and administration will monitor data binders and student data chat forms that include CELLA data. As well as use of CELLA Connections in lesson plans.	Ongoing	Formative Assessments: Data chat forms and classroom observations

Selected Barrier: ELL students not scoring proficient in WRITING on the 2013 CELLA need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).

Strategy: Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Action Step:	What	When	Evidence
Who			
ELL teacher	Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.	Ongoing	Classroom Walkthrough Protocol; Work Folder Evaluation
Monitor Fidelity	What	When	Evidence
LLT	ESOL teacher, Reading Coach, and administration will monitor lesson plans for evidence of common planning ; classroom observations of implementation; and student work folders.	Ongoing	Classroom Walkthrough Protocol; Work Folder Evaluation
Monitor Effective	What	When	Evidence
LLT	Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.	Ongoing	Formative Assessments: Classroom Walkthrough Protocol; Work Folder Evaluation

Goal:	See Parental Involvement Plan (PIP)								
Supported Areas:	Parental Involvement								
Resources									
Monitor Goal	<table border="1"> <tr> <th>Who</th> <th>What</th> <th>When</th> <th>Evidence</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Who	What	When	Evidence				
Who	What	When	Evidence						

Goal:	All students scoring at or above Level 3 on the 2014 FCAT 2.0 will increase Math scores by 15 percentage points to 60%.								
Supported Areas:	Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle Learning Gains								
Resources	Houghton Mifflin Go Math! Series (Common Core Edition)								
Monitor Goal	<table border="1"> <tr> <th>Who</th> <th>What</th> <th>When</th> <th>Evidence</th> </tr> <tr> <td>MTSS/RTI Team</td> <td>Analyze data from assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.</td> <td>Ongoing</td> <td>Formative Assessments: District Interim Reports Summative Assessments: Results from the 2014 FCAT 2.0</td> </tr> </table>	Who	What	When	Evidence	MTSS/RTI Team	Analyze data from assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.	Ongoing	Formative Assessments: District Interim Reports Summative Assessments: Results from the 2014 FCAT 2.0
Who	What	When	Evidence						
MTSS/RTI Team	Analyze data from assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.	Ongoing	Formative Assessments: District Interim Reports Summative Assessments: Results from the 2014 FCAT 2.0						

Selected Barrier: The All Students Subgroup 2013 FCAT did not make their 2012-2013 AMO. All students need to be provided opportunities for mathematical exploration and the development of students understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Strategy: Students will compare and order fractions, including fractions greater than one, using models or strategies, and generate equivalent fractions and decimals with and without models. Students will also add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Action Step:	What	When	Evidence
Who			
Teachers	Students will be provided opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.	Ongoing	District Interim Reports
Monitor Fidelity	What	When	Evidence
The Leadership Team	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Quarterly	Data from District Interim reports will be used to monitor student progress.
Monitor Effective	What	When	Evidence
The Leadership Team	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Quarterly	Formative Assessments: District Interim

Team		Reports
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Selected Barrier: The Black subgroup did not make their 2012-2013 AMO. The Black student subgroup needs to be provided opportunities to solve problems that require the child to explain their reasoning.

Strategy: Provide students with grade-level appropriate opportunities to solve problems that require a child to explain their reasoning, and use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations.

Action Step: Who	What	When	Evidence
Teachers	Provide students with grade-level appropriate opportunities to solve problems that require a child to explain their reasoning, and use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations.	Ongoing	The Leadership Team will review data from the monthly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.
Monitor Fidelity	What	When	Evidence
Leadership Team	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Quarterly	District Interim Reports
Monitor Effective	What	When	Evidence
Leadership Team	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Quarterly	Formative Assessments: District Interim Reports

Selected Barrier: The Hispanic subgroup did not make their 2012-2013 AMO. Hispanic students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

Strategy: Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Students will also have opportunities to answer questions about math operations including "how" and "why" while developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

Action Step: Who	What	When	Evidence
Teachers	Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Students will also have opportunities to answer questions about math operations including "how" and "why" while developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.	Monthly	Monthly benchmark assessments District Interim Assessments
Monitor Fidelity	What	When	Evidence
Leadership Team	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Ongoing	
Monitor Effective	What	When	Evidence

Selected Barrier: The ELL subgroup did not make their 2012-2013 AMO. ELL students need to be provided opportunities to utilize Thinking Maps, visual aids, and audio-visual aids to assist in enhancing students' understanding of mathematics.

Strategy: Provide students opportunities to access technology software such as SuccessMaker, Discovery Education, Riverdeep, and Gizmos to reinforce mathematical concepts.

Action Step: Who	What	When	Evidence
Teachers	Students will be provided opportunities to access technology software such as SuccessMaker, Discovery Education, Riverdeep, and Gizmos to reinforce mathematical concepts.	Ongoing	SuccessMaker and District Interim Reports
Monitor Fidelity	What	When	Evidence
Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports SuccessMaker Reports
Monitor Effective	What	When	Evidence
Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Quarterly	Formative Assessments: District Interim Reports

Selected Barrier: The SWD subgroup did not make their 2012-2013 AMO. SWD students need to be provided opportunities to utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding.

Strategy: Students will utilize manipulatives for hands-on activities that help introduce concepts through discovery as well as demonstrate understanding. Students will also be exposed to literature in mathematics to provide the meaning necessary for students to successfully grasp mathematical concepts and make connections with real-world situations.

Action Step: Who	What	When	Evidence
Teachers	Students will utilize manipulatives for hands-on activities that help introduce concepts through discovery as well as demonstrate understanding. Students will also be exposed to literature in mathematics to provide the meaning necessary for students to successfully grasp mathematical concepts and make connections with real-world situations.	Ongoing	Monthly benchmark assessments District Interim Reports
Monitor Fidelity	What	When	Evidence
Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Monthly benchmark assessments

			District Interim Reports
Monitor Effective	What	When	Evidence
Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Selected Barrier: Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Math indicates that students in Grade 3 experienced difficulty in Reporting Category – Number: Fractions. Students need many and varied opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Strategy: Students will have Increased opportunities to model equivalent representations of given numbers using manipulatives, and the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Opportunities will be provided for students to be placed in cooperative learning groups to solve problems and communicate their thinking.

Action Step: Who		What	When	Evidence
	Teachers	Students will have Increased opportunities to model equivalent representations of given numbers using manipulatives, and the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Opportunities will be provided for students to be placed in cooperative learning groups to solve problems and communicate their thinking.	Ongoing	District Interim Assessments
Monitor Fidelity		What	When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports
Monitor Effective		What	When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Selected Barrier: Performance data of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Math indicates that students in Grades 4 & 5 experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

Strategy: Support will be provided to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step: Who		What	When	Evidence
	Teachers	Support will be provided to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.	Ongoing	District Interim Assessments
Monitor Fidelity		What	When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports
Monitor Effective		What	When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Selected Barrier: Performance data of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Math indicates that students need additional opportunities to discuss and write about mathematics.

Strategy: Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Action Step: Who		What	When	Evidence
	Teachers	Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.	Ongoing	District Interim Reports
Monitor Fidelity		What	When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports
Monitor Effective		What	When	Evidence
Leadership		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Selected Barrier: Performance data of students making learning gains on the 2013 FCAT 2.0 Math indicates that students experienced difficulty in Reporting Category – Number and Operations. Students need many and varied opportunities for mathematical exploration and the development of understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Strategy: Provide opportunities for students to describe and apply the inverse property to solve real-world problem and to check the solution of a problem involving multiplication or division.

Action Step: Who		What	When	Evidence

	Teachers	Provide opportunities for students to describe and apply the inverse property to solve real-world problem and to check the solution of a problem involving multiplication or division.	Ongoing	District Interim Reports
Monitor Fidelity	What		When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports
Monitor Effective	What		When	Evidence
Leadership		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Selected Barrier: Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that students experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

Strategy: Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Action Step:	Who	What	When	Evidence
	Teachers	Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.	Ongoing	District Interim Reports
Monitor Fidelity	What		When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports
Monitor Effective	What		When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Goal:	All students scoring at or above Level 3 on the 2014 FCAT 2.0 Science will increase scores by 3 percentage points to 30 percent.			
Supported Areas:	Science, Science - Elementary School			
Resources	Scott Foresman Science Series Gizmos Discovery Education			
Monitor Goal	Who	What	When	Evidence
	Leadership Team	Follow FCIM using data from Interim and FCAT 2.0	Ongoing	Formative Assessments: District Interim Reports Summative Assessments: Results from the 2014 FCAT 2.0

Selected Barrier: As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with The Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Strategy: By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Action Step:	Who	What	When	Evidence
	Teachers	By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.	Ongoing	Data from District Interim reports will be used to monitor student progress.
Monitor Fidelity	What		When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports
Monitor Effective	What		When	Evidence
Leadership Team		Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Goal:	Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.			
Supported Areas:	EWS, EWS - Elementary School			
Resources	COGNOS reports , Code of Student Conduct , SPOT Success Recognition Program			
Monitor Goal	Who	What	When	Evidence
	MTSS/RtI Team	Follow FCIM using data from Interim and FCAT 2.0	Ongoing	Interim Reports

Selected Barrier: There's a need to provide informational sessions on attendance that will assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

Strategy: The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Action Step: Who		What	When	Evidence
	Administration and Guidance Counselor	The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.	Ongoing	COGNOS report
Monitor Fidelity		What	When	Evidence
	MTSS/RtI Team	Follow FCIM using data from COGNOS report	Ongoing	COGNOS report
Monitor Effective		What	When	Evidence
	MTSS/RtI Team	Follow FCIM using data from COGNOS and daily attendance bulletin	Ongoing	COGNOS report; daily attendance bulletin

Selected Barrier: Students need additional support with self-control and respect for each other as well as understanding proper behavior.

Strategy: The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Action Step: Who		What	When	Evidence
	Counselor and administration	The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.	Ongoing	Spot Success Report and COGNOS Report
Monitor Fidelity		What	When	Evidence
	MTSS/RtI Team	Follow FCIM using data from COGNOS and Spot Success Report	Ongoing	COGNOS report and Spot Success Report
Monitor Effective		What	When	Evidence
	MTSS/RtI Team	Follow FCIM using data from COGNOS and Spot Success Report	Ongoing	COGNOS report and Spot Success Report

Selected Barrier: Students who have been retained and are non-proficient in reading by third grade need additional support.

Strategy: Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

Action Step: Who		What	When	Evidence
	Teachers	Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.	Ongoing	Interim Assessments
Monitor Fidelity		What	When	Evidence
	LLT	Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	Quarterly	Interim Assessments
Monitor Effective		What	When	Evidence
	LLT	Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	Quarterly	Interim Reports

Goal:	All students scoring at or above Level 4 on the 2014 FCAT 2.0 Science will increase scores by one percentage point to 32 percent.			
Supported Areas:	Science, Science - Elementary School			
Resources	Scott Foresman Science Series Gizmos Discovery Education			
Monitor Goal	Who	What	When	Evidence
	Leadership Team	Follow FCIM using data from Interim and FCAT 2.0	Ongoing	Formative Assessments: District Interim Reports Summative Assessments: Results from the 2014 FCAT 2.0

Selected Barrier: Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Strategy: Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, higher order questioning strategies to increase student conceptual understanding.

Action Step: Who		What	When	Evidence
	Teachers	Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.	Ongoing	District Interim Reports
Monitor Fidelity		What	When	Evidence
	Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports

Monitor Effective	What	When	Evidence
Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

Goal:	The goal for the 2013-2014 school year is to increase the number of students completing science fair projects using the scientific process as a timeline with the Garden Grant as a tool.								
Supported Areas:	STEM, STEM - All Levels								
Resources	Scott Foresman Science Kits Gizmos Discovery Education								
Monitor Goal	<table border="1"> <thead> <tr> <th>Who</th> <th>What</th> <th>When</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td>Leadership Team</td> <td>The Leadership Team will analyze data from monthly benchmark assessments to monitor effectiveness and student progress.</td> <td>Monthly</td> <td>Data from District Interim reports will be used to monitor student progress.</td> </tr> </tbody> </table>	Who	What	When	Evidence	Leadership Team	The Leadership Team will analyze data from monthly benchmark assessments to monitor effectiveness and student progress.	Monthly	Data from District Interim reports will be used to monitor student progress.
Who	What	When	Evidence						
Leadership Team	The Leadership Team will analyze data from monthly benchmark assessments to monitor effectiveness and student progress.	Monthly	Data from District Interim reports will be used to monitor student progress.						

Selected Barrier: Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.			
Strategy: Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, and journal response writing.			
Action Step:	What	When	Evidence
Who			
Teachers	Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, and journal response writing.	Ongoing	District Interim Reports Number of students participating in Science Fair
Monitor Fidelity	What	When	Evidence
Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	District Interim Reports Number of students participating in the science fair
Monitor Effective	What	When	Evidence
Leadership Team	Utilizing the Florida Continuous Improvement Model (FCIM) the Leadership Team will review technology reports, assessment data, ongoing progress reports, and student work samples to monitor progress and to adjust instruction as needed.	Ongoing	Formative Assessments: District Interim Reports

III. 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).

A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAD); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school:

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

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

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

- The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Food and Nutrition Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

- By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
- Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
- Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse/Heiken Children's Vision Program

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

IV. Professional Development:

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.

A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Item 1: By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

1. Related Goal, Barrier and Strategy:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Science will increase scores by 3 percentage points to 30 percent.

As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with The Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

2. **Topic, focus, and content (action step):** By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

3. **Facilitator or leader:** Science Liason
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Fifth Grade Science Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Data from District Interim reports will be used to monitor student progress. Person Responsible: Teachers

Item 2: Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

1. **Related Goal, Barrier and Strategy:**
All students scoring at or above Level 4 on the 2014 FCAT 2.0 Science will increase scores by one percentage point to 32 percent.

Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, higher order questioning strategies to increase student conceptual understanding.
2. **Topic, focus, and content (action step):** Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.
3. **Facilitator or leader:** Science Liason
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Fifth Grade Science Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
District Interim Reports Person Responsible: Teachers

Item 3: The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

1. **Related Goal, Barrier and Strategy:**
Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

There's a need to provide informational sessions on attendance that will assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.
2. **Topic, focus, and content (action step):** The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.
3. **Facilitator or leader:** Assistant Principal, Guidance Counselor, Community Involvement Specialist
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Parents and students
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
COGNOS report Person Responsible: Administration and Guidance Counselor

Item 4: The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

1. **Related Goal, Barrier and Strategy:**
Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Students need additional support with self-control and respect for each other as well as understanding proper behavior.

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.
2. **Topic, focus, and content (action step):** The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.
3. **Facilitator or leader:** Guidance Counselor and District Presenters
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Students
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Spot Success Report and COGNOS Report
Person Responsible: Counselor and administration

Item 5: Students will be provided opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging

opportunities for practice.

1. Related Goal, Barrier and Strategy:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 will increase Math scores by 15 percentage points to 60%.

The All Students Subgroup 2013 FCAT did not make their 2012-2013 AMO. All students need to be provided opportunities for mathematical exploration and the development of students understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Students will compare and order fractions, including fractions greater than one, using models or strategies, and generate equivalent fractions and decimals with and without models. Students will also add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

2. Topic, focus, and content (action step): Students will be provided opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

3. Facilitator or leader: Math Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):
Math Teachers

5. Target dates or schedule (e.g., early release day, once a month):
Ongoing

6. Strategies for follow-up and monitoring, including person responsible:
District Interim Reports Person Responsible: Teachers

Item 6: Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

1. Related Goal, Barrier and Strategy:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 will increase Math scores by 15 percentage points to 60%.

Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that students experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

2. Topic, focus, and content (action step): Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

3. Facilitator or leader: Math Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):
Math Teachers

5. Target dates or schedule (e.g., early release day, once a month):
Ongoing

6. Strategies for follow-up and monitoring, including person responsible:
District Interim Reports Person Responsible: Teachers

Item 7: Students will be provided with opportunities to identify casual relationships imbedded in text utilizing close read. Teachers will instruct students to refer to details and examples in a text, what a text says explicitly/implicitly and when drawing inferences from complex and informational text.

1. Related Goal, Barrier and Strategy:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Reading assessment will increase reading scores by 9 percentage points to 54%.

In the All students Subgroup 2013 FCAT 2.0 Reading performance data indicate that there is a deficiency in Reporting Category 2-[LA.3-5.1.7.3]; Students experienced difficulty with Main Idea (stated and implied) and Relevant Supporting Details [NGSSS]; Main Idea.[Domain # 2- CCSS.ELA-Literacy.RI.3.1 & RI.3.2]

Students will be provided with opportunities to identify casual relationships imbedded in text utilizing close read. Teachers will instruct students to refer to details and examples in a text, what a text says explicitly/implicitly and when drawing inferences from complex and informational text.

2. Topic, focus, and content (action step): Students will be provided with opportunities to identify casual relationships imbedded in text utilizing close read. Teachers will instruct students to refer to details and examples in a text, what a text says explicitly/implicitly and when drawing inferences from complex and informational text.

3. Facilitator or leader: Reading Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):
Classroom Teachers

5. Target dates or schedule (e.g., early release day, once a month):
Ongoing

6. Strategies for follow-up and monitoring, including person responsible:
FAIR, monthly generated assessment, student work samples, and district interim assessment Person Responsible: Teachers

Item 8: Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

1. Related Goal, Barrier and Strategy:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Reading assessment will increase reading scores by 9 percentage points to 54%.

Performance data of students making learning gains from the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.2]; Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulty identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. [Domain #2 – CCSS.ELA-Literacy.RI.3.6].

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

2. Topic, focus, and content (action step): Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

3. Facilitator or leader: Accelerated Reader Webinars

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

K-5 Classroom Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

District Interim Assessments, Accelerated Reader reports, and teacher generated assessments Person Responsible: Teachers

Item 9: Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.

1. Related Goal, Barrier and Strategy:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Reading assessment will increase reading scores by 9 percentage points to 54%.

Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 1 [LA.3-5.7.6.9]; Multiple Meanings in Context. Students experienced difficulty in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. [Domain #2 – CCSS.ELA-Literacy.RI.3.4 & L3.4].

Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues.

Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.

2. Topic, focus, and content (action step): Teachers will incorporate reading strategies and vocabulary activities in the McGraw-Hill intervention program that help students determine the meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.

3. Facilitator or leader: Reading Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

K-5 Classroom Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

FAIR, weekly generated assessment and Voyager Person Responsible: Teachers

Item 10: Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

1. Related Goal, Barrier and Strategy:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Reading assessment will increase reading scores by 9 percentage points to 54%.

ELL students not scoring proficient in WRITING on the 2013 CELLA need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).

Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

2. Topic, focus, and content (action step): Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

3. Facilitator or leader: Reading Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

ELL Resource Teacher and Classroom Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Classroom Walkthrough Protocol; Work Folder Evaluation Person Responsible: ELL teacher

Item 11: Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

1. Related Goal, Barrier and Strategy:

Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing will increase writing scores by 6 percentage points to 42%.

Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates that students demonstrated difficulty in narrative writing. Students require additional practice with following the writing process and experience in editing and revising their work.

Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

2. Topic, focus, and content (action step): Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

3. Facilitator or leader: Reading Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Classroom Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Students' scores on monthly writing assessments Person Responsible: Teachers

Item 12: During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

1. Related Goal, Barrier and Strategy:

Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing will increase writing scores by 6 percentage points to 42%.

Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates students need more skills in editing for language conventions in expository writing.

During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

2. Topic, focus, and content (action step): During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

3. **Facilitator or leader:** Reading Coach
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Classroom Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Writing portfolios, and monthly writing assessments. Person Responsible: Teachers

V. Budget:

A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

Item 1: By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

1. Related Goal, Barrier, Strategy, and Action Step:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Science will increase scores by 3 percentage points to 30 percent.

As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with The Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

By increasing rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core State Standards, students will increase achievement. Implement all essential laboratories developed by MDCPS. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

2. **Type of resource:** Evidence-Based Materials
3. **Description of resources:** Science Materials
4. **Funding source:** SAC
5. **Amount needed:** \$250.00

Item 2: Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

1. Related Goal, Barrier, Strategy, and Action Step:

All students scoring at or above Level 4 on the 2014 FCAT 2.0 Science will increase scores by one percentage point to 32 percent.

Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, higher order questioning strategies to increase student conceptual understanding.

Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Teachers will also monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

2. **Type of resource:** Personnel
3. **Description of resources:** Tutorial Services
4. **Funding source:** SBBS
5. **Amount needed:** \$3,000.00

Item 3: Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, and journal response writing.

1. Related Goal, Barrier, Strategy, and Action Step:

The goal for the 2013-2014 school year is to increase the number of students completing science fair projects using the scientific process as a timeline with the Garden Grant as a tool.

Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.

Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, and journal response writing.

Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, and journal response writing.

2. **Type of resource:** Technology
3. **Description of resources:** Gizmos and Discovery Education
4. **Funding source:** SBBS
5. **Amount needed:** \$1,000.00

Item 4: The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

1. Related Goal, Barrier, Strategy, and Action Step:

Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

There's a need to provide informational sessions on attendance that will assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

The administration ,counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

The administration, counselor, social worker, and Community Involvement Specialist (CIS) will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

2. **Type of resource:** Other
3. **Description of resources:** Rewards and Incentives
4. **Funding source:** EESAC and PTA
5. **Amount needed:** \$800.00

Item 5: The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

1. Related Goal, Barrier, Strategy, and Action Step:

Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Students need additional support with self-control and respect for each other as well as understanding proper behavior.

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

2. **Type of resource:** Other
3. **Description of resources:** Incentives and Rewards
4. **Funding source:** Parent Teacher Association
5. **Amount needed:** \$200.00

Item 6: Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

1. Related Goal, Barrier, Strategy, and Action Step:

Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Students who have been retained and are non-proficient in reading by third grade need additional support.

Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

Before and after school tutorials will be established to address students' areas of need. Participation in these programs will focus on reading strategies, test taking skills, and oral reading fluency.

2. **Type of resource:** Personnel
3. **Description of resources:** Tutors
4. **Funding source:** Title 1
5. **Amount needed:** \$2,200.00

Item 7: Students will be provided opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

1. Related Goal, Barrier, Strategy, and Action Step:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 will increase Math scores by 15 percentage points to 60%.

The All Students Subgroup 2013 FCAT did not make their 2012-2013 AMO. All students need to be provided opportunities for mathematical exploration and the development of students understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Students will compare and order fractions, including fractions greater than one, using models or strategies, and generate equivalent fractions and decimals with and without models. Students will also add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Students will be provided opportunities for mathematical exploration and the development of understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

2. **Type of resource:** Evidence-Based Materials
3. **Description of resources:** Manipulatives
4. **Funding source:** Title One
5. **Amount needed:** \$1,000.00

Item 8: Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

1. Related Goal, Barrier, Strategy, and Action Step:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 will increase Math scores by 15 percentage points to 60%.

Performance data of students in lowest 25% making learning gains on the 2013 FCAT 2.0 Reading indicates that students experienced difficulty in Reporting Category – Geometry and Measurement. Students need increased opportunities to develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa.

Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

2. **Type of resource:** Personnel
3. **Description of resources:** Tutorial Services
4. **Funding source:** Title One
5. **Amount needed:** \$2,120.00

Item 9: Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

1. Related Goal, Barrier, Strategy, and Action Step:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Reading assessment will increase reading scores by 9 percentage points to 54%.

Performance data of students making learning gains from the 2013 FCAT 2.0 Reading indicates that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.2]; Identify Author's Purpose in text and how Author's Perspective influences text. Students experienced difficulty identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. [Domain #2 – CCSS.ELA-Literacy.RI.3.6].

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels. Accelerated Reader and on-line quizzes will also be used to monitor comprehension.

2. Type of resource: Evidence-Based Program

3. Description of resources: Accelerated Reader Software

4. Funding source: Title I

5. Amount needed: \$3,258.00

Item 10: Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

1. Related Goal, Barrier, Strategy, and Action Step:

All students scoring at or above Level 3 on the 2014 FCAT 2.0 Reading assessment will increase reading scores by 9 percentage points to 54%.

ELL students not scoring proficient in WRITING on the 2013 CELLA need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).

Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.

2. Type of resource: Personnel

3. Description of resources: ELL Tutorial Services

4. Funding source: ELL Grant

5. Amount needed: \$3,250.00

Item 11: Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

1. Related Goal, Barrier, Strategy, and Action Step:

Students scoring at 3.5 or above on the 2014 FCAT 2.0 Writing will increase writing scores by 6 percentage points to 42%.

Performance data of students scoring 3.5 or above on the 2013 FCAT Writing indicates that students demonstrated difficulty in narrative writing. Students require additional practice with following the writing process and experience in editing and revising their work.

Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

Students will utilize Thinking Maps graphic organizers to sustain writing and develop a plan with an organized sequence of events. An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.

2. Type of resource: Personnel

3. Description of resources:

4. Funding source: SBSS

5. Amount needed: \$3,000.00