



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Norwood Elementary School**

19810 NW 14TH CT

Miami, FL 33169

305-653-0068

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 86%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Norwood Elementary School

##### Principal

Kevin Williams N

##### School Advisory Council chair

LaToya James

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

Name	Title
Dr. Kevin N. Williams	Principal
Collette Richardson	Assistant Principal
Bernadette Russell	Reading Coach
LaToya James	EESAC Chair
Maria Marrero-Aleman	SPED Program Specialists
Andrea Miller-Nelson	Media Specialists

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, Assistant Principal-1, UTD-1, Teacher-5, Alternate Teacher-3, Educational Support Employee-1, Alternate Educational Support Employee-1, Parent-7, Alternate Parent-4, Student-1, Alternate Student-1, Business/community Representative-1

#### Involvement of the SAC in the development of the SIP

The SAC assists with evaluating the results of the school improvement plan to ensure the needs of the school improvement plan are addressed, targeted, and implemented. The SAC reviews data and uses that data to drive instruction.

#### Activities of the SAC for the upcoming school year

Health and Wellness Fair  
Science With A Twists (S.W.A.T.)  
Science Camp  
FCAT Family Night

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

Schools projected funds will be used to purchase instructional materials for Common Core, and to hire hourly employees. Total amount allocated is \$2300.00 of which \$1500.00 is for instructional material, and the balance for hourly employees.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Kevin Williams N**

Principal

Years as Administrator: 7

Years at Current School: 3

**Credentials**

Bachelor's Degree in Elementary Education  
 Masters in Urban Education (TESOL)  
 Doctorate in Educational Leadership

**Performance Record**

2013 – School Grade-B  
 Rdg. Proficiency, 58%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25% -  
 66 points  
 Math Imp. of Lowest 25% -  
 70points  
 Rdg. AMO –60%  
 Math AMO-40%  
 2012 – School Grade-A  
 Rdg. Proficiency, 63%  
 Math Proficiency, 74%  
 Rdg. Lrg. Gains, 72 points  
 Math Lrg. Gains, 70 points  
 Rdg. Imp. Of Lowest 25%-  
 86 points  
 Math Imp. Of Lowest 25%-  
 64 points  
 School 11, 10, '09  
 School Grade A A A  
 AYP N Y N  
 High Stand. R. 78 74 74  
 High Stand. M. 91 83 86  
 Learn. Gains R. 73 74 81  
 Learn. Gains M. 78 70 79  
 Gains Rdg. 25% 73 61 59  
 Gains Math 25% 82 65 82



**Collette Richardson**

Asst Principal

Years as Administrator: 13

Years at Current School: 8

**Credentials**

Bachelor's Degree in Elementary Education  
 Masters in Elementary Education  
 Certification in Educational Leadership

**Performance Record**

2013 – School Grade-B  
 Rdg. Proficiency, 58%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25% -  
 66 points  
 Math Imp. of Lowest 25% -  
 70points  
 Rdg. AMO –60%  
 Math AMO-40%  
 2012-School Grade-A  
 Rdg. Proficiency, 63%  
 Math Proficiency, 74%  
 Rdg. Lrg. Gains, 72 points  
 Math Lrg. Gains, 70 points  
 Rdg. Imp. Of Lowest 25%-  
 86 points  
 Math Imp. Of Lowest 25%-  
 64 points  
 School 11, 10, '09  
 School Grade A A A  
 AYP N Y N  
 High Stand. R. 78 74 74  
 High Stand. M. 91 83 86  
 Learn. Gains R. 73 74 81  
 Learn. Gains M. 78 70 79  
 Gains Rdg. 25% 73 61 59  
 Gains Math 25% 82 65 82

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Bernadette Russell</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Psychology, Reading, Educational Leadership, Elementary Education; ESOL	
<b>Performance Record</b>	Rdg. Proficiency, 58% Rdg. Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 66 points Rdg. AMO -60% Math AMO.-64% School 11, School Grade A AYP N High Stand. R. 78 High Stand. M. 91 Learn. Gains R. 73 Learn. Gains M. 78 Gains Rdg. 25% 73 Gains Math 25% 82	

**Classroom Teachers**

<b># of classroom teachers</b>	44
<b># receiving effective rating or higher</b>	44, 100%
<b># Highly Qualified Teachers</b>	64%
<b># certified in-field</b>	44, 100%
<b># ESOL endorsed</b>	21, 48%
<b># reading endorsed</b>	10, 23%
<b># with advanced degrees</b>	29, 66%
<b># National Board Certified</b>	0, 0%

**# first-year teachers**

2, 5%

**# with 1-5 years of experience**

2, 5%

**# with 6-14 years of experience**

31, 70%

**# with 15 or more years of experience**

9, 20%

**Education Paraprofessionals**

**# of paraprofessionals**

10

**# Highly Qualified**

10, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

- The Assistant Principal will contact select universities for interns to recruit teachers to the school
- Selected veteran teachers will provide mentoring to teachers
- Administration will facilitate monthly vertical/horizontal articulation meetings within all grade levels to discuss implementation/modification of school-wide strategies.

**Teacher Mentoring Program/Plan**

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

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

MINT Program-A mentor teacher who is enthusiastic about the profession, patient, and a good listener will be paired with a novice teacher to guide the teacher and contribute to their professional growth.

Planned mentoring activities include: meetings, observation and conferencing, trainings, and model effective instructional techniques.

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

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

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

MTSS/RTI is an extension of Norwood's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The MTSS Leadership Team uses the Tier 1 Problem Solving Process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress. The data is analyzed to determine professional development for the faculty. The second level of support is Tier 2 which consists of supplemental instruction and interventions provided in addition to core instruction and behavioral supports to groups of targeted students who need additional support. The MTSS problem-solving process is used to carry out, monitor, and adjust as necessary, the supports that are defined in the SIP. Finally, MTSS end of year Tier 1 problem solving evaluates the SIP and determines strategies for the next school years school improvement plan.

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

Tier 1

- Dr. Kevin Williams-Principal-schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure actions steps are followed, allocate resources
- Collette Richardson-Assistant Principal-facilitate regular RTI meetings, ensure attendance of team members, ensure action steps are followed
- Bernadette Russell-Reading Coach-assists in developing the SIP and MTSS problem solving
- Maria Alemany- SPED Program Specialists-assists in developing the SIP and MTSS problem solving
- Mi Yung Chung, School Psychologist-assists in developing the SIP and MTSS problem solving
- Susan Cambridge-School Social Worker-assists in developing the SIP and MTSS problem solving

Tier 2

Maida Velez-Kopet-Primary Grade Chairperson-conduct regular meetings to evaluate intervention efforts for students by grade level

Jennifer Garcia-Intermediate Grade Chairperson-conduct regular meetings to evaluate intervention efforts for students by grade level

Tier 3

Administrators, Reading Coach, Guidance Counselor, and Grade-Level Chairpersons

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

Monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom and individual level, to identify students who are meeting or exceeding benchmarks and those at moderate or high risk for not meeting benchmarks. Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

When students have learned or already know, then instruction will proceed to the next topic. The LLT will hold monthly team meetings and maintain communication with staff for input and feedback, as well as updating them on procedures and progress. Monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions.

The LLT and administrators will assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

Managed data will include:

Academic

- FAIR assessment through PMRN for Reading
- Interim assessments
- State/Local Reading, Writing, Math and Science assessments
- FCAT
- Student grades
- School specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance

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

- Professional development to support school staff to understand basic MTSS/RTI principles and procedures
- MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving
- Utilize Open House to present MTSS to parents and hand out parent MTSS brochures

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 300

High quality additional learning time can bridge the achievement gap between high-and low-achieving students. Provide additional hours of academic instruction by offering after or during school tutoring/ interventions. Continue to provide enrichment programs through the Chess team. Make sure teachers collaborate planning and learning. Provide teachers with professional development which will increase their ability to provide quality instruction.

### **Strategy Purpose(s)**

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

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

The Reading Coach and teachers will use data to allocate additional instruction time and evaluate implementation and outcomes to improve the quality of the extended learning opportunities as needed.

### **Who is responsible for monitoring implementation of this strategy?**

Principal and Assistant Principal

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Kevin Williams	Principal
Collette Richardson	Assistant Principal
Bernadette Russell	Reading Coach
LaToya James	EESAC Chair
Maria Marrero-Aleman	SPED Program Specialists
Lourdes Castillo	SPED Chairperson
Andrea Miller-Nelson	Media Specialists

### **How the school-based LLT functions**

The following steps will be considered by the school's Literacy Leadership Team (LLT) to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The LLT will:

Monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom and individual level, to identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks. Based on the above information the team will identify professional development and resources. The team will also collaborate monthly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. When students have learned or

already know, then instruction will proceed to the next topic. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress. Monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions.

### **Major initiatives of the LLT**

1. Norwood Elementary will increase implementation of the Common Core Standards in Reading, Language Arts, Social Science and Science in kindergarten through grades 5.
2. Norwood Elementary will strengthen the implementation of Reading and Writing across the curriculum. Special Area classes will implement literary strategies within their curriculum.
3. The implementation of Computer-Assisted Instruction will increase substantially. District web-based programs such as SuccessMaker and Reading Plus will provide opportunities for students to become acclimated with instructional tasks on the computer.

### **Preschool Transition**

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

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Additionally, prior to transitioning into kindergarten, some local area pre-schools visit Norwood Elementary School to orient their students with the lay-out of the building and familiarize them with the school. Furthermore, an orientation meeting is held for pre-kindergarten parents and students where kindergarten standards and expectations are reviewed and distributed. As students register for kindergarten the office provides the parents with a "Summer Learning" calendar of activities to promote student learning during the summer as well as a reading log, a requirement of the school, which aids in transitioning students from preschool to elementary school.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	60%	No	72%
American Indian		0%		
Asian		0%		
Black/African American	70%	60%	No	73%
Hispanic	67%	0%	No	70%
White		0%		
English language learners		0%		
Students with disabilities	63%	50%	No	67%
Economically disadvantaged	68%	57%	No	72%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	29%	38%
Students scoring at or above Achievement Level 4	59	30%	34%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Level 7	14	56%	57%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%



**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)	12	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%

**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	34	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	64%	No	83%
American Indian		0%		
Asian		0%		
Black/African American	82%	65%	No	84%
Hispanic	73%	0%	No	75%
White		0%		
English language learners		0%		
Students with disabilities	67%	53%	No	70%
Economically disadvantaged	80%	61%	No	82%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	31%	46%
Students scoring at or above Achievement Level 4	57	31%	37%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	13	54%	55%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	28%	31%
Students scoring at or above Achievement Level 4	15	23%	24%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	385	50%	60%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	41	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	29	6%	5%
Students who are not proficient in reading by third grade	27	41%	37%
Students who receive two or more behavior referrals	21	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Norwood Elementary is a Title I School-Please see Parent Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement Activities	312	63%	64%

## Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading indicated that 60% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 72%.
- G2.** The results of the 2012-2013 FCAT 2.0 Writing indicated that 52% of our students scored at or above a level 3.5. Our goal is for 57% of our students to score a level 3.5 or above on the 2013-2014 FCAT Writing Assessment.
- G3.** The results of the 2012-2013 FCAT 2.0 Mathematics indicated that 64% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 83%.
- G4.** The results of the 2012-2013 FCAT 2.0 Science indicated that 28% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 31%.
- G5.** During the 2013-2014 school year, the goal is to increase the number of STEM related experiences from 3 to 4. The amount of student participation will also increase from 50% to 60%.
- G6.** During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

## Goals Detail

**G1.** The results of the 2012-2013 FCAT 2.0 Reading indicated that 60% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 72%.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Reading Wonders by McGraw Hill
- Time For Kids Magazine
- Success Maker
- Unique Learning System

### **Targeted Barriers to Achieving the Goal**

- 2013 FCAT performance data indicates that students in the Black, SWD, and ED subgroups are deficient in Reporting Category 2-Reading Application. Students experienced difficulty determining explicit ideas when identifying main idea, relevant supporting details, and implied message.
- 2013 FCAT performance data indicates that 29% of students scored a Level 3 in Reading. The areas of deficiency were Grade 3: Literary Analysis, Grade 4: Vocabulary and Grade 5: Informational Text/Research.
- 2013 FCAT performance data indicates that 30% of students scored at or above a Level 4 in Reading. The area of deficiency was Literary Analysis: Fiction and NonFiction
- 2013 FCAT performance data indicates that 20% of students scored Levels 4-6 on the Florida Alternate Assessment.
- 2013 FCAT performance data indicates that 56% of students scored Levels 7-9 on the Florida Alternate Assessment.
- There was a decrease in learning gains when comparing the overall learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 2 percentage points. Students who are least proficient in reading need additional exposure to interventions and more implementation of differentiated instruction.
- There was a decrease in the lowest 25% reading learning gains when comparing the results of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 20 percentage points. Students who are least proficient in reading need additional exposure to interventions and more implementation of differentiated instruction.
- 2013 CELLA assessment data indicates that 52% of ELL students are proficient in listening/speaking. There is a need to increase the percentage of proficiency to 57% on the 2014 CELLA listening/speaking assessment.
- 2013 CELLA assessment data indicates that 17% of ELL students are proficient in reading. There is a need to increase the percentage of proficiency to 25% on the 2014 CELLA reading assessment.
- 2013 CELLA assessment data indicates that 17% of ELL students are proficient in writing. There is a need to increase the percentage of proficiency to 25% on the 2014 CELLA writing assessment.

## Plan to Monitor Progress Toward the Goal

Follow Florida Continuous Improvement Model (FCIM) through the use of student results from 2013 CELLA Assessment.

### Person or Persons Responsible

LLT

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 CELLA Writing Assessment

**G2.** The results of the 2012-2013 FCAT 2.0 Writing indicated that 52% of our students scored at or above a level 3.5. Our goal is for 57% of our students to score a level 3.5 or above on the 2013- 2014 FCAT Writing Assessment.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Write score
- Exemplar Prompts
- FCAT Practice Writing Workbook

### Targeted Barriers to Achieving the Goal

- Students need more exposure with sentence variety, an understanding of proper conventions, and sufficient background knowledge in regards to many life experiences which prohibits their ability to write with graphic detail and correct conventions.
- Students need additional opportunities to practice providing more in-depth support to enhance their writing samples and assessments.

## Plan to Monitor Progress Toward the Goal

Through the analysis of data, instructional decisions will be made to ensure appropriate strategies are being implemented.

### Person or Persons Responsible

LLT

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative: District wide assessments, school-wide assessments Summative: 2014 FCAT Writing Assessment

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics indicated that 64% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 83%.

#### **Targets Supported**

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

#### **Resources Available to Support the Goal**

- Go Math Series
- Success Maker
- Florida Ready Math

#### **Targeted Barriers to Achieving the Goal**

- 2013 FCAT performance data indicates that students in the Black, SWD, and ED subgroups are deficient in the Reporting Category of Geometry and Measurement. Students experienced difficulty with perimeter and area of two-dimensional shapes.
- 2013 FCAT performance data indicates that 31% of students scored a Level 3 in Mathematics. The areas of deficiency were Grade 3: Numbers: Operations, Problems, and Statistics and Grades 4 and 5: Geometry and Measurement.
- 2013 FCAT performance data indicates that 31% of students scored at or above a Level 4 in Mathematics. The areas of deficiency were Grade 3: Numbers: Operations, Problems, and Statistics and Grades 4 and 5: Geometry and Measurement
- 2013 FCAT performance data indicates that 29% of students scored Levels 4-6 on the Florida Alternate Assessment.
- 2013 FCAT performance data indicates that 54% of students scored Levels 7-9 on the Florida Alternate Assessment.
- There was a decrease in learning gains when comparing the overall learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 8 percentage points. Students who are least proficient in math need additional exposure to interventions and more implementation of differentiated instruction.
- There was a decrease in the lowest 25% reading learning gains when comparing the results of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 6 percentage points. Students who are least proficient in math need additional exposure to interventions and more implementation of differentiated instruction

#### **Plan to Monitor Progress Toward the Goal**

Follow FCIM through the use of student results from Interim Assessments and 2014 FCAT Mathematics Assessment.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule:**

Quarterly

#### **Evidence of Completion:**

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

**G4.** The results of the 2012-2013 FCAT 2.0 Science indicated that 28% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 31%.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Scott ForesmanTextbook
- Discovery Education
- Gizmo's

**Targeted Barriers to Achieving the Goal**

- 2013 FCAT performance data indicates that fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category: Nature of Science.
- 2013 FCAT performance data indicates there is a need to increase the number of students achieving a Level 4 or above on the 2014 Science FCAT 2.0 Assessment. The greatest area of deficiency is Reporting Category: Nature of Science.

**Plan to Monitor Progress Toward the Goal**

Analyze results of assessments and ensure teachers are making the necessary changes during instruction to ensure students' needs are being met.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District Assessments Summative: 2014 FCAT 2.0 Science Assessment



**G5.** During the 2013-2014 school year, the goal is to increase the number of STEM related experiences from 3 to 4. The amount of student participation will also increase from 50% to 60%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- GIZMO
- FCAT Explorer
- Discovery Education

**Targeted Barriers to Achieving the Goal**

- There is a need to increase the number of students participating in Project Based Learning in STEM
- According to the 2013 FCAT 2.0 administration, Nature of Science was the category which demonstrated the weakest student performance.

**Plan to Monitor Progress Toward the Goal**

Analyze results of assessments and ensure teachers are making the necessary changes during instruction to ensure students' needs are being met.

**Person or Persons Responsible**

Administration and MTSS/RTI Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: District Assessments, GIZMO Reports, FCAT Explorer Reports Summative: 2014 FCAT 2.0 Science Assessment

**G6.** During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Guidance Counselor
- MTSS/RTI Team
- Community Involvement Specialists
- School Social Worker

**Targeted Barriers to Achieving the Goal**

- According to data, 8% of our students miss 10% or more of available instructional time. Our goal is to decrease the percentage to 7% for the 2013-2014 school year.
- According to data, 6% of our students were retained. Our goal is decrease the percentage to 5% for the 2013-2014 school year.
- According to data, 41% of students are not proficient in reading by grade 3. Our goal is to decrease the percentage to 37% for the 2013-2014 school year.
- According to data, 5% of students received 2 or more behavior referrals or one or more that led to suspension. Our goal is to decrease the percentage to 4% for the 2013-2014 school year.

**Plan to Monitor Progress Toward the Goal**

Analyze data and make instructional decisions based on data to ensure students' needs are being met.

**Person or Persons Responsible**

LLT and MTSS/RTI Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

FAB/BIP Logs ISIS

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2012-2013 FCAT 2.0 Reading indicated that 60% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 72%.

**G1.B1** 2013 FCAT performance data indicates that students in the Black, SWD, and ED subgroups are deficient in Reporting Category 2-Reading Application. Students experienced difficulty determining explicit ideas when identifying main idea, relevant supporting details, and implied message.

**G1.B1.S1** Students will be provided opportunities to practice reading application skills.

### **Action Step 1**

Students will use a main idea table during teacher-led instruction to assist them with identifying main idea, supporting details, and implied message. Students will be assigned custom courses on Success Maker that will provide additional practice in identifying main idea, details, and implied message. Students will determine the main idea(stated or implied) and locate relevant details and facts within grade-level appropriate texts.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

Student work samples, Success Maker Reports, Wonders Unit/Benchmark Assessments

#### **Facilitator:**

Reading Coach

#### **Participants:**

Classroom Teachers

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

Review student's monthly Success Maker cumulative performance and custom course report, along with district interim assessment data to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Interim Assessments, Monthly Success Maker Reports

### **Plan to Monitor Effectiveness of G1.B1.S1**

Review students' monthly Success Maker cumulative performance and custom course report along with district interim assessment data to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Assessment

**G1.B2** 2013 FCAT performance data indicates that 29% of students scored a Level 3 in Reading. The areas of deficiency were Grade 3: Literary Analysis, Grade 4: Vocabulary and Grade 5: Informational Text/ Research.

**G1.B2.S1** Students will be provided opportunities to practice and improve reading skills.

**Action Step 1**

Students will use story maps, text feature charts, and character charts to assist them during the learning process. Students will maintain a response journal to build their general knowledge of word meanings and relationships; study of antonyms and synonyms Students will use a variety of grade-level appropriate text to identify text features including subtitles, headings, charts, graphs, and diagrams.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

During small-group and whole-group instruction

**Evidence of Completion**

Student work samples, Success Maker Reports

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

Utilizing the FCIM, the LLT will review students monthly Success Maker cumulative performance and custom course report, along with district interim assessment data to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interim Assessments, Monthly Success Maker Reports

## Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the LLT and the MTSS/RTI team will review students' monthly Success Maker cumulative and custom course reports along with district interim assessment data to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 FCAT Assessment

**G1.B3** 2013 FCAT performance data indicates that 30% of students scored at or above a Level 4 in Reading. The area of deficiency was Literary Analysis: Fiction and NonFiction

**G1.B3.S1** Students will be provided opportunities to practice and improve reading skills.

### Action Step 1

Students will use a variety of grade-level appropriate texts, including the Reading Wonders series by McGraw Hill, to identify and interpret elements of story structure within and across texts. Students will use poetry to practice identifying descriptive language that defines moods and provides imagery. Students will use story maps, text feature charts, and character charts to assist them during the learning process.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

During daily whole-group and small-group instruction.

### Evidence of Completion

Student work samples and Success Maker Reports

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

Using the FCIM, the LLT team will review students' monthly Success Maker cumulative and custom course reports, along with district interim assessment data to adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

District Interim Assessment, Monthly Success Maker Reports

### **Plan to Monitor Effectiveness of G1.B3.S1**

Using the FCIM , the LLT and the MTSS/RTI will review students' monthly Success Maker cumulative performance and custom course report along with district interim assessment data to adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

2014 FCAT Assessment

**G1.B4** 2013 FCAT performance data indicates that 20% of students scored Levels 4-6 on the Florida Alternate Assessment.

**G1.B4.S1** Students will be provided with instruction which will include cueing, prompting, and the use of manipulative's.

**Action Step 1**

Students will be exposed to multiple-reads of a selection. Students will use auditory tapes and text readers to provide print with visuals and or symbols. Students will infuse technology into their learning by using Unique Learning System

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples, Unique Learning System Reports

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

Utilizing the FCIM, the LLT team will review students' monthly Unique Learning Reports to adjust instruction as needed

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Unique Learning System Reports, Student work samples



## Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, review students' monthly Unique Learning System Reports

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Unique Learning System Reports

**G1.B5** 2013 FCAT performance data indicates that 56% of students scored Levels 7-9 on the Florida Alternate Assessment.

**G1.B5.S1** Students will be provided with instruction which will include cueing, prompting, and the use of manipulative's.

### Action Step 1

Students will have continuous review/practice when learning reading concepts. Vocabulary will be introduced to students with pictures and print. Students will be guided to read fiction, nonfiction, and informational text to identify the differences.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work samples, Unique Learning System Reports

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

Utilizing the FCIM, the LLT team will review students monthly Unique Learning System reports to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Unique Learning System Reports, Student work samples

### **Plan to Monitor Effectiveness of G1.B5.S1**

Utilizing the FCIM, review students monthly Unique Learning System reports

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Assessment

**G1.B6** There was a decrease in learning gains when comparing the overall learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 2 percentage points. Students who are least proficient in reading need additional exposure to interventions and more implementation of differentiated instruction.

**G1.B6.S1** Students will be provided with interventions to increase learning gains.

**Action Step 1**

Students will use different instructional strategies and various graphic organizers to aid in their learning process. Differentiated instruction will be used daily to ensure students are gaining knowledge in benchmarks which they are deficient. Students will be assigned custom courses in Success Maker which will focus on benchmarks they show deficiency in.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interim Assessments, Success Maker Monthly Reports

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

Utilizing the FCIM, review students' monthly Success Maker cumulative performance and custom course reports, along with district interim assessment data to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interim Assessments, Monthly Success Maker Reports

## Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, review students' monthly Success Maker cumulative performance and custom course report along with district interim assessment data to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 FCAT Assessment

**G1.B7** There was a decrease in the lowest 25% reading learning gains when comparing the results of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 20 percentage points. Students who are least proficient in reading need additional exposure to interventions and more implementation of differentiated instruction.

**G1.B7.S1** Students will be provided with interventions to increase learning gains.

### Action Step 1

Using Success Maker as an intervention, students will be grouped according to their weaknesses and be provided with differentiated instruction.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

District Interim Assessments, Success Maker Reports

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

Utilizing the FCIM, the LLT will review students' monthly Success Maker reports along with district assessment to adjust instruction as needed

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

District Interim Assessments, Success Maker Monthly Reports

### **Plan to Monitor Effectiveness of G1.B7.S1**

Utilizing the FCIM, the LLT will review students' monthly Success Maker reports along with district assessment data to adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

2014 FCAT Assessment

**G1.B8** 2013 CELLA assessment data indicates that 52% of ELL students are proficient in listening/speaking. There is a need to increase the percentage of proficiency to 57% on the 2014 CELLA listening/speaking assessment.

**G1.B8.S1** Students will be provided with opportunities to practice listening and speaking skills.

**Action Step 1**

Students will utilize listening centers with headphones and literacy circles to increase proficiency in listening/speaking. Students will be provided with ESOL strategies during daily instruction to increase their listening/speaking skills.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments, Success Maker Reports

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

Utilizing the FCIM, the team will review students Success Maker Reports along with district assessment data to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interim Assessments, Success Maker Reports

## Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the FCIM, the team will review students monthly Success Maker reports along with district interim assessment data to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

District Interim Assessments, Success Maker Reports

**G1.B9** 2013 CELLA assessment data indicates that 17% of ELL students are proficient in reading. There is a need to increase the percentage of proficiency to 25% on the 2014 CELLA reading assessment.

**G1.B9.S1** Students will be provided with opportunities to engage in reading comprehension activities.

### Action Step 1

Students will be provided with ESOL strategies during instruction to improve reading proficiency. Students will use vocabulary maps and graphic organizers during instruction to increase understanding of literature.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

District Interim Assessments

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

Utilizing the FCIM, the team will review district interim assessment data and adjust instruction as needed/

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

District Interim Assessments

### Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM, the team will review district interim assessment data and adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 FCAT Assessment

**G1.B10** 2013 CELLA assessment data indicates that 17% of ELL students are proficient in writing. There is a need to increase the percentage of proficiency to 25% on the 2014 CELLA writing assessment.

**G1.B10.S1** Students will be provided with opportunities to practice writing skills.

#### Action Step 1

Students will use personal writing journals and completion of prompts using the writing process.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work samples



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

Team will review student journals and work samples and give suggestions as needed

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples

### **Plan to Monitor Effectiveness of G1.B10.S1**

The team will evaluate student work samples.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work samples

**G2.** The results of the 2012-2013 FCAT 2.0 Writing indicated that 52% of our students scored at or above a level 3.5. Our goal is for 57% of our students to score a level 3.5 or above on the 2013- 2014 FCAT Writing Assessment.

**G2.B1** Students need more exposure with sentence variety, an understanding of proper conventions, and sufficient background knowledge in regards to many life experiences which prohibits their ability to write with graphic detail and correct conventions.

**G2.B1.S1** Students will be provided opportunities to practice applying a variety of conventions.

**Action Step 1**

Provide instruction on subject/verb agreement, proper spelling of frequently misspelled words, punctuation and the different types of sentences available to them for usage. Use revising/editing charts and conferencing with teacher for correcting their conventions using sentence variety. Students will be offered a variety of extracurricular activities, virtual field trips, sharing or telling personal stories or memories out loud, maintain a writer’s notebook, use graphic organizers, including timelines and storyboards.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

District Assessments

**Facilitator:**

Reading Coach

**Participants:**

Classroom teacher

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

Review student writing samples to monitor student’s progress and ensure proficiency on writing benchmarks.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District and School Wide Assessments; Student writing samples

### Plan to Monitor Effectiveness of G2.B1.S1

Through classroom observations, monitor ongoing classroom, school and district assessments provided by the district to determine effectiveness of strategies.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Assessment

**G2.B2** Students need additional opportunities to practice providing more in-depth support to enhance their writing samples and assessments.

**G2.B2.S1** Students will be provided with opportunities to improve their writing skills.

**Action Step 1**

Mini-lessons that target support using organizational strategies Facts, Reason, Incident, Examples, Statistics (FRIES) During instruction, model using transitional words or phrases to connect information and reasons During instruction, model how to create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece of writing.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Assessments

**Facilitator:**

Reading Coach

**Participants:**

Teachers

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

Review student writing samples to monitor student's progress and ensure proficiency on writing benchmarks.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District and School-wide Assessments, Student writing samples

### **Plan to Monitor Effectiveness of G2.B2.S1**

Through classroom observations, monitor on-going classroom, school, and district assessments to determine the effectiveness of strategies.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Writing Assessment

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics indicated that 64% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 83%.

**G3.B1** 2013 FCAT performance data indicates that students in the Black, SWD, and ED subgroups are deficient in the Reporting Category of Geometry and Measurement. Students experienced difficulty with perimeter and area of two-dimensional shapes.

**G3.B1.S1** Students will be provided with opportunities to increase mathematics skills.

**Action Step 1**

Students will use different mathematical strategies and manipulatives to improve the areas of deficiency. Students will be provided with differentiated instruction by assigning custom courses in Success Maker.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Success Maker Reports, Student work samples

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

Utilizing the FCIM, review students' monthly Success Maker cumulative performance and custom course reports, along with district assessment data to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Assessments, Go Math Assessments, Monthly Success Maker Reports

### Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, review students' monthly Success Maker cumulative and custom reports, along with district assessment data to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 FCAT Assessment

**G3.B2** 2013 FCAT performance data indicates that 31% of students scored a Level 3 in Mathematics. The areas of deficiency were Grade 3: Numbers: Operations, Problems, and Statistics and Grades 4 and 5: Geometry and Measurement.

**G3.B2.S1** Students will be provided with opportunities to increase mathematical skills.

#### Action Step 1

Students will use different mathematical strategies and manipulatives to improve the areas of deficiency. Students will be provided with differentiated instruction by assigning custom courses in Success Maker

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District Assessments, Success Maker Reports, Go Math Assessments, Student work samples

#### Facilitator:

Jennifer Garcia

#### Participants:

Teachers

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

Utilizing the FCIM, the team will review students' monthly Success Maker cumulative performance and custom course reports, along with district assessment data to adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

District Assessments, Go Math Assessments, Success Maker Reports

### **Plan to Monitor Effectiveness of G3.B2.S1**

Utilizing the FCIM, the team will review students' monthly Success Maker cumulative performance and custom course report, along with district assessment data to adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

2014 FCAT Assessment

**G3.B3** 2013 FCAT performance data indicates that 31% of students scored at or above a Level 4 in Mathematics. The areas of deficiency were Grade 3: Numbers: Operations, Problems, and Statistics and Grades 4 and 5: Geometry and Measurement

**G3.B3.S1** In order to address student deficiencies, increase the use of varied instructional modalities, such as computer assisted instruction and using manipulatives.

**Action Step 1**

Increase the use of technology programs by developing a lab schedule to increase the use of computer assisted programs such as Success Maker and Think Central.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Assessments, Go Math Assessments, Student work samples, Success Maker Reports

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

Utilizing the FCIM, the team will review students' monthly Success Maker cumulative performance and custom course report, along with district interim assessment data, to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Assessments, Go Math Activities, Success Maker Reports



### Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, the team will review students' monthly Success Maker cumulative performance and custom course report, along with district interim assessment data to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 FCAT Assessment

**G3.B4** 2013 FCAT performance data indicates that 29% of students scored Levels 4-6 on the Florida Alternate Assessment.

### G3.B4.S1 Teachers will effectively implement Access Points

#### Action Step 1

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Unique Learning System Reports, teacher-made tests, Student work samples

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

Meet with teachers to monitor student progress and adjust instructional strategies as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Unique Learning System Reports, Teacher-made tests, Student work samples

### Plan to Monitor Effectiveness of G3.B4.S1

Analyze data and make changes to instructional focus as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

2014 FCAT Assessment

**G3.B5** 2013 FCAT performance data indicates that 54% of students scored Levels 7-9 on the Florida Alternate Assessment.

### G3.B5.S1 Teachers will effectively implement Access Points

#### Action Step 1

Use guided discussion to engage students in real life math problems. Students will be provided with visual choices. Provide students with continuous repetition/practice when learning math concepts.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Unique Learning System Reports, Student work samples

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

Meet with teachers to monitor student progress and adjust instructional strategies as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Unique Learning System Reports, Teacher-Made tests, Student work samples

### Plan to Monitor Effectiveness of G3.B5.S1

Analyze data and make changes to instructional focus as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

2014 FCAT Assessment

**G3.B6** There was a decrease in learning gains when comparing the overall learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 8 percentage points. Students who are least proficient in math need additional exposure to interventions and more implementation of differentiated instruction.

**G3.B6.S1** Students will be provided with opportunities to increase mathematical skills.

#### Action Step 1

Students will use Success Maker as an intervention by working on custom courses based on deficient benchmarks. Students will be provided with small-group instruction to address the areas of deficiency.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Success Maker Reports, Student work samples

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

Utilizing the FCIM, the team will review students' monthly cumulative performance and custom course report, along with district interim assessment data to adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

District Interim Assessments, Monthly Success Maker Reports

### **Plan to Monitor Effectiveness of G3.B6.S1**

Utilizing the FCIM, the team will review students' monthly Success Maker cumulative performance and custom course report along with district assessment data to adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

2014 FCAT Assessment

**G3.B7** There was a decrease in the lowest 25% reading learning gains when comparing the results of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration; there was a decrease of 6 percentage points. Students who are least proficient in math need additional exposure to interventions and more implementation of differentiated instruction

**G3.B7.S1** Students will be provided with opportunities to increase mathematical skills.

**Action Step 1**

Students will be assigned custom courses in Success Maker to differentiate instruction in areas of deficiency. Students will be provided with small-group instruction to address the areas of deficiency.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Success Maker Reports, Student work samples

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

Utilizing the FCIM, the team will review students monthly Success Maker cumulative and custom reports, along with district interim assessment data to adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interim Assessments, Monthly Success Maker Reports

### Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the FCIM, the team will review students monthly Success Maker cumulative and custom reports, along with district interim assessment data to adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 FCAT Assessment

**G4.** The results of the 2012-2013 FCAT 2.0 Science indicated that 28% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 31%.

**G4.B1** 2013 FCAT performance data indicates that fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category: Nature of Science.

**G4.B1.S1** Students will be provided with opportunities to increase knowledge of Science.

#### Action Step 1

Students will be able to formulate testable questions, evaluate investigations and experiments, organize data, interpret data, and defend conclusions.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: District Assessments, Student work samples

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

Review student data results from assessments to evaluate proficiency on benchmarks related to the Reporting Category: Nature of Science

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Assessments, Student work samples

### **Plan to Monitor Effectiveness of G4.B1.S1**

Analyze data and make changes to instructional focus as needed

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Assessment

**G4.B2** 2013 FCAT performance data indicates there is a need to increase the number of students achieving a Level 4 or above on the 2014 Science FCAT 2.0 Assessment. The greatest area of deficiency is Reporting Category: Nature of Science.

**G4.B2.S1** Students will be provided with opportunities to increase knowledge of Science skills.

**Action Step 1**

Teach inquiry based activities and implement rigorous activities and higher order questions to increase student understanding .

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Assessments, Gizmo Results, Student work samples

**Facilitator:**

Mario Junco

**Participants:**

3rd-5th grade Teachers

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

Teachers meet with LLT to monitor student progress and adjust instructional strategies as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Assessments, Student work samples, Gizmo Results



## Plan to Monitor Effectiveness of G4.B2.S1

Analyze data and make changes to instructional focus as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 FCAT Assessment

**G5.** During the 2013-2014 school year, the goal is to increase the number of STEM related experiences from 3 to 4. The amount of student participation will also increase from 50% to 60%.

**G5.B1** There is a need to increase the number of students participating in Project Based Learning in STEM

**G5.B1.S1** Students will increase knowledge of Science skills

### Action Step 1

Establish a plan and timeline for the development of student projects and increase participation in the Science Fair.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work samples, Science Journals, GIZMO Reports, FCAT Explorer Reports

### Facilitator:

Marco Junco

### Participants:

Math and Science Teachers

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

Monitor teachers and assign a Science Leader to ensure teachers implement plan and follow timeline.

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Science District Assessments, Student work samples, GIZMO Reports, FCAT Explorer Reports

### **Plan to Monitor Effectiveness of G5.B1.S1**

Look for increased participation in the school site Science Fair competition that will serve as a selection process for district STEM competitions.

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 FCAT Assessment

**G5.B2** According to the 2013 FCAT 2.0 administration, Nature of Science was the category which demonstrated the weakest student performance.

**G5.B2.S1** During multiple STEM related experiences, students will form hypotheses, gather data, conduct analysis, and summarize results.

**Action Step 1**

During the 2013-2014 school year, Norwood Elementary School will conduct a Science Fair. Students will use the Scientific Method to examine real world experiences through investigational activities. These activities will be concentrated on skills related to Nature of Science reporting category.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Assessments Summative: 2014 FCAT 2.0 Science Assessment

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

Selected projects will be awarded prizes based on creativity, real-life application and the validity of the Scientific Process. Parents will be invited to view projects.

**Person or Persons Responsible**

Administration and MTSS/RTI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Assessments Summative: 2014 FCAT 2.0 Science Assessment

## Plan to Monitor Effectiveness of G5.B2.S1

The validity and efficiency of student products will drive future STEM related events as well as instruction.

### Person or Persons Responsible

Administration and MTSS/RTI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

2014 FCAT 2.0 Assessment

**G6.** During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

**G6.B1** According to data, 8% of our students miss 10% or more of available instructional time. Our goal is to decrease the percentage to 7% for the 2013-2014 school year.

**G6.B1.S1** Identify students who have accrued a minimum of ten absences and refer them to school counselor.

### Action Step 1

Recognize classes that have perfect attendance daily on the PA system. Publicly acknowledge those students who have perfect attendance and reward students with a dance, luncheon, t-shirt, etc on a quarterly or annual basis.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Attendance Roster

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

Monitor attendance daily

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Attendance Rosters

### Plan to Monitor Effectiveness of G6.B1.S1

Number of students accruing unexcused absences will decrease.

**Person or Persons Responsible**

Administration and Counselor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Attendance Rosters

**G6.B2** According to data, 6% of our students were retained. Our goal is decrease the percentage to 5% for the 2013-2014 school year.

### G6.B2.S1 Teachers will implement tiered instruction

**Action Step 1**

Students will be provided with tiered instruction daily to increase their knowledge base on deficient skills. Students will use instructional technology programs such as Success Maker as an intervention tool.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples, Success Maker Reports

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

Analyze data and adjust instruction as needed

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work samples, Success Maker Reports

### Plan to Monitor Effectiveness of G6.B2.S1

Analyze data and adjust instruction as needed

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work samples, Success Maker Reports

**G6.B3** According to data, 41% of students are not proficient in reading by grade 3. Our goal is to decrease the percentage to 37% for the 2013-2014 school year.

### G6.B3.S1 Implementation of differentiated instruction in Reading and Mathematics.

#### Action Step 1

Students will use intervention programs with fidelity. Teachers will provide differentiated instruction to address the areas of deficiency.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District Interim Assessments, Success Maker Reports

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

Analyze data and make changes to instructional focus as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

District Assessments, Success Maker Reports

### Plan to Monitor Effectiveness of G6.B3.S1

Analyze data and make changes to instructional focus as needed

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

District Interim Assessments, Success Maker Reports

**G6.B4** According to data, 5% of students received 2 or more behavior referrals or one or more that led to suspension. Our goal is to decrease the percentage to 4% for the 2013-2014 school year.

**G6.B4.S1** Students will be recognized for positive behavior.

#### Action Step 1

Work collaboratively to redirect negative behavior by implementing alternate strategies so referrals will decrease. Increase opportunities to recognize positive behavior through school-wide programs such as Do The Right Thing.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

FAB/BIP Logs

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

Analyze data and make instructional decisions as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

FAB/BIP Logs

### **Plan to Monitor Effectiveness of G6.B4.S1**

Analyze data and make instructional decisions as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

FAP/BIP Logs



## Coordination and Integration

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

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

#### Title I, Part A

Norwood Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities after-school and in some cases during the summer. Furthermore, the district coordinates with Title II and Title III in ensuring staff development needs are provided. Norwood also provides support services to students through the usage of a Reading Coach who identifies and analyzes existing literature on scientifically based curriculum and behavioral assessments and intervention approaches. The Reading Coach also identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessments, implementation, and monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; a Title I Championship Chess Team; 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

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

#### Title I, Part D

Miami-Dade County Public School receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District's 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 protocols

#### Title III

Title III funds are used at Norwood Elementary School to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing:

- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students.

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

#### Title VI, Part B - NA

#### Title X- Homeless

Norwood seeks to ensure a successful educational experience for homeless children by collaborating with

parents and community agencies. Project Upstart, Homeless Children & Youth Program partners with Norwood Elementary to:

- assist in the identification, enrollment, attendance, and transportation of homeless students
- provide a homeless sensitivity and awareness campaign

The Homeless Liaison provides training for Norwood's registrar on the procedures for enrolling homeless students and for the school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

Norwood ventures to decrease the violence in the lives of students by offering a Bully Prevention Program, a Gun Safety Program, a Walk Safe Program, Faux Paw internet safety campaign, Drug Abuse Awareness Program, and Child Abuse and Prevention activities. Furthermore, Norwood employs the Safe and Drug-Free Schools Program to address violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. Finally, elementary counselors and TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

Norwood Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Additionally, Norwood provides nutrition education, as per state statute, through physical education classes, as well as through Michele Puppets which ventures to educate students on healthy dietary decisions. 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 Wellness Policy.

#### Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A

Job Training-N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The results of the 2012-2013 FCAT 2.0 Reading indicated that 60% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 72%.

**G1.B1** 2013 FCAT performance data indicates that students in the Black, SWD, and ED subgroups are deficient in Reporting Category 2-Reading Application. Students experienced difficulty determining explicit ideas when identifying main idea, relevant supporting details, and implied message.

**G1.B1.S1** Students will be provided opportunities to practice reading application skills.

### PD Opportunity 1

Students will use a main idea table during teacher-led instruction to assist them with identifying main idea, supporting details, and implied message. Students will be assigned custom courses on Success Maker that will provide additional practice in identifying main idea, details, and implied message. Students will determine the main idea(stated or implied) and locate relevant details and facts within grade-level appropriate texts.

#### Facilitator

Reading Coach

#### Participants

Classroom Teachers

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Student work samples, Success Maker Reports, Wonders Unit/Benchmark Assessments

**G2.** The results of the 2012-2013 FCAT 2.0 Writing indicated that 52% of our students scored at or above a level 3.5. Our goal is for 57% of our students to score a level 3.5 or above on the 2013- 2014 FCAT Writing Assessment.

**G2.B1** Students need more exposure with sentence variety, an understanding of proper conventions, and sufficient background knowledge in regards to many life experiences which prohibits their ability to write with graphic detail and correct conventions.

**G2.B1.S1** Students will be provided opportunities to practice applying a variety of conventions.

### **PD Opportunity 1**

Provide instruction on subject/verb agreement, proper spelling of frequently misspelled words, punctuation and the different types of sentences available to them for usage. Use revising/editing charts and conferencing with teacher for correcting their conventions using sentence variety. Students will be offered a variety of extracurricular activities, virtual field trips, sharing or telling personal stories or memories out loud, maintain a writer's notebook, use graphic organizers, including timelines and storyboards.

#### **Facilitator**

Reading Coach

#### **Participants**

Classroom teacher

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

District Assessments

**G2.B2** Students need additional opportunities to practice providing more in-depth support to enhance their writing samples and assessments.

**G2.B2.S1** Students will be provided with opportunities to improve their writing skills.

**PD Opportunity 1**

Mini-lessons that target support using organizational strategies Facts, Reason, Incident, Examples, Statistics (FRIES) During instruction, model using transitional words or phrases to connect information and reasons During instruction, model how to create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece of writing.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Assessments

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics indicated that 64% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 83%.

**G3.B2** 2013 FCAT performance data indicates that 31% of students scored a Level 3 in Mathematics. The areas of deficiency were Grade 3: Numbers: Operations, Problems, and Statistics and Grades 4 and 5: Geometry and Measurement.

**G3.B2.S1** Students will be provided with opportunities to increase mathematical skills.

### **PD Opportunity 1**

Students will use different mathematical strategies and manipulatives to improve the areas of deficiency. Students will be provided with differentiated instruction by assigning custom courses in Success Maker

#### **Facilitator**

Jennifer Garcia

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

District Assessments, Success Maker Reports, Go Math Assessments, Student work samples

**G4.** The results of the 2012-2013 FCAT 2.0 Science indicated that 28% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 31%.

**G4.B2** 2013 FCAT performance data indicates there is a need to increase the number of students achieving a Level 4 or above on the 2014 Science FCAT 2.0 Assessment. The greatest area of deficiency is Reporting Category: Nature of Science.

**G4.B2.S1** Students will be provided with opportunities to increase knowledge of Science skills.

### **PD Opportunity 1**

Teach inquiry based activities and implement rigorous activities and higher order questions to increase student understanding .

#### **Facilitator**

Mario Junco

#### **Participants**

3rd-5th grade Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

District Assessments, Gizmo Results, Student work samples

**G5.** During the 2013-2014 school year, the goal is to increase the number of STEM related experiences from 3 to 4. The amount of student participation will also increase from 50% to 60%.

**G5.B1** There is a need to increase the number of students participating in Project Based Learning in STEM

**G5.B1.S1** Students will increase knowledge of Science skills

**PD Opportunity 1**

Establish a plan and timeline for the development of student projects and increase participation in the Science Fair.

**Facilitator**

Marco Junco

**Participants**

Math and Science Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work samples, Science Journals, GIZMO Reports, FCAT Explorer Reports



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading indicated that 60% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 72%.	\$15,000
G3.	The results of the 2012-2013 FCAT 2.0 Mathematics indicated that 64% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 83%.	\$15,000
G4.	The results of the 2012-2013 FCAT 2.0 Science indicated that 28% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 31%.	\$500
G6.	During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.	\$600
Total		\$31,100

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Other	Total
Title I EESAC	\$30,000	\$0	\$0	\$30,000
Title I	\$0	\$500	\$0	\$500
PTA	\$0	\$0	\$600	\$600
Total	\$30,000	\$500	\$600	\$31,100

### Budget Details

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

**G1.** The results of the 2012-2013 FCAT 2.0 Reading indicated that 60% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 72%.

**G1.B1** 2013 FCAT performance data indicates that students in the Black, SWD, and ED subgroups are deficient in Reporting Category 2-Reading Application. Students experienced difficulty determining explicit ideas when identifying main idea, relevant supporting details, and implied message.

**G1.B1.S1** Students will be provided opportunities to practice reading application skills.

**Action Step 1**

Students will use a main idea table during teacher-led instruction to assist them with identifying main idea, supporting details, and implied message. Students will be assigned custom courses on Success Maker that will provide additional practice in identifying main idea, details, and implied message. Students will determine the main idea(stated or implied) and locate relevant details and facts within grade-level appropriate texts.

**Resource Type**

Personnel

**Resource**

Selected teachers will tutor reading after school

**Funding Source**

Title I EESAC

**Amount Needed**

\$15,000

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics indicated that 64% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 83%.

**G3.B2** 2013 FCAT performance data indicates that 31% of students scored a Level 3 in Mathematics. The areas of deficiency were Grade 3: Numbers: Operations, Problems, and Statistics and Grades 4 and 5: Geometry and Measurement.

**G3.B2.S1** Students will be provided with opportunities to increase mathematical skills.

**Action Step 1**

Students will use different mathematical strategies and manipulatives to improve the areas of deficiency. Students will be provided with differentiated instruction by assigning custom courses in Success Maker

**Resource Type**

Personnel

**Resource**

Select teachers will tutor students in mathematics after school

**Funding Source**

Title I EESAC

**Amount Needed**

\$15,000

**G4.** The results of the 2012-2013 FCAT 2.0 Science indicated that 28% of students achieved level 3 or higher. Our goal for the 2013-2014 school year is 31%.

**G4.B1** 2013 FCAT performance data indicates that fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category: Nature of Science.

**G4.B1.S1** Students will be provided with opportunities to increase knowledge of Science.

**Action Step 1**

Students will be able to formulate testable questions, evaluate investigations and experiments, organize data, interpret data, and defend conclusions.

**Resource Type**

Evidence-Based Program

**Resource**

Mini Science Camps are provided for fifth grade students to improve investigative skills while doing science experiments

**Funding Source**

Title I

**Amount Needed**

\$500

**G6.** During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

**G6.B1** According to data, 8% of our students miss 10% or more of available instructional time. Our goal is to decrease the percentage to 7% for the 2013-2014 school year.

**G6.B1.S1** Identify students who have accrued a minimum of ten absences and refer them to school counselor.

**Action Step 1**

Recognize classes that have perfect attendance daily on the PA system. Publicly acknowledge those students who have perfect attendance and reward students with a dance, luncheon, t-shirt, etc on a quarterly or annual basis.

**Resource Type**

Other

**Resource**

Attendance incentive program which is called Gaining Attendance Momentum Everyday (G.A.M.E.) to increase student daily attendance.

**Funding Source**

PTA

**Amount Needed**

\$600