



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wesley Matthews Elementary School

12345 SW 18TH TER

Miami, FL 33175

305-222-8150

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 81%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Wesley Matthews Elem. School

Principal

Deborah Darbonne D

School Advisory Council chair

Monica Ochoa

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

Name	Title
Deborah Darbonne	Principal
Monica Maza	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1
 UTD Steward – 1
 Teachers – 5
 Parents – 6
 Educational support - 1
 Student – 1
 Business/ Community Representative – 3

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) committee was actively involved in the evaluation of school performance data and the preparation of the school's improvement plan. At each monthly meeting, the EESAC discussed current performance data and analyzed how these indicators related to the goals of the SIP. Based on the findings that had been noted throughout the 2012-2013 school year, the EESAC reviewed the recommendations made by each grade level for the development of the 2013-2014 school improvement plan. Each recommendation was considered and suggestions were made when necessary.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) committee will meet on a regular basis (i.e., every month) to address the following topics: professional development, instructional materials, instructional technology, student support services, discipline and safety concerns, and resource allocation. Most importantly, however, the EESAC is the sole body responsible for final decision-making relating to the implementation of the School Improvement Plan (SIP). To this end, the EESAC will receive reports on the status of the implementation of the current SIP on a regular basis to include the following: (a) formative evaluation will be used to monitor progress towards goal attainment; and (b) the leadership team will meet with the grade levels and with individual teachers throughout the school to discuss benchmarks and student learning gains. From its operating budget, the EESAC will set aside funds to enhance the educational experience of all students.

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

Purchase student agendas to facilitate communication between school and home.

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:

Deborah Darbonne D

Principal

Years as Administrator: 14

Years at Current School: 3

Credentials

Degrees:
 Bachelor of Science in Special Education,
 Master of Science in Education,
 Certification:
 Educational Leadership,
 Varying Exceptionalities and Emotionally Handicapped

Performance Record

2013 – School Grade = A
 Rdg. Proficiency, 73%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 78 points
 Math Lrg. Gains, 86 points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 92 points
 Rdg. AMO – 78
 Math AMO– 78
 2012 – School Grade = A
 Rdg. Proficiency, 81%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 88 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% - 89 points
 Math Imp. of Lowest 25% - 87 points
 Rdg. AMO – 75
 Math AMO– 76
 '11 '10 '09
 School Grade A A A
 AYP N Y N
 High Standards Rdg. 88 89 86
 High Standards Math 84 86 88
 Lrng Gains-Rdg. 69 76 73
 Lrng Gains-Math 61 65 68
 Gains-Rdg-25% 66 63 67
 Gains-Math-25% 57 75 70

Monica Maza

Asst Principal	Years as Administrator: 8	Years at Current School: 0
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Credentials	Elementary Ed. ESOL MG English Educational Leadership
Performance Record	2013 – School Grade=B Rdg. Proficiency, 68% Math Proficiency, 72% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 52 points Rdg. AMO –75 Math AMO–73 2012-School Grade=A '12 '11 '10 '09 '08 School Grade A A A A D AYP N Y Y N High Standards Rdg. 74 85 87 82 57 High Standards Math 72 87 85 87 49 Lrng Gains-Rdg. 75 73 76 74 59 Lrng Gains-Math 70 68 57 67 47 Gains-Rdg-25% 90 68 71 63 54 Gains-Math-25% 60 70 50 59 56

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maria Lopez		
Full-time / School-based	Years as Coach: 3	Years at Current School: 17
Areas	Reading/Literacy	
Credentials	Degrees: Bachelor of Science in Elementary Education, Master of Science in Reading Education, Doctor of Education in Curriculum and Instruction Certification: Educational Leadership, ESOL Endorsement	
Performance Record	2013 – School Grade = A Rdg. Proficiency, 73% Rdg. Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 79 points Rdg. AMO – 78 2012 – School Grade = A Rdg. Proficiency, 81% Rdg. Lrg. Gains, 88 points Rdg. Imp. of Lowest 25% - 89 points Rdg. AMO – 75 '11 '10 '09 School Grade A A A AYP N Y N High Standards Rdg. 88 89 86 Lrng Gains-Rdg. 69 76 73 Gains-Rdg-25% 66 63 67	

Classroom Teachers

# of classroom teachers	29
# receiving effective rating or higher	29, 100%
# Highly Qualified Teachers	100%
# certified in-field	35, 121%
# ESOL endorsed	37, 128%
# reading endorsed	2, 7%
# with advanced degrees	0, 0%

National Board Certified

6, 21%

first-year teachers

1, 3%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

11, 38%

with 15 or more years of experience

25, 86%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Strategies:

1. Regular meetings of new teachers with Administration
2. Partnering of new teachers with mentoring staff
3. Monitoring and mentoring of pre-service teachers assigned to the school

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

Beginning teachers participate in the District's MINT program and are assigned a mentor. New teachers are usually paired with an expert teacher in their grade level or department, typically the grade/department chair. The mentor must meet the following criteria:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;

- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Expertise in accessing data resources and using data to analyze instruction.

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

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

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

Wesley Matthews Elementary School's Multi-Tiered System of Supports (MTSS)/ Response to Intervention (RtI) Leadership Team uses a data-based problem-solving approach to monitor the implementation of the SIP. The Team addresses the effectiveness of core instruction and the response of individual students at Tiers I, II, and III.

Tier I

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

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

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the

next year's SIP. At this time, previous years' trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

Tier 1(Leadership Team)

The Principal (Deborah Darbonne) and Assistant Principal (Monica Maza) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- The school reading and behavior specialists (Maria López and Mara Fernandez, respectively) provide assistance in identifying appropriate strategies and creating action plans.
- The special education personnel (Belinda Rowe) provides insight as to the special education program.
- The school guidance counselor (Zoila Gutierrez) provides quality services and intervention with individual students and their families.
- The school psychologist (Dinorah Mestre) participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; and facilitates data-based decision making activities.
- The school social worker (Priscilla Oprandi) meets with parents to gather social histories and provide support as needed.
- Member of advisory group, community stakeholders, parents (Monica Ochoa, Charity Santamarina, Glenda Caceres, Cassandra Ross, Luis Zamora) provide support and feedback, as appropriate.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization: Administrators, the reading and behavior specialists, the school guidance counselor, and the school psychologist.

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

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team: Administrators, the reading and behavior specialists, the school guidance counselor, the school social worker, and the school psychologist.

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

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

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

The following data sources will be accessed and analyzed while monitoring the effectiveness of core, supplemental, and intensive supports:

Wesley Matthews Elementary School's MTSS/RtI Leadership Team will engage in data-driven decision-making. To this end, progress will be determined through assessment systems administered throughout the school year as follows:

- Baseline data consists of the following assessment systems (a) Progress Monitoring and Reporting Network (PMRN); (b) Florida Assessments for Instruction in Reading (FAIR), including Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory; (c) Stanford Achievement Test (SAT); (d) Florida Comprehensive Assessment Test (FCAT); (e) STAR Reading Assessment; and (f) the District's baseline assessments (analyzed through Edusoft)
- Progress Monitoring is conducted through the following systems: (a) PMRN, (b) Oral Fluency Measures, (c) Voyager Phonemic Awareness and Phonics measures, (d) Success Maker Utilization and Progress Reports, (e) student grades, (f) school site specific assessments and (g) Interim Assessments (analyzed through Edusoft)
- End of year assessments include the following (a) FAIR, (b) FCAT, (c) SAT, and (d) the District's baseline assessments administered as a post-assessment (analyzed through Edusoft)
- Student behavior will be monitored through the following systems (a) Student Case Management System, (b) Suspensions/expulsions, (c) Referrals by student behavior, staff behavior, and administrative context, (d) Attendance, (e) Functional Assessment, and (f) frequency monitoring

Data are 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, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions. Results are evaluated to determine whether student response to an intervention is adequate or not. Results are regularly charted/ graphed/ analyzed by the MTSS/RtI Leadership team to determine student progress.

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

Wesley Matthews Elementary School will participate in the MTSS district professional development which consists of the following:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize Open House to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 3,600

Early Bird Tutoring consists of 30 minutes of intervention focusing on the SuccessMaker program. Students who receive pull-out intervention throughout the school day do not have enough time in their schedule to participate in SuccessMaker. To this end, Early Bird Tutoring allows them benefit from this intervention, while receiving additional services.

The E.L.L. Tutoring Academy is available to ESOL students in third through fifth grades, as well as to students who have exited the program within the last two years. The E.L.L. Tutoring Academy consists of an additional two hours per week of instruction in core academic subjects.

Community School Classes are available to students whose parents enroll them and pay the associated fees. One-hour tutoring sessions in reading and mathematics are offered twice per week.

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?

Data collection is an ongoing process. Starting with baseline data, which is analyzed carefully to determine individual learner needs, ongoing assessments are then used to monitor learner growth and determine the direction of the instructional approaches being implemented. That is, the data sources are analyzed to determine if strategies need to be modified, changed, or intensified. Tutors/teachers collect the data, working with the MTSS/RtI Team to analyze the data and make meaningful decisions.

Who is responsible for monitoring implementation of this strategy?

A key factor to an individual school's success is the building leadership. Wesley Matthews Elementary School's Literacy Leadership Team, as appointed by the principal, is an integral part of the school literacy process and serves to build a culture of reading throughout the school.

- The Principal (Deborah Darbonne) sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The principal's role centers around the following functions: (a) to provide a common vision for the use of data-based decision-making and data-driven literacy instruction, (b) to ensure that the core instructional block is being implemented adequately, and (c) to ensure adequate professional development to support research-based instructional practices in reading, language arts, and content area classes.
- The Assistant Principal (Monica Maza) assists the Principal in the various functions required of the administration.
- The reading specialist is vital in the process of providing job embedded professional development at the school level. The reading/ literacy coach is responsible for the following tasks: (a) develop, lead, and evaluate school core instructional plans; (b) identify and analyze existing literature on scientifically based instructional approaches and practices; (c) participate in the design and delivery of professional development to support literacy development and content area instruction; and (d) provide support for the implementation of instructional programs and practices.

- The media specialist also plays a vital role in the development of a school wide literacy culture. Specifically, The role of the media specialist centers around the following (a) monitoring the Accelerated Reader program, facilitating the integration of literature throughout the curriculum, (b) coordinating baseline and ongoing progress monitoring through the STAR program, and (c) providing support, as necessary, to instructional staff.

The LLT maintains a connection to the school’s Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Literacy Leadership Team (LLT)

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

Name	Title
Deborah Darbonne	Priincipal
Monica Maza	Assistant Principal
Maria Lopez	Reading Coach
Danelle Diaz	Media Specialist

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, assistant principal, reading specialist, media specialist, mentor reading teachers, content area teachers. Other principal appointees serve on this team, as applicable. The LLT meets at least once a month and monitors the Literacy PLC.

Major initiatives of the LLT

Wesley Matthews Elementary School’s LLT will be encouraged and supported in fostering an understanding of the Common Core State Standards to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

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

Wesley Matthews Elementary School ensures every teacher contributes to the reading improvement of every student by way of supporting all goals set forth by the 2013-2014 School Improvement Plan.

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

The following strategies are implemented at Wesley Matthews Elementary School:

- Two orientations are held prior to the opening of school which allow the parents and students to tour

the school, receive information about the programs available, ask pertinent questions, and meet the teachers while visiting their future classrooms.

- Literature that highlights important information is distributed to the parents of incoming kindergarteners.
- Additional resources are available at Wesley Matthews Elementary School's Parent Resource Center and on the school's webpage.
- The school's Community Involvement Specialist (CIS) assists the parents as necessary.
- At Open House, the parents are provided with additional information, and, at a second parent night, they are provided with information about the upcoming SE-SAT.
- Throughout the school year, parent meetings are offered which provide an overview of the resources available to them through the school and district.

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	78%	73%	No	80%
American Indian				
Asian				
Black/African American				
Hispanic	77%	73%	No	79%
White	94%	75%	No	95%
English language learners	68%	59%	No	71%
Students with disabilities	38%	22%	No	45%
Economically disadvantaged	76%	68%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	27%	33%
Students scoring at or above Achievement Level 4	112	44%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

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)	115	65%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	68	39%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	32%	39%

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	63	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	80%	Yes	81%
American Indian				
Asian				
Black/African American				
Hispanic	78%	79%	Yes	80%
White	89%	85%	No	90%
English language learners	72%	73%	Yes	75%
Students with disabilities	51%	13%	No	56%
Economically disadvantaged	77%	77%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	28%	30%
Students scoring at or above Achievement Level 4	129	50%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		86%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		92%	93%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	81%
American Indian				
Asian				
Black/African American				
Hispanic	78%		No	80%
White	89%		No	90%
English language learners	72%		No	75%
Students with disabilities	51%		No	56%
Economically disadvantaged	77%		No	79%

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	29	32%	34%
Students scoring at or above Achievement Level 4	30	33%	34%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		
Participation in STEM-related experiences provided for students	170	32%	

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	12	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	37	43%	39%
Students who receive two or more behavior referrals	109	21%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Area 9: Parent Involvement

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

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

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

- G1.** The percentage of students scoring at or above Level 3 on the 2014 administration of the Reading FCAT 2.0 will be at least 80%. This represents a seven percentage point increase from the 2013 FCAT administration of 73%.
- G2.** The number of students in grade 4 achieving a 4.0 or above in Writing will increase from 80% in 2013 to 82% in 2014 demonstrating a two percentage point increase.
- G3.** The number of students in grades 3-5 achieving a score of Level 3 or above on the 2014 administration of the Mathematics FCAT 2.0 will be 81% in 2014, an increase of one percentage point from 80% in the 2013 administration of the FCAT 2.0.
- G4.** The number of students in grades 3-5 scoring a Level 3 or above on the Science FCAT 2.0 administered in 2014 will be 34%, a two percentage point increase from 32% in 2013.
- G5.** The number of students participating in Project Based Learning in STEM will increase to 37% in the 2013-2014 school year, a seven percentage point increase over participation in 2012-2013 which was 32%.
- G6.** The number of students Kindergarten through fifth grade missing 10% or more of instructional time, receiving two or more behavior referrals, and receiving behavior referrals leading to suspension will decrease in 2014 to 1%, 20%, and 0% respectively.

Goals Detail

G1. The percentage of students scoring at or above Level 3 on the 2014 administration of the Reading FCAT 2.0 will be at least 80%. This represents a seven percentage point increase from the 2013 FCAT administration of 73%.

Targets Supported

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

Resources Available to Support the Goal

- Professional development in English Language Arts Common Core and professional development in instructional strategies.

Targeted Barriers to Achieving the Goal

- Students in the Hispanic, White and Economically Disadvantaged Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application. The students had difficulties reading grade-level text and identifying chronological order events within a text. These students will score 79%, 95% and 78% respectively during the 2014 Reading FCAT 2.0. This reflects a 6, 20 and 10 percentage point increase from the 2013 results of the Reading FCAT 2.0.
- The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring a Level 3, depended on the grade level. Twenty-seven percent of the students in grades 3-5 scored this level in 2013. The students in fourth grade experienced difficulties when asked to analyze literary texts (Category 3), while the fifth graders experienced difficulties with reading application (Category 2). Thirty-three percent of the students in grades 3-5 will score a Level 3 or above in 2014.
- As noted on the 2013 administration of the FCAT 2.0 Reading test, 44% of the students in grades 3-5 scored Levels 4 and 5 and showed substantial levels of proficiency when it came to reading application (i.e., Category 2). This would require students to maintain or improve performance, including the following: chronological order, conclusions/inferences, and relevant details (grades 3-5) and cause and effect (grades 4 and 5). Students need enrichment in the aforementioned skill areas in order to maintain, or increase this number to 47% in 2014, an increase of three percentage points.
- At least 80% of the of the students in grades 3-5 will make learning gains in Reading as reflected on the FCAT 2.0 Reading Test administered in 2014. This reflects a two percentage point increase from the current 78%. Students in this category demonstrated difficulties when asked to analyze literary texts (Category 3), while the fifth graders experienced difficulties with reading application (Category 2).
- The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students scoring in the lowest 25% in grades 3-5 experienced difficulties with vocabulary (Category 1) and with text features (Category 4). The number of students demonstrating learning gains in the lowest quartile will increase from 79% as indicated on the 2013 results to 81% in 2014, a two percentage point increase.
- ELL students demonstrated deficiencies in the area of Listening/Speaking as demonstrated on the CELLA administered in 2013. At least 69% of the ELLs in grades K-5 will demonstrate proficiency in Listening/Speaking in 2014 as compared to the level of proficiency in 2013 of 65%. This shows an increase of four percentage points.
- ELL students demonstrated deficiencies in the area of Reading as demonstrated on the CELLA administered in 2013. At least 45% of the ELLs will demonstrate proficiency in Reading in 2014 as compared to 39% in 2013, a four percentage point increase.

- ELL students demonstrated deficiencies in the area of Writing as demonstrated on the CELLA administered in 2013. At least 39% of the ELLs will demonstrate proficiency in Writing in 2014 as compared to 32% in 2013, a seven percentage point increase.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

The leadership team will monitor progress toward meeting goal.

Target Dates or Schedule:

Progress will be monitored monthly during grade level data chat meetings.

Evidence of Completion:

Results of the FCAT 2.0 administered in 2014, classroom assessments and district provided assessments will be utilized as evidence of completion.

G2. The number of students in grade 4 achieving a 4.0 or above in Writing will increase from 80% in 2013 to 82% in 2014 demonstrating a two percentage point increase.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing professional development and Common Core professional development in writing.

Targeted Barriers to Achieving the Goal

- The students have had insufficient exposure to process writing, especially focusing on editing skills and the use of appropriate conventions (e.g., grammar, usage, and spelling of commonly used words). The number of students in grade four scoring a 3.5 or above will be 82% in 2014, a two percentage point increase from 2013.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data along with classroom monthly assessment data chats in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. In addition, administration will use Edusoft to track the progress of the student's to determine if they are improving in this area.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule:

Daily classroom assessments, quarterly assessment data.

Evidence of Completion:

Results of technology based interventions, district provided assessment results, classroom assessments, FAIR results.

G3. The number of students in grades 3-5 achieving a score of Level 3 or above on the 2014 administration of the Mathematics FCAT 2.0 will be 81% in 2014, an increase of one percentage point from 80% in the 2013 administration of the FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Professional development in Mathematics Common Core Standards.

Targeted Barriers to Achieving the Goal

- Students with Disabilities (SWD) experienced difficulties in the areas of base ten numbers and fractions (Category 2) and geometry and measurement (Category 3), as noted on the 2013 administration of the FCAT 2.0 Mathematics. Thirteen percent of SWD students met levels of proficiency. The target for 2014 will be 56%, a 43 percentage point increase.
- The number of students scoring at Achievement Level 3 in 2013 was 80%. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, varied across the grade levels. The students in third grade experienced difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories. These students will score at 81% in 2014, a one percentage point increase from 2013.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 50% of students scored at Achievement Levels 4 and 5 and showed substantial levels of proficiency when it came to geometry and measurement (i.e., Category 3). This would require students to maintain or improve performance, including the following: perimeter, area, measurement (both customary and metric), time (including elapsed time), angles, rotations, translations, vertices, and surface area. Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency. Fifty-one percent of these students will score at Levels 4 and 5 in 2014, a one percentage point increase.
- The number of students in grades 3-5 making learning gains in Mathematics as measured by the 2014 administration of the FCAT 2.0 Mathematics Test will be 87%. This reflects a one percentage point increase from the 2013 administration results of 86%.
- The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics test for students in the lowest 25% were base ten numbers and fractions in fourth grade and geometry and measurement in fifth grade. However, 92% of these students made learning gains in 2013. Ninety-three percent of these students will make learning gains in 2014, a one percentage point increase.

Plan to Monitor Progress Toward the Goal

Results of technology supported intervention reports and classroom/district provided assessments will be utilized to monitor progress.

Person or Persons Responsible

Administration and Mathematics liaison.

Target Dates or Schedule:

Progress will be monitored monthly.

Evidence of Completion:

Results of the FCAT 2.0, classroom assessments and district provided assessments will be utilized as evidence of completion.

G4. The number of students in grades 3-5 scoring a Level 3 or above on the Science FCAT 2.0 administered in 2014 will be 34%, a two percentage point increase from 32% in 2013.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Professional development in Science Common Core State Standards.

Targeted Barriers to Achieving the Goal

- Thirty-two percent of students in grade 5 scored Achievement Level 3 in 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science Test, was Physical Science (Category 3). In 2014, 34% of the students will score Level 3 or above, a two percentage point increase.
- As noted on the 2013 administration of the FCAT 2.0 Science Test, 33% of the students scored at Achievement Levels 4 and 5 and showed substantial levels of proficiency when it came to physical science (i.e., Category 3). This would require students to maintain or improve performance. Therefore, students need enrichment in the aforementioned category in order to maintain, or increase, the current level of proficiency. The number of students scoring a Level 4 or 5 in 2014 will be 34%, a 1 percentage point increase.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of scientific experimentation and to adjust instruction as needed.

Person or Persons Responsible

Administrative team and teachers.

Target Dates or Schedule:

At least once a month during data chat meetings.

Evidence of Completion:

Results of FCAT 2.0 Assessments will be used.

G5. The number of students participating in Project Based Learning in STEM will increase to 37% in the 2013-2014 school year, a seven percentage point increase over participation in 2012-2013 which was 32%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Information from the Dade County Youth Fair Exposition and the Science Department regarding criteria for science fair projects.

Targeted Barriers to Achieving the Goal

- The students have had insufficient opportunities to participate in project-based, scientific inquiry activities. The number of STEM related experiences will increase from 12 in 2013 to 15 in 2014.

Plan to Monitor Progress Toward the Goal

Results of science experiments completed at the school.

Person or Persons Responsible

Administration and Science liaison

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: District Interim Assessment data. Summative: 2014 FCAT 2.0

G6. The number of students Kindergarten through fifth grade missing 10% or more of instructional time, receiving two or more behavior referrals, and receiving behavior referrals leading to suspension will decrease in 2014 to 1%, 20%, and 0% respectively.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Review Committee (ARC)
- SuccessMaker interventions will be completed daily.
- Mathematics interventions will be completed daily.
- Daily Attendance Bulletin will be monitored by the teachers, counselor and administration.

Targeted Barriers to Achieving the Goal

- Attendance data from the 2012-2013 school year indicates that 2% of the students missed 10% or more of available instructional time throughout the school year. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school. The number of students missing 10% or more of available instructional time will decrease to 1% during the 2013-2014 school year.
- Student Case Management (SCM) records indicate that students receiving two or more behavior referrals was 21% in 2013. This will be reduced by one percentage point to 20% in 2014.
- Data from the 2012-2013 school year indicated that 43% of students were not proficient in reading by third grade and that students retained in grades Pre-Kindergarten through fifth grade was at a rate of 1% . Students need strong reading skills in order to learn and be successful in all school subjects, such as science, social science, writing, reading, and math. In monitoring the Early Warning Systems, the MTSS/RtI team and LLT team will monitor the retained 3rd grade students and other students that are not proficient readers by third grade. They work to maintain the number of retained students at 1% percent or less.

Plan to Monitor Progress Toward the Goal

Student Case Management reports and daily attendance bulletin logs will be utilized to monitor progress.

Person or Persons Responsible

The leadership team will monitor progress toward meeting goal.

Target Dates or Schedule:

Progress will be monitored monthly.

Evidence of Completion:

Final attendance records and Student Case Management logs will demonstrate evidence of completion.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students scoring at or above Level 3 on the 2014 administration of the Reading FCAT 2.0 will be at least 80%. This represents a seven percentage point increase from the 2013 FCAT administration of 73%.

G1.B1 Students in the Hispanic, White and Economically Disadvantaged Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application. The students had difficulties reading grade-level text and identifying chronological order events within a text. These students will score 79%, 95% and 78% respectively during the 2014 Reading FCAT 2.0. This reflects a 6, 20 and 10 percentage point increase from the 2013 results of the Reading FCAT 2.0.

G1.B1.S1 Teachers will use timelines and sequence chains to help students identify chronological order.

Action Step 1

Utilizing the FCIM, administration will have monthly data chats with teachers to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. Also, administration will have quarterly data chats with teachers to review Interim Assessment data. In addition, administration will use Edusoft to track the progress of the Hispanic, White and Economically Disadvantaged subgroup student's to determine if they are improving in this area. Strategies to use are as follows: Grade 4: o Teach students to identify and interpret elements of story structure within and across texts. o Provide opportunities for students to compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. o Use poetry to practice identifying descriptive language that defines moods and provides imagery. Specific strategies include the following: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, character chart, tools Author's use: Literary devices and Figurative language. Grade 5: o Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently. o Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Specific strategies include the following: author's purpose chart, two column notes (opinion/support, conclusion/support, cause/effect), main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly - Classroom Data Quarterly - Interim Assessment Data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014

Action Step 2

Provide professional development opportunities to teachers utilizing Professional Learning Communities protocol and The Common Core Writing Book for reflection

Person or Persons Responsible

Teachers representing grades Kindergarten through Fifth grade.

Target Dates or Schedule

Once a month.

Evidence of Completion

Completion of Reflections of all PD sessions.

Facilitator:

Monica Ramirez

Participants:

S. Murado, M. Mora, B. Rosen, L. Trujillo, L. Fernandez, E. Urra, S. Guedes

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

Utilizing the FCIM, administration will have monthly data chats with teachers to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. Also, administration will have quarterly data chats with teachers to review Interim Assessment data. In addition, administration will use Edusoft to track the progress of the Hispanic, White and Economically Disadvantaged subgroup student's to determine if they are improving in this area.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly - Classroom Data Quarterly - InterimAssessment Data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, administration will have monthly data chats with teachers to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. Also, administration will have quarterly data chats with teachers to review Interim Assessment data. In addition, administration will use Edusoft to track the progress of the Hispanic, White and Economically Disadvantaged subgroup student's to determine if they are improving in this area.

Person or Persons Responsible

Administrative team and LLT

Target Dates or Schedule

Monthly - Classroom Data Quarterly -Interim Assessment Data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports
Summative Assessment: 2014 FCAT 2.0

G1.B2 The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring a Level 3, depended on the grade level. Twenty-seven percent of the students in grades 3-5 scored this level in 2013. The students in fourth grade experienced difficulties when asked to analyze literary texts (Category 3), while the fifth graders experienced difficulties with reading application (Category 2). Thirty-three percent of the students in grades 3-5 will score a Level 3 or above in 2014.

G1.B2.S1 Students will have opportunities to describe the logical connection of cause and effect relationships, analyzing literary texts and apply skills to comprehend passages.

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

Grade 4:

- o Teach students to identify and interpret elements of story structure within and across texts.
- o Provide opportunities for students to compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account.
- o Use poetry to practice identifying descriptive language that defines moods and provides imagery. Specific strategies include the following: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, character chart, tools Author's use: Literary devices and Figurative language.

Grade 5:

- o Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently.
- o Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Specific strategies include the following: author's purpose chart, two column notes (opinion/support, conclusion/support, cause/effect), main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

Person or Persons Responsible

Teachers will provide students ample opportunities in this area.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gauge the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal:

- o 2013-2014 Baseline Reading Test (analyzed through Edusoft)
- o 2013-2014 District Reading Interim Assessments (analyzed through Edusoft)
- o FCAT Released Reading Test (analyzed through Edusoft)
- o 2014 FCAT 2.0 Reading Test

After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

The leadership team will monitor the fidelity of the implementation.

Target Dates or Schedule

Fidelity will be monitored monthly in grade level data chat meetings.

Evidence of Completion

Classroom assessments, Interim Assessments.

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data along with classroom monthly assessment data in order to monitor students' progress and adjust instruction as needed.

Person or Persons Responsible

The leadership team will monitor effectiveness.

Target Dates or Schedule

Effectiveness will be monitored monthly during grade level data chats.

Evidence of Completion

Classroom assessments, Interim Assessments.

G1.B3 As noted on the 2013 administration of the FCAT 2.0 Reading test, 44% of the students in grades 3-5 scored Levels 4 and 5 and showed substantial levels of proficiency when it came to reading application (i.e., Category 2). This would require students to maintain or improve performance, including the following: chronological order, conclusions/inferences, and relevant details (grades 3-5) and cause and effect (grades 4 and 5). Students need enrichment in the aforementioned skill areas in order to maintain, or increase this number to 47% in 2014, an increase of three percentage points.

G1.B3.S1 Provide students enrichment opportunities in the areas of chronological order, conclusions/inferences, and relevant details, and cause/effect.

Action Step 1

Teachers will assign students enrichment reading activities that will promote more analytical thinking and comprehending. Grade 3: o Provide opportunities for students to read and comprehend literature and informational text at the high end of the 2-3 text complexity band, independently and proficiently. o Ask and answer questions referring explicitly to the text as the basis for the answers. Grade 4: o Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently. o Provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text Grade 5: o Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently. o Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Specific strategies to increase student achievement and provide enrichment include the following: author's purpose chart, two column notes (opinion/support, conclusion/support, cause/effect), main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

Person or Persons Responsible

At grade level meetings, teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Ongoing

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Reading Test (analyzed through Edusoft) o 2013-2014 District Reading Interim Assessments (analyzed through Edusoft) o FCAT Released Reading Test (analyzed through Edusoft) o 2014 FCAT 2.0 Reading Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of chronological order, conclusions/inferences, and relevant details (grades 3-5) and cause and effect (grades 4 and 5). Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current proficiency levels.

Person or Persons Responsible

Administration, MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of chronological order, conclusions/inferences, and relevant details (grades 3-5) and cause and effect (grades 4 and 5). Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current proficiency levels.

Person or Persons Responsible

Administration, MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Interim Assessments

G1.B4 At least 80% of the of the students in grades 3-5 will make learning gains in Reading as reflected on the FCAT 2.0 Reading Test administered in 2014. This reflects a two percentage point increase from the current 78%. Students in this category demonstrated difficulties when asked to analyze literary texts (Category 3), while the fifth graders experienced difficulties with reading application (Category 2).

G1.B4.S1 Provide students opportunities to strengthen skills in analyzing literary text and reading application.

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

Grade 4:

- o Teach students to identify and interpret elements of story structure within and across texts.
- o Provide opportunities for students to compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account.
- o Use poetry to practice identifying descriptive language that defines moods and provides imagery.

Specific strategies include the following: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, character chart, tools Author's use: Literary devices and Figurative language.

Grade 5:

- o Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently.
- o Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Specific strategies include the following: author's purpose chart, two column notes (opinion/support, conclusion/support, cause/effect), main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame. In addition, students will actively participate in the Accelerated Reader Program.

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Implementation of the identified strategies will take place daily.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal:

- o 2013-2014 Baseline Reading Test (analyzed through Edusoft)
- o 2013-2014 District Reading Interim Assessments (analyzed through Edusoft)
- o FCAT Released Reading Test (analyzed through Edusoft)
- o 2014 FCAT 2.0 Reading Test

o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

Action Step 2

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Implementation of the identified strategies will take place daily.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Reading Test (analyzed through Edusoft) o 2013-2014 District Reading Interim Assessments (analyzed through Edusoft) o FCAT Released Reading Test (analyzed through Edusoft) o 2014 FCAT 2.0 Reading Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of analyzing literary texts and reading application.

Person or Persons Responsible

Administration, LLT, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data, Quarterly for Interim Assessment data

Evidence of Completion

Formative assessments such as SuccessMaker results reports, Edusoft reports for Interim Assessments and summative assessments such as FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of analyzing literary texts and reading application and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/Rtl, LLT

Target Dates or Schedule

Monthly for classroom data and quarterly for Interim Assessment data

Evidence of Completion

Formative assessments such as SuccessMaker reports results, Interim Assessments and summative assessments such as the FCAT 2.0 Reading Test.

G1.B5 The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students scoring in the lowest 25% in grades 3-5 experienced difficulties with vocabulary (Category 1) and with text features (Category 4). The number of students demonstrating learning gains in the lowest quartile will increase from 79% as indicated on the 2013 results to 81% in 2014, a two percentage point increase.

G1.B5.S1 Provide students opportunities experiencing new vocabulary within context and understand text features.

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. Furthermore, the MTSS/Rtl Leadership Team will monitor ongoing classroom assessments and ongoing progress monitoring on STAR Reading for students in the lowest 25%. Students identified as performing at the lowest 25% will receive additional support beyond what is offered to the students performing at proficient levels. These students will participate in pull-out intervention. Daily small group instruction will take place to provide direct instruction targeting the strategies/skills outlined below:

Grade 4:

- o Students develop and maintain a response journal.
- o Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area
- o Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Specific strategies include the following: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words, text feature chart, text feature analysis.

Grade 5:

- o Students develop and maintain a response journal.
- o Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.. Specific strategies include the following: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words. In addition, students will actively participate in the Accelerated Reader Program and will be assigned to SuccessMaker on a daily basis.

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. This includes small group instruction. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Reading Test (analyzed through Edusoft) o 2013-2014 District Reading Interim Assessments (analyzed through Edusoft) o STAR Reading Test administered at the end of every grading period o FCAT Released Reading Test (analyzed through Edusoft) o 2014 FCAT 2.0 Reading Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of Vocabulary and text features and to adjust instruction as needed.

Person or Persons Responsible

The administrative team and teachers will monitor the fidelity of implementation.

Target Dates or Schedule

Daily classroom reading assignments and quarterly Interim Assessment will be used.

Evidence of Completion

Formative assessments such as SuccessMaker reports results, classroom assessments, etc., and summative assessments such as the FCAT 2.0 Reading test will be used.

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of vocabulary and text features and to adjust instruction as needed.

Person or Persons Responsible

Administrative team and teachers will monitor the effectiveness.

Target Dates or Schedule

Daily classroom assessments and quarterly Interim Assessments will be used.

Evidence of Completion

Formative assessments such as SuccessMaker reports results, classroom assessments, etc. and summative assessments such as FCAT 2.0 Reading test will demonstrate evidence of completion.

G1.B6 ELL students demonstrated deficiencies in the area of Listening/Speaking as demonstrated on the CELLA administered in 2013. At least 69% of the ELLs in grades K-5 will demonstrate proficiency in Listening/Speaking in 2014 as compared to the level of proficiency in 2013 of 65%. This shows an increase of four percentage points.

G1.B6.S1 o To develop listening skills the following strategies will be implemented: use of listening centers, Language Experience Approach (LEA), Total Physical Response (TPR), use of illustrations and simple, direct language, with repetition, read alouds o To develop speaking skills the following strategies will be implemented: Brainstorming, cooperative learning, role play, think alouds .

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

Teachers and the administrative team will discuss the need to develop listening and speaking skills. They will develop appropriate tasks and rubrics, implement those tasks, and reconvene to discuss the results. Modifications will be made as necessary.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o Listening and speaking tasks will be developed to monitor student progress throughout the school year. o Use of rubrics to assess the development of the students' listening and speaking skills. o 2014 CELLA Test

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction.

Person or Persons Responsible

Administration, MTSS/Rtl

Target Dates or Schedule

Monthly for classroom assessments Quarterly for Interim Assessments

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and comprehending reading material and verbally will adjust instruction as needed.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 ELL students demonstrated deficiencies in the area of Reading as demonstrated on the CELLA administered in 2013. At least 45% of the ELLs will demonstrate proficiency in Reading in 2014 as compared to 39% in 2013, a four percentage point increase.

G1.B7.S1 o The development of reading skills will be enhanced through the implementation of the following strategies: activating prior knowledge, prediction, QAR, use of Task Cards, Reader's Theater, chunking, focus on key vocabulary, graphic organizers, reciprocal reading, cloze

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Reading Test (analyzed through Edusoft) o 2013-2014 District Reading Interim Assessments (analyzed through Edusoft) o STAR Reading Test administered at the end of every grading period o FCAT Released Reading Test (analyzed through Edusoft) o 2014 FCAT 2.0 Reading Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).2014 CELLA Test

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

The LLT team and the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

The LLT team and the MTSS/RtI team will monitor fidelity of implementation.

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, rubrics, assessments

Plan to Monitor Effectiveness of G1.B7.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA them make connections to the new information they will be learning.

G1.B8 ELL students demonstrated deficiencies in the area of Writing as demonstrated on the CELLA administered in 2013. At least 39% of the ELLs will demonstrate proficiency in Writing in 2014 as compared to 32% in 2013, a seven percentage point increase.

G1.B8.S1 Provide ELL students opportunities to develop reading skills through a variety of writing opportunities. through the implementation of the following strategies: the use of graphic organizers, illustrating and labeling, process writing, journals, spelling strategies, writing prompts, instruction on the rubrics

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. ELL student will improve writing through the implementation of the following strategies: the use of graphic organizers, illustrating and labeling, process writing, journals, spelling strategies, writing prompts, instruction on the rubrics

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal:

- o 2013-2014 District Writing Pre & Post Test
- o 2013-2014 Monthly Performance Writing Tasks
- o 2014 FCAT 2.0 Writing Test
- o 2014 CELLA Test

Action Step 2

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gauge the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 District Writing Pre & Post Test o 2013-2014 Monthly Performance Writing Tasks o 2014 FCAT 2.0 Writing Test o 2014 CELLA Test

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples with rubrics

Plan to Monitor Effectiveness of G1.B8.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

G2. The number of students in grade 4 achieving a 4.0 or above in Writing will increase from 80% in 2013 to 82% in 2014 demonstrating a two percentage point increase.

G2.B1 The students have had insufficient exposure to process writing, especially focusing on editing skills and the use of appropriate conventions (e.g., grammar, usage, and spelling of commonly used words). The number of students in grade four scoring a 3.5 or above will be 82% in 2014, a two percentage point increase from 2013.

G2.B1.S1 Provide students opportunities to utilize process writing, focus on editing skills and use appropriate conventions.

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. The strategies identified to increase student achievement are the following: provide direct instruction in the writing process (writers' workshop), focusing on editing and provide differentiated instruction through conferring as appropriate. o Focus on "The Making of a 4 Paper" to include mini-lessons on key components of writing, especially the development of the topic through the use of relevant, well-chosen facts, definitions, concrete details, and/or quotations, and the use of transitional words/phrases appropriate to the genre to organize and sequence ideas, thereby providing fluency in the writing.

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Monthly data chats.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 District Writing Pre & Post Test o 2013-2014 Monthly Performance Writing Tasks o 2014 FCAT 2.0 Writing Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data along with classroom monthly assessment data chats in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. In addition, administration will use Edusoft to track the progress of the student's to determine if they are improving in this area.

Person or Persons Responsible

Administration, MTSS/Rtl, LLT

Target Dates or Schedule

Daily classroom assignments, quarterly assessments.

Evidence of Completion

Results of quarterly assessments, teacher assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data along with classroom monthly assessment data chats in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. In addition, administration will use Edusoft to track the progress of the student's to determine if they are improving in this area.

Person or Persons Responsible

Administration, MTSS/Rtl, LLT

Target Dates or Schedule

Monthly classroom data, quarterly assessment data.

Evidence of Completion

Results of technology based interventions, interim assessment results, and classroom assessments.

G3. The number of students in grades 3-5 achieving a score of Level 3 or above on the 2014 administration of the Mathematics FCAT 2.0 will be 81% in 2014, an increase of one percentage point from 80% in the 2013 administration of the FCAT 2.0.

G3.B1 Students with Disabilities (SWD) experienced difficulties in the areas of base ten numbers and fractions (Category 2) and geometry and measurement (Category 3), as noted on the 2013 administration of the FCAT 2.0 Mathematics. Thirteen percent of SWD students met levels of proficiency. The target for 2014 will be 56%, a 43 percentage point increase.

G3.B1.S1 Provide students opportunities in the areas of base ten numbers and fractions and geometry and measurement.

Action Step 1

Grade 4: Support mathematical fluency and problem solving skills in the areas of: o relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5: Support mathematical fluency and problem solving skills in the areas of: o determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers, Administrative team, grade levels, Mathematics liaison

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Mathematics Test (analyzed through Edusoft) o 2013-2014 District Mathematics Interim Assessments (analyzed through Edusoft) o 2014 FCAT 2.0 Mathematics Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

Action Step 2

Provide professional development opportunities to teachers of Mathematics and Science utilizing Professional Learning Communities protocol and The Common Core Mathematics in a PLC at Work book.

Person or Persons Responsible

Representatives from Kindergarten through Fifth grade at the school site.

Target Dates or Schedule

Once a month.

Evidence of Completion

PD participants will submit reflections of all of their sessions.

Facilitator:

Lourdes Trujillo

Participants:

J. Osuna, M. Gonzalez, A. Bracci, A. Sims, M. Machaco, S. McGee, J. Olaniel, M. Ramirez, M. Alemany, M. Ochoa

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Teachers, Administration and Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration and Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B2 The number of students scoring at Achievement Level 3 in 2013 was 80%. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, varied across the grade levels. The students in third grade experienced difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories. These students will score at 81% in 2014, a one percentage point increase from 2013.

G3.B2.S1 Provide student opportunities to practice skills in the areas of problem solving and statistics, base ten numbers and fractions and geometry and measurement.

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. Grade 3: Provide opportunities for students to: o apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division o extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern o analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems Grade 4: Provide opportunities for students to: o compare and order fractions, mixed numbers, and decimals in the same or different forms o generate equivalent fractions or simplify fractions to lowest terms o relate halves, fourths, tenths, and hundredths to percents, and vice versa. Grade 5: Provide opportunities for students to: o determine the volume of prisms and determine the surface area of prisms given a graphic or net o solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane o perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Daily classroom assessments, quarterly assessments.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Mathematics Test (analyzed through Edusoft) o 2013-2014 District Mathematics Interim Assessments (analyzed through Edusoft) o 2014 FCAT 2.0 Mathematics Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Results of technology based intervention reports and classroom/district provided assessments will be utilized.

Person or Persons Responsible

The leadership team will monitor fidelity of implementation.

Target Dates or Schedule

Fidelity of implementation will be monitored monthly via data chat meetings.

Evidence of Completion

Results of the FCAT 2.0 administered in 2014 will be utilized as well as classroom assessments and district provided assessments.

Plan to Monitor Effectiveness of G3.B2.S1

Results of technology supported intervention reports and classroom and district provided assessments will be utilized.

Person or Persons Responsible

The leadership team will monitor for effectiveness.

Target Dates or Schedule

Effectiveness will be monitored monthly via data chat meetings.

Evidence of Completion

Results of the FCAT 2.0 administered in 2014 , classroom assessments and district provided assessments will be utilized to monitor effectiveness.

G3.B3 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 50% of students scored at Achievement Levels 4 and 5 and showed substantial levels of proficiency when it came to geometry and measurement (i.e., Category 3). This would require students to maintain or improve performance, including the following: perimeter, area, measurement (both customary and metric), time (including elapsed time), angles, rotations, translations, vertices, and surface area. Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency. Fifty-one percent of these students will score at Levels 4 and 5 in 2014, a one percentage point increase.

G3.B3.S1 Provide students enrichment opportunities with skills that include perimeter, area, measurement, time, angles, rotations, translations, vertices, and surface area.

Action Step 1

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary. Grade 3: In order to increase student achievement, provide opportunities for students to: o compose, decompose, and transform polygons to analyze and create other polygons o solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object o measure objects using fractional parts of linear units o determine the amount of time elapsed. Grade 4: In order to increase student achievement, provide opportunities for students to: o identify or describe a situation that requires the use of the area formula in a real-world context o identify and classify angles using benchmark angle measurements that may include geometric notation o identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape o identify two-dimensional views of a three-dimensional object Grade 5: In order to increase student achievement, provide opportunities for students to: o use different strategies to solve problems involving the volume and surface area of prisms o solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane o perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time

Person or Persons Responsible

Teachers and the administrative team.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Mathematics Test (analyzed through Edusoft) o 2013-2014 District Mathematics Interim Assessments (analyzed through Edusoft) o 2014 FCAT 2.0 Mathematics Test o After each assessment, the administrative team will lead).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administrative team and Mathematics liaison

Target Dates or Schedule

Monthly.

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration and Mathematics liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G3.B4 The number of students in grades 3-5 making learning gains in Mathematics as measured by the 2014 administration of the FCAT 2.0 Mathematics Test will be 87%. This reflects a one percentage point increase from the 2013 administration results of 86%.

G3.B4.S1 Provide students opportunities to review and revisit all areas of targeted deficiencies.

Action Step 1

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary. Grade 4: Support mathematical fluency and problem solving skills in the areas of: o relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5: Support mathematical fluency and problem solving skills in the areas of: o determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers, Administration and Mathematics liaison.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Mathematics Test (analyzed through Edusoft) o 2013-2014 District Mathematics Interim Assessments (analyzed through Edusoft) o 2014 FCAT 2.0 Mathematics Test o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administrative team and Mathematics liaison.

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administrative team and Mathematics liaison.

Target Dates or Schedule

Monthly.

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B5 The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics test for students in the lowest 25% were base ten numbers and fractions in fourth grade and geometry and measurement in fifth grade. However, 92% of these students made learning gains in 2013. Ninety-three percent of these students will make learning gains in 2014, a one percentage point increase.

G3.B5.S1 Provide students opportunities to review and/or revisit skills in the area of base ten numbers and fractions, geometry and measurement.

Action Step 1

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Daily small group instruction will take place to provide direct instruction targeting the strategies/skills outlined below:

Grade 4: Provide opportunities for students to:

- o compare and order commonly used fractions
- o identify an equivalent fraction when the given fraction is in simplest form
- o relate halves and fourths to percents and percents to halves or fourths

Grade 5: Provide opportunities for students to:

- o determine the volume of prisms
- o identify and plot ordered pairs in the first quadrant of a coordinate plane
- o perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours

In addition, students will actively participate in the STAR Math program and will be assigned to SuccessMaker on a daily basis.

Person or Persons Responsible

Teachers, Administration and Mathematics liaison.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. This includes small group instruction. Additionally, collaborative grade level

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal:

- o 2013-2014 Baseline Mathematics Test (analyzed through Edusoft)
- o 2013-2014 District Mathematics Interim Assessments (analyzed through Edusoft)
- o STAR Math Test administered at the end of every grading period
- o 2014 FCAT 2.0 Mathematics Test

o After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration and Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration and Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. The number of students in grades 3-5 scoring a Level 3 or above on the Science FCAT 2.0 administered in 2014 will be 34%, a two percentage point increase from 32% in 2013.

G4.B1 Thirty-two percent of students in grade 5 scored Achievement Level 3 in 2013. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science Test, was Physical Science (Category 3). In 2014, 34% of the students will score Level 3 or above, a two percentage point increase.

G4.B1.S1 Provide students opportunities in the area of Physical Science through hands-on experiences.

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. Grade 5: The strategies identified to increase student achievement are the following:

- o Ensure that instruction will include teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.
- o Plan collaboratively on a weekly basis using the District Pacing Guide
- o Implement all essential laboratories developed by MDCPS
- o Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking
- o Encourage students to communicate verbally (accountable talk) and in writing
- o Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.
- o Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)
- o Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.)
- o Promote reading informational text, as delineated by Common Core Standards. Instruction in grades K-4 will also adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.

Person or Persons Responsible

Teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

Target Dates or Schedule

Strategies will be monitored through daily classroom assessments and quarterly interim assessments.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal:

- o 2013-2014 Baseline Science Test (analyzed through Edusoft)
- o 2013-2014 District Science Interim Assessments (analyzed through Edusoft)
- o Ongoing assessment designed through Exam View
- o 2014 FCAT 2.0 Science Test

After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

The administrative team will utilize results of technology intervention reports and district and state provided assessment results such as the Science Baseline and Interim Assessments.

Person or Persons Responsible

The administrative team will monitor the fidelity of the implementation.

Target Dates or Schedule

The administrative team will monitor at least once a month via data chats and grade level meetings.

Evidence of Completion

Evidence of completion will be found via the results of the FCAT 2.0 Science Assessment.

Plan to Monitor Effectiveness of G4.B1.S1

Daily observations of class instruction, reports from technology interventions and results of district-provided assessments will be utilized.

Person or Persons Responsible

The leadership team will monitor for effectiveness.

Target Dates or Schedule

It will be monitored daily, informally, and twice a month in grade level data chat meetings.

Evidence of Completion

Evidence of completion will be the results of the state assessment, FCAT 2.0 Science Test.

G4.B2 As noted on the 2013 administration of the FCAT 2.0 Science Test, 33% of the students scored at Achievement Levels 4 and 5 and showed substantial levels of proficiency when it came to physical science (i.e., Category 3). This would require students to maintain or improve performance. Therefore, students need enrichment in the aforementioned category in order to maintain, or increase, the current level of proficiency. The number of students scoring a Level 4 or 5 in 2014 will be 34%, a 1 percentage point increase.

G4.B2.S1 Provide students enrichment opportunities in the area of Physical Science.

Action Step 1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data along with classroom monthly assessment data chats in order to monitor students' knowledge in the area of writing and will adjust instruction as needed. Grade 5: In order to increase student achievement, provide opportunities for students to:

- o Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.
- o Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.
- o Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.
- o Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.
- o Ensure that students participate in scientific enrichment activities, science competitions, and science clubs.

Person or Persons Responsible

Teachers and the administrative team will monitor the implementation of the identified strategies.

Target Dates or Schedule

Monthly classroom data and quarterly Interim Assessment results.

Evidence of Completion

Formative assessments such as SuccessMaker reports, classroom grades, Reading Plus reports, etc. and summative assessments such as the results of the FCAT 2.0 Science test.

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of scientific concepts and to adjust instruction as needed.

Person or Persons Responsible

Teachers and the administrative team.

Target Dates or Schedule

Daily classroom science assignments and quarterly Interim Assessment results.

Evidence of Completion

Formative assessments such as Science Interim Assessment and summative assessments such as FCAT 2.0 Science assessment.

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of predicting scientific concepts and to adjust instruction as needed.

Person or Persons Responsible

Teachers and administrative team.

Target Dates or Schedule

Daily classroom assessments and quarterly Interim Assessments.

Evidence of Completion

Formative assessments such as GIZMOS reports, classroom assessments, etc. and summative assessments such as FCAT 2.0 Science test.

G5. The number of students participating in Project Based Learning in STEM will increase to 37% in the 2013-2014 school year, a seven percentage point increase over participation in 2012-2013 which was 32%.

G5.B1 The students have had insufficient opportunities to participate in project-based, scientific inquiry activities. The number of STEM related experiences will increase from 12 in 2013 to 15 in 2014.

G5.B1.S1 Provide students opportunities to participate in project-based, scientific inquiry activities.

Action Step 1

Establish a STEM PLC to identify, plan, coordinate, and monitor the implementation of various STEM-related experiences. Review rubric established by the district. Students will participate in ongoing science lab experiments. o Students will keep a science journal (I.A.N./ J.O.S.E.) to reflect on their scientific inquiries. o Students will participate in the school-held science fair. o Students will participate in two Science Camp Days to be held throughout the school year.

Person or Persons Responsible

Teachers, the administrative team and science liaison.

Target Dates or Schedule

The administrative team will monitor use of Science Lab/ hands-on inquiry-based activities, especially during Science Camp Days. Members of the STEM PLC will monitor Science Fair participation and will be involved in judging the experiments submitted.

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o Logs and rating scales o Science Fair rubric o Student science journals

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

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration and Science liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Interim Assessment data. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

Administrators and Science Liaison will monitor The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration and Science liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Science Fair entries, Student experiments.

G6. The number of students Kindergarten through fifth grade missing 10% or more of instructional time, receiving two or more behavior referrals, and receiving behavior referrals leading to suspension will decrease in 2014 to 1%, 20%, and 0% respectively.

G6.B1 Attendance data from the 2012-2013 school year indicates that 2% of the students missed 10% or more of available instructional time throughout the school year. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school. The number of students missing 10% or more of available instructional time will decrease to 1% during the 2013-2014 school year.

G6.B1.S1 Provide students random reward systems throughout the school year to encourage positive attendance habits.

Action Step 1

The strategies identified to improve student attendance and increase the amount of time students spend in school include the following:

- o Provide incentives, through the “You Are A ‘STAR’ Student” Program, for students with exemplary attendance, as well as students who come to school on time.
- o Implement the strategies recommended by the N.B.A. (Never Be Absent) Committee to recognize students with perfect attendance, as well those who with “0” tardies. The persons responsible for monitoring the implementation of these strategies include the members of the A.R.C., the N.B.A. Committees and administration.

Person or Persons Responsible

Teachers, the administration and school counselor will monitor attendance.

Target Dates or Schedule

Attendance will be monitored daily.

Evidence of Completion

Daily attendance bulletin.

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

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person or Persons Responsible

Leadership team and counselor will monitor fidelity.

Target Dates or Schedule

Fidelity of implementation will be monitored daily.

Evidence of Completion

Student Case Management records and attendance records will be used to demonstrate evidence of fidelity.

Plan to Monitor Effectiveness of G6.B1.S1

Daily attendance bulletin and Student Case Management reports will be utilized.

Person or Persons Responsible

The leadership team will monitor for effectiveness.

Target Dates or Schedule

Daily monitoring of attendance logs and Student Case Management reports will monitor effectiveness.

Evidence of Completion

Final attendance logs and Student Case Management reports will be utilized as final evidence of effectiveness.

G6.B2 Student Case Management (SCM) records indicate that students receiving two or more behavior referrals was 21% in 2013. This will be reduced by one percentage point to 20% in 2014.

G6.B2.S1 Provide students positive attendance and behavioral incentives throughout the school year.

Action Step 1

Review the Code of Student Conduct. Have the students review the Code with their Parents. Implement Tier I strategies. Identify students in need of Tier II strategies. Discuss individual cases with Counselor and administrative team, if necessary. Monitor progress. Request assistance of the SST, if necessary. The strategy identified to increase student achievement is the following: o Provide opportunities for students and parents to become familiar with the contents of the Code of Student Conduct. o Provide incentives, through the S.T.A.R. Student Program, to improve student behavior.

Person or Persons Responsible

The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/Rtl Leadership Team, specifically the Principal, Assistant Principal, and Counselor and teachers. This will be done through a combination of classroom walkthroughs and conferences with teachers.

Target Dates or Schedule

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. Based on the results of ongoing evaluations of the effectiveness of Tier 1 strategies, Tier 2 supplemental intervention and Tier 3 intensive intervention will be coordinated for students with more severe behavior problems.

Evidence of Completion

The MTSS/Rtl Leadership Team will monitor the incidence and severity of teacher discipline referrals.

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

The MTSS/Rtl team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person or Persons Responsible

The MTSS/Rtl team and attendance committee

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs.

Plan to Monitor Effectiveness of G6.B2.S1

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person or Persons Responsible

MTSS/RtI and Attendance committee

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs.

G6.B3 Data from the 2012-2013 school year indicated that 43% of students were not proficient in reading by third grade and that students retained in grades Pre-Kindergarten through fifth grade was at a rate of 1% . Students need strong reading skills in order to learn and be successful in all school subjects, such as science, social science, writing, reading, and math. In monitoring the Early Warning Systems, the MTSS/Rtl team and LLT team will monitor the retained 3rd grade students and other students that are not proficient readers by third grade. They work to maintain the number of retained students at 1% percent or less.

G6.B3.S1 The strategies identified to develop early literacy skills in struggling readers include the following:

- o Use the Florida Center for Reading Research (F.C.R.R.) to provide appropriate learning activities based on identified needs.
- o Provide small group skills-based instruction focusing on identified needs.
- o Model effective reading through read alouds and think alouds

Action Step 1

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Target Dates or Schedule

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

Evidence of Completion

- o F.A.I.R. Assessments, administered three times throughout the school year.
- o On-going classroom assessments based on the reading program.
- o After each F.A.I.R. assessment period, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B3.S1

The MTSS/RtI team, LLT, and attendance committee will review attendance logs and monitor and track the attendance of students that are not proficient in reading by third grade. They will constantly contact the parents of these students and educate them on the importance of coming to school daily.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

FAIR reports, Interim Assessments, Classroom Assessments

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

Currently, there are no migrant students enrolled at Wesley Matthews Elementary School. Should migrant students enroll, the school will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title 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 the school's Professional Development Liaisons (PDL), focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Wesley Matthews Elementary School, Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science,

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

Title X- Homeless

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

as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Wesley Matthews Elementary School is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.

Nutrition Programs

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

Other

Wesley Matthews Elementary School benefits from the Health Connect in Our Schools initiative:

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

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 percentage of students scoring at or above Level 3 on the 2014 administration of the Reading FCAT 2.0 will be at least 80%. This represents a seven percentage point increase from the 2013 FCAT administration of 73%.

G1.B1 Students in the Hispanic, White and Economically Disadvantaged Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application. The students had difficulties reading grade-level text and identifying chronological order events within a text. These students will score 79%, 95% and 78% respectively during the 2014 Reading FCAT 2.0. This reflects a 6, 20 and 10 percentage point increase from the 2013 results of the Reading FCAT 2.0.

G1.B1.S1 Teachers will use timelines and sequence chains to help students identify chronological order.

PD Opportunity 1

Provide professional development opportunities to teachers utilizing Professional Learning Communities protocol and The Common Core Writing Book for reflection

Facilitator

Monica Ramirez

Participants

S. Murado, M. Mora, B. Rosen, L. Trujillo, L. Fernandez, E. Urrea, S. Guedes

Target Dates or Schedule

Once a month.

Evidence of Completion

Completion of Reflections of all PD sessions.

G3. The number of students in grades 3-5 achieving a score of Level 3 or above on the 2014 administration of the Mathematics FCAT 2.0 will be 81% in 2014, an increase of one percentage point from 80% in the 2013 administration of the FCAT 2.0.

G3.B1 Students with Disabilities (SWD) experienced difficulties in the areas of base ten numbers and fractions (Category 2) and geometry and measurement (Category 3), as noted on the 2013 administration of the FCAT 2.0 Mathematics. Thirteen percent of SWD students met levels of proficiency. The target for 2014 will be 56%, a 43 percentage point increase.

G3.B1.S1 Provide students opportunities in the areas of base ten numbers and fractions and geometry and measurement.

PD Opportunity 1

Provide professional development opportunities to teachers of Mathematics and Science utilizing Professional Learning Communities protocol and The Common Core Mathematics in a PLC at Work book.

Facilitator

Lourdes Trujillo

Participants

J. Osuna, M. Gonzalez, A. Bracci, A. Sims, M. Machaco, S. McGee, J. Olaniel, M. Ramirez, M. Alemany, M. Ochoa

Target Dates or Schedule

Once a month.

Evidence of Completion

PD participants will submit reflections of all of their sessions.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring at or above Level 3 on the 2014 administration of the Reading FCAT 2.0 will be at least 80%. This represents a seven percentage point increase from the 2013 FCAT administration of 73%.	\$2,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
EESAC Money	\$2,000	\$2,000
Total	\$2,000	\$2,000

Budget Details

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

G1. The percentage of students scoring at or above Level 3 on the 2014 administration of the Reading FCAT 2.0 will be at least 80%. This represents a seven percentage point increase from the 2013 FCAT administration of 73%.

G1.B1 Students in the Hispanic, White and Economically Disadvantaged Subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application. The students had difficulties reading grade-level text and identifying chronological order events within a text. These students will score 79%, 95% and 78% respectively during the 2014 Reading FCAT 2.0. This reflects a 6, 20 and 10 percentage point increase from the 2013 results of the Reading FCAT 2.0.

G1.B1.S1 Teachers will use timelines and sequence chains to help students identify chronological order.

Action Step 1

Utilizing the FCIM, administration will have monthly data chats with teachers to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. Also, administration will have quarterly data chats with teachers to review Interim Assessment data. In addition, administration will use Edusoft to track the progress of the Hispanic, White and Economically Disadvantaged subgroup student's to determine if they are improving in this area. Strategies to use are as follows: Grade 4: o Teach students to identify and interpret elements of story structure within and across texts. o Provide opportunities for students to compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. o Use poetry to practice identifying descriptive language that defines moods and provides imagery. Specific strategies include the following: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, character chart, tools Author's use: Literary devices and Figurative language. Grade 5: o Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently. o Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Specific strategies include the following: author's purpose chart, two column notes (opinion/support, conclusion/support, cause/effect), main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

Resource Type

Personnel

Resource

The school utilizes EESAC funds to compensate the Lead Teacher at the school site.

Funding Source

EESAC Money

Amount Needed

\$2,000