



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Shadowlawn Elementary School

149 NW 49TH ST

Miami, FL 33127

305-758-3673

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 98%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A	2009-10 C
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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
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Shadowlawn Elementary School

Principal

Gwendolyn Haynes-Evans

School Advisory Council chair

Kecia Smith

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

Name	Title
Gwendolyn Haynes-Evans	Principal
Leonardo Mouriño	Assistant Principal
Tewaña Reddick	Reading Coach
Claribel Garcia	Reading Coach
Kecia Smith	Math Coach
Maria Rodriguez	Science Coach
Robyn Williams	Technology Liaison
Joan Weinbaum	School Counselor/ LEA
Sylvia Hernandez	ELL Chairperson

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 (PA) -1, Alternate Principal (APA)- 1, Union Steward (UTD) - 1, Teachers (T) - 5, Alternate Teacher (AT) - 1, Parents (P) - 4, Alternate Parents (AP) - 1, Educational Support Employee (E) - 1, Alternate Educational Support Employee (AE), Student – 1, Alternate student-1, Business/Community Representative (BCR) –1

Involvement of the SAC in the development of the SIP

The EESAC reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes.

Activities of the SAC for the upcoming school year

Monthly meetings are posted and a listing is visible on the parent bulletin board directly outside the main office. The primary activities of the EESAC include data monitoring of District Interim Assessments, monitoring the implementation of the SIP, and the discussion of academic strategies to improve student achievement.

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

Tutoring for selected students: \$2,000.00
Incentives: \$1550.00

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

Not In Compliance

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

Parent representatives will be elected at the first PTA meeting in August.
Student representatives will be elected by students in August.

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:

Gwendolyn Haynes-Evans

Principal

Years as Administrator: 25

Years at Current School: 5

Credentials

BS-Elementary Education, Tuskegee University; Master of Science- Elementary Administration and Supervision, Nova Southeastern University

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 30 %
 Math Proficiency, 37 %
 Rdg. Lrg. Gains, 38 points
 Math Lrg. Gains, 37 points
 Rdg. Imp. of Lowest 25% - 28 points
 Math Imp. of Lowest 25% - 31 points
 Rdg. AMO – No
 Math AMO – No

2012 – School Grade B
 Rdg. Proficiency, 38 %
 Math Proficiency, 50 %
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO – No
 Math AMO – No

2011 – School Grade A
 Rdg. Proficiency, 63 %
 Math Proficiency, 70 %
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 67 points
 Rdg. AYP – No
 Math AYP – No

2010 – School Grade C
 Rdg. Proficiency, 52 %
 Math Proficiency, 68 %
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 77 points
 Rdg. AYP – No
 Math AYP – No

2009 – School Grade C
 Rdg. Proficiency, 53 %
 Math Proficiency, 62 %
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 62 points

Rdg. AYP – No
Math AYP – No

Leonardo Mouriño

Asst Principal

Years as Administrator: 19

Years at Current School: 2

Credentials

Degree/s:
 BS-Psychology,
 University of Miami
 MS-Early Childhood Education,
 Florida International University
 Nova Southeastern University
 Certification/s:
 Elementary Education,
 Primary Education K-3
 Educational Leadership

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 30 %
 Math Proficiency, 37 %
 Rdg. Lrg. Gains, 38 points
 Math Lrg. Gains, 37 points
 Rdg. Imp. of Lowest 25% - 28 points
 Math Imp. of Lowest 25% - 31 points
 Rdg. AMO – No
 Math AMO – No
 2012 – School Grade B
 Rdg. Proficiency, 51 %
 Math Proficiency, 53 %
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% - 86 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AMO – No
 Math AMO – No
 2011 – School Grade A
 Rdg. Proficiency, 73 %
 Math Proficiency, 79 %
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 68 points
 Rdg. AYP – No
 Math AYP – No
 2010 – School Grade A
 Rdg. Proficiency, 71 %
 Math Proficiency, 70 %
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 58 points
 Math Imp. of Lowest 25% - 69 points
 Rdg. AYP – No
 Math AYP – No
 2009 – School Grade A

Rdg. Proficiency, 72 %
Math Proficiency, 75 %
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% - 64 points
Math Imp. of Lowest 25% - 75 points
Rdg. AYP – No
Math AYP – No

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tewaña Reddick

Full-time / School-based

Years as Coach: 7

Years at Current School: 11

Areas

Reading/Literacy

Credentials

Degree/s:

BA-Elementary Education K-6

Union Institute University

MS-Reading K-12

Florida International University

ED S – Curriculum & Instruction

Management & Supervision

ED S – Educational Leadership

Nova Southeastern University

Certification/s:

Elementary Education, K-6

ELL Endorsed

Reading K-12

Educational Leadership

Performance Record

2013 – School Grade C

Rdg. Proficiency, 30 %

Rdg. Lrg. Gains, 38 points

Rdg. Imp. of Lowest 25% - 28 points

Rdg. AMO – No

2012 – School Grade B

Rdg. Proficiency, 38 %

Rdg. Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 80 points

Rdg. AMO – No

2011 – School Grade A

Rdg. Proficiency, 63 %

Rdg. Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% - 73 points

Rdg. AYP – No

2010 – School Grade C

Rdg. Proficiency, 52 %

Rdg. Lrg. Gains, 57 points

Rdg. Imp. of Lowest 25% - 57 points

Rdg. AYP – No

2009 – School Grade C

Rdg. Proficiency, 53 %

Rdg. Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 72 points

Rdg. AYP – No

Kecia Smith		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Mathematics	
Credentials	Degree/s: BA-Elementary Education Pre-K – 3; K-6 Florida International University MS-Elementary Education Barry University Certification/s: Elementary Education, Pre-K – 3; K-6 Montessori (3-6; 6-9) Educational Leadership	
Performance Record	2013 – School Grade C Math Proficiency, 37 % Math Lrg. Gains, 37 points Math Imp. of Lowest 25% - 31 points Math AMO – No 2008-2012 - School Grade- N/A Lillie E. Suder Elementary School Clayton County Public Schools, Jonesboro, Georgia	

Maria Rodriguez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 11
Areas	Science	
Credentials	Degree/s: BA-Anthropology; BA Art University of California, Burkley Graduate Teacher’s Credential Program BCLSD (Bilingual, Cross-Cultural Language, and Academic Development) Elementary Teacher Certification Program San Francisco State University Certification/s: Elementary Education,K-6	
Performance Record	2013 – School Grade C Sci. Proficiency, 44 % 2012 – School Grade B Sci. Proficiency, 50 %	

Claribel Garcia		
Full-time / School-based	Years as Coach: 9	Years at Current School: 0
Areas	[none selected]	
Credentials	Degree/s: BA-Elementary Education 1-6 University of Milwaukee-Wisconsin MS-Reading K-12 Florida International University MS – Educational Leadership St. Thomas University Certification/s: Elementary Education,1-6 ELL Endorsement Reading K-12 Educational Leadership	
Performance Record	2013 – School Grade B Rdg. Proficiency, 42 % Rdg. Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 64 points Rdg. AMO – No	

Classroom Teachers

# of classroom teachers	17
# receiving effective rating or higher	27, 159%
# Highly Qualified Teachers	88%
# certified in-field	26, 153%
# ESOL endorsed	20, 118%
# reading endorsed	3, 18%
# with advanced degrees	3, 18%
# National Board Certified	0, 0%
# first-year teachers	2, 12%

with 1-5 years of experience

2, 12%

with 6-14 years of experience

16, 94%

with 15 or more years of experience

8, 47%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

Teacher Recruitment and Retention Strategies

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

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

The Administration and Leadership Team are both responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Shadowlawn Elementary School. In order to retain teachers, Shadowlawn Elementary will mentor new and beginning teachers and provide regular dialogue sessions.

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

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Rational for Pairings:

- 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

Planned Mentoring Activities:

- Match eligible personal with a MINT certified site-based mentor
- Beginning Teacher Orientation
- Provide a certified site-based mentor for 2nd and 3rd year teachers.
- New teachers will be provided procedures manuals during the opening of school meeting. Provide information regarding MINT Meetings to identified/eligible personnel

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

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

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

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

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

Tier 2 & 3

The second and third 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 2/3 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (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 implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year. The MTSS/RTI 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 2/3 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS/RTI 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/RTI 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

The Shadowlawn Elementary School Reading Leadership Team (RLT) consists of the following individuals:

1. Administration: Ms. Gwendolyn Haynes-Evans (Principal), Mr. Leonardo Mouriño (Assistant Principal)
2. Reading Coaches: Ms. Tewaña Reddick & Ms. Claribel Garcia
3. Mathematics Coach Ms. Kecia Smith
4. Science Coach, Ms. Maria Rodriguez
5. Technology Liaison, Robyn Williams
6. Counselor: Ms. Joan Weinbaum
7. Selected Reading Teachers: Ms. Dana Sapp, Ms. Jule Williams, Ms. Norma Campbell, Ms. Jaime Degiacomo, Dr. Mona Abou-Assali, Ms. Sylvia Hernandez, Mr. Dominique Choute
8. Selected Content Area Teachers: Ms. Geanne Georges

The purpose of the Reading 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 selects team members for the Reading Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The instructional coaches are vital in the process of providing job embedded professional development at the school level. The principal, instructional coaches, mentor reading teachers, content area teachers, and other principal appointees will serve on this team. The team will meet at least once a month, or may choose to meet more often. The Reading Leadership Team maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is evident and effective.

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

The Reading Leadership Team will develop and support Lesson Studies that focus on implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines.

The Tier 1, Tier 2, and Tier 3 documentation will support academic and/or behavioral goals as listed on the SIP plan. This plan will be monitored with fidelity. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

- FAIR Assessment
- STAR Reading Assessment / Accelerated Reader
- Ongoing Progress Monitoring (OPM)
- Saxon Intervention Program
- Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- MDCPS Baseline & Interim assessments
- State/Local Math and Science assessments
- FCAT 2014
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions

- Suspensions/expulsions/Alternative to Suspensions
- Referrals by student behavior, staff behavior, and administrative context
- Functional Assessment of Behavior (FAB) / Behavior Intervention Plan (BIP)
- Office referrals per day/ per month
- School Climate surveys
- Attendance

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

The school will participate in the MTSS/RTI district professional development which consists of:

1. Administrators will attend district trainings in MTSS/RTI foundations and MTSS/RTI problem solving at Tiers 1, 2, and 3, and School Support Team Training.
2. MTSS/RTI team members will attend district trainings in MTSS/RTI foundations and MTSS/RTI problem solving at Tiers 1, 2, and 3, and School Support Team Training.
3. Staff will participate in ongoing RTI professional development.

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: Extended Day for All Students**Minutes added to school year: 10,800**

This year, Shadowlawn Elementary School was designated by the State of Florida as being one of the "Lowest 100 Elementary Schools." This determination was made by analyzing reading proficiency levels and reading learning gains data. Even though our school received a C as a school letter grade, we are part of this group based on our reading data on the 2013 FCAT, and will receive support from the Educational Transformation Office (ETO).

One of the requirements of this statute is to extend the school day by offering an additional hour of reading intervention/enrichment to all students. This instruction will be embedded in the school day without changes to other curriculum programs. Additionally, implementation of this program will ensure that students receive special area classes such as art and music despite requiring intervention in reading.

In order to facilitate this, the school day will be extended by sixty minutes. Students in Grades K-1 will now attend school from 8:35 am to 3:05 pm and students in grades 2-5 will now attend from 8:35 am to 4:05 pm. On Wednesdays, all students in grades K - 5 will be dismissed at 3:05 pm. The times for VPK students remains the same, from 8:20 am to 1:50 pm. Transportation will not be affected and any student who received bus transportation will still receive it with a revised afternoon drop off time.

Students will also receive extended times for both Reading Intervention and Mathematics.

During the 2012-2013 School Year, Shadowlawn was also designated as University of Cambridge School of Excellence. As a Cambridge School, students in selected classrooms will receive rigorous academic continuum that emphasizes analysis, problem solving, and communication skills.

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?

Students that participate in the extended day are monitored for success on Baseline, interim, and quarterly assessments administered beginning August 2013 and analyzed by instructional teachers and the Leadership Team.

Who is responsible for monitoring implementation of this strategy?

The Shadowlawn Elementary School Literacy Leadership Team consists of the following individuals:

- Administration: Ms. Gwendolyn Haynes-Evans (Principal), Mr. Leonardo Mouriño (Assistant Principal)
- Reading Coaches: Ms. Tewaña Reddick and Ms. Claribel Garcia
- Mathematics Coach: Ms. Kecia Smith
- Science Coach: Ms. Maria Rodriguez
- Student Services: Ms. Joan Weinbaum
- Selected Reading Teachers: Mr. Cory Perry, Ms. Jule Williams, Mr. Dominique Choute, Ms. Sylvia Hernandez, Ms. Robin Williams, and Ms. Dana Sapp

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Gwendolyn Haynes-Evans	Principal
Leonardo Mouriño	Assistant Principal
Tewaña Reddick	Reading Coach
Claribel Garcia	Reading Coach
Kecia Smith	Math Coach
Maria Rodriguez	Science Coach
Joan Weinbaum	School Counselor / LEA
Cory Perry	Special Area Liaison
Jule Williams	Primary Liaison
Dominique Choute	SPED Liaison
Sylvia Hernandez	ELL Liaison
Robin Williams	Technology Liaison / Intermediate Liaison
Dana Sapp	Social Studies Liaison / Grade Book Manager

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to build capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team will meet at least once a month, or may choose to meet more often. The principal selects team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal, instructional coaches, mentor reading teachers, content area teachers, and other principal appointees will serve on this team. The Literacy Leadership Team maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

Literacy Leadership Teams will be encouraged and supported with assisting in Lesson Studies and Common Planning to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary Support Teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines.

Every Teacher Contributes to Reading Instruction

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

Reading is integrated throughout the school's entire curriculum. Lesson Plans reflect integration of reading throughout the lesson; Instructional Coaches provide support to all Instructional and Support Staff.

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 Transition to Kindergarten Initiative requires that shared responsibilities of the schools, parents and administrators recognize the transition as a process that all partners experience, rather than an event that happens to a child. The school counselor, grade level chairperson and principal arranges for flyers to be created and sent out to local area schools regarding an orientation to be held. The orientation provides families with information, expectations and resources to support transition to kindergarten. The Parent Academy discusses the transition, as well as health care options for families. They are introduced to their teachers and are made familiar with their surroundings. Parents are acquainted with the requirements and expectations for kindergarten, prior to kindergarten, students are tested with the Kindergarten Readiness Assessment developed by a team of highly qualified and experienced teachers to determine placement and needs of each entering pupil. The areas assessed are recognizing Uppercase and Lowercase Letters, Letter/Sound Recognition, and recognizing and using individual sounds to create words. Parents are given a Home Language Survey when they register to determine the language needs of their children. Parent involvement is encouraged at all events. The Connect- ED system calls parents to notify them of these events. Flyers are sent in a timely manner prior to the event. Events are posted on the electronic marquis located on the south side of the school building, easily visible from the main street. All teachers are trained to meet the social and academic needs of their students. Kindergarten students will be tested with FAIR and FLORIDA KINDERGARTEN READINESS SCREENER (FLKRS). Data from screening will be used to plan both academic and social/emotional instruction for all students and for groups of students and will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments. Students will be tested mid-year with FAIR to determine learning gains in order to make adjustments to the intervention and instructional programs. The office staff distributes Kindergarten preparation brochures and other documents to interested parents throughout the school year.

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	57%	30%	No	61%
American Indian				
Asian				
Black/African American	56%	30%	No	60%
Hispanic	66%	32%	No	69%
White				
English language learners	48%	21%	No	53%
Students with disabilities				
Economically disadvantaged	57%	29%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	17%	40%
Students scoring at or above Achievement Level 4	17	11%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		38%	44%
Students in lowest 25% making learning gains (FCAT 2.0)		28%	35%

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)	26	38%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		21%

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	[data excluded for privacy reasons]		21%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	37%	No	66%
American Indian				
Asian				
Black/African American	61%	36%	No	65%
Hispanic	71%	42%	No	74%
White				
English language learners	48%	30%	No	53%
Students with disabilities				
Economically disadvantaged	63%	37%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	25%	47%
Students scoring at or above Achievement Level 4	15	10%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		37%	43%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		31%	38%

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	11	21%	26%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	48	100%	100%

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	37	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	14	4%	3%
Students who are not proficient in reading by third grade	47	78%	70%
Students who receive two or more behavior referrals	26	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	4%	3%

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

As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

Specific Parental Involvement Targets

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

- G1.** 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 57 %. The 2013 FCAT Reading performance results indicated that only 30% of the students achieved this goal. The 2014 target goal for all students in Reading is 61%.
- G2.** The 2013 FCAT Writing performance results indicated that 33% of the students in the fourth grade scored at or above a 3.5. The 2014 FCAT Writing Target Goal in grade four is for 58% of the students to score a 4.0 or higher.
- G3.** 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 63 %. The 2013 FCAT Math performance results indicated that only 37% of the students achieved this goal. The 2014 target goal for all students in Math is 66%
- G4.** The 2013 FCAT Science performance results indicated that 31% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target Goal is to have 38% of the students in grade five to score a 3.0 or higher.
- G5.** Our school needs to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process.
- G6.** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.
- G7.** As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

Goals Detail

G1. 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 57 %. The 2013 FCAT Reading performance results indicated that only 30% of the students achieved this goal. The 2014 target goal for all students in Reading is 61%.

Targets Supported

- Reading (AMO's, Learning Gains, CELLA)

Resources Available to Support the Goal

- Reading Coaches Saxon Intervention McGraw Hill Reading Series SuccessMaker

Targeted Barriers to Achieving the Goal

- The 2013 FCAT Reading AMO target percent performance data of students, in the varying subgroups, scoring at Achievement Level 3 was: 58% Black/African American, 57% Economically Disadvantaged (ED), 48% 53 English Language Learners (ELL), and 66% Hispanic. The data for each of these subgroups indicates that there is a deficiency in Reporting Category 3 [LA.3.5.1.7.2]; Students in these subgroups experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1] Our AMO Subgroup targets for the 2014 FCAT Reading performance data is: 60% Black/African American, 61% Economically Disadvantaged, and 69% Hispanic, Respectively.
- The 2013 FCAT Reading performance data of students scoring at Achievement Level 4 for students in the Black, ED, ELL, and Hispanic subgroups, indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3- CCSS.ELA-Literacy.RL.5.9].
- 2013 FCAT Reading performance data indicates that 38% of all students made a learning gain. A review of the data revealed that there is a deficiency in Reporting Category 3 [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1]
- 2013 FCAT Reading performance data indicates that only 28% of the students in the lowest 25% made a learning gain. A review of the data revealed that there is a deficiency in Reporting Category 3 [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1]
- 2013 CELLA Reading performance data indicates that 38% of the ELL students scored proficient in Listening /Speaking. Students require additional opportunities in and outside of the classroom to speak in English.
- 2013 CELLA Reading performance data indicates that 23% of the ELL students scored proficient in Reading. Students require additional opportunities in and outside of the classroom to read English.
- 2013 CELLA Reading performance data indicates that 12% of the ELL students scored proficient in Writing. Students require additional opportunities to practice academic writing.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G2. The 2013 FCAT Writing performance results indicated that 33% of the students in the fourth grade scored at or above a 3.5. The 2014 FCAT Writing Target Goal in grade four is for 58% of the students to score a 4.0 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Coach ELL Teacher

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts that included a main idea and characters with an engaging plot and a range of appropriate and specific narrative actions.
- In addition, students will require additional support with fluency in the expository essay writing. Students experienced difficulty in writing expository account related to a topic.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G3. 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 63 %. The 2013 FCAT Math performance results indicated that only 37% of the students achieved this goal. The 2014 target goal for all students in Math is 66%

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

- Math Coach Go Math Series Math Central

Targeted Barriers to Achieving the Goal

- The 2013 FCAT Math AMO target percent performance data of students, in the varying subgroups, scoring at Achievement Level 3 was: 61% Black/African American, 63% Economically Disadvantaged, 53 ELL, and 74% Hispanic. The data for each of these subgroups indicates that these students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.
- According to the results of the 2013 FACT 2.0, students in Grade 3 experienced difficulty in Reporting Category 2, Fractions. Students need many and varied opportunities to identify, compare and order fractions in real world contexts.
- According to the results of the 2013 FACT 2.0, students in Grade 4 experienced difficulty in Reporting Category 2, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.
- According to the results of the 2013 FACT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as converting, contrasting and comparing customary units of length, weight and capacity in addition to recognizing and comparing two-dimensional and solid figures.
- 2013 FCAT Math performance data of students scoring at Achievement Level 4 for students in the Black, Economically Disadvantaged and Hispanic subgroups, indicates that students need additional opportunities to discuss and write about mathematics.
- 2013 FCAT Math performance data indicates that only 37% of all students made learning gains.
- 2013 FCAT Math performance data indicates that only 31% of the students in the lowest 25 % made learning gains.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. The 2013 FCAT Science performance results indicated that 31% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target Goal is to have 38% of the students in grade five to score a 3.0 or higher.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Coach Gizmos Science Labs

Targeted Barriers to Achieving the Goal

- Students Scoring at Level 3: There is insufficient evidence of effective science labs or hands-on activities in the science classrooms. As noted on the 2013 Science FCAT 2.0, students in Grades 5 had difficulty in all areas, specifically in the Physical Science and The Nature of Science areas.
- Students Scoring at Level 4: There is insufficient evidence of teachers unwrapping the benchmark and developing lessons that incorporate the use of the gradual release model during Science instructional planning.

Plan to Monitor Progress Toward the Goal

There is evidence of effective science labs and activities being planned and conducted at every grade level.

Person or Persons Responsible

Science Teachers, Science Coach, Science CSS, Leadership Team

Target Dates or Schedule:

September 2013 to June 2014

Evidence of Completion:

Teacher Lesson Plans, Science Coach common planning agendas, Science Coach Logs.

G5. Our school needs to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Coach Math Coach

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School Social Worker School Counselor School Discipline Committee Attendance Review Committee Elementary Code of Student Conduct

Targeted Barriers to Achieving the Goal

- Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non-proficient in Reading by third grade, students who receive two or more behavioral referrals and those who receive one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Part Time CIS
- Part Time CIS

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 57 %. The 2013 FCAT Reading performance results indicated that only 30% of the students achieved this goal. The 2014 target goal for all students in Reading is 61%.

G1.B1 The 2013 FCAT Reading AMO target percent performance data of students, in the varying subgroups, scoring at Achievement Level 3 was: 58% Black/African American, 57% Economically Disadvantaged (ED), 48% 53 English Language Learners (ELL), and 66% Hispanic. The data for each of these subgroups indicates that there is a deficiency in Reporting Category 3 [LA.3.5.1.7.2]; Students in these subgroups experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1] Our AMO Subgroup targets for the 2014 FCAT Reading performance data is: 60% Black/African American, 61% Economically Disadvantaged, and 69% Hispanic, Respectively.

G1.B1.S1 • Implement and monitor effective use of data driven instruction.

Action Step 1

Provide professional development to unwrap the Common Core Standards.

Person or Persons Responsible

LLT, MTSS/RtI Team, ETO CSS

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Common Planning Agenda Lesson Plans

Facilitator:

ETO/Reading Coaches

Participants:

LLT, MTSS/RtI Team, ETO CSS

Action Step 2

Develop, excute and monitor the use of an instructional framework, focusing on appropriate pacing and based on student's need.

Person or Persons Responsible

LLT, MTSS/Rtl Team, ETO CSS, teachers

Target Dates or Schedule

October 11, 2013

Evidence of Completion

Common Planning Agenda Lesson Plans Classroom Walk-throughs

Action Step 3

Conduct coaching cycles and model different componenets of the instructional routine based on teacher's need.

Person or Persons Responsible

LLT, ETO CSS, teachers

Target Dates or Schedule

June 5, 2014

Evidence of Completion

Coaching Log

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

Provide professional development to unwrap the Common Core State Standards.

Person or Persons Responsible

LLT, MTSS/Rtl Team, ETO Support

Target Dates or Schedule

September 10, 2013

Evidence of Completion

Common Planning Agenda

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 The 2013 FCAT Reading performance data of students scoring at Achievement Level 4 for students in the Black, ED, ELL, and Hispanic subgroups, indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3- CCSS.ELA-Literacy.RL.5.9].

G1.B2.S1 ? Utilize reading comprehension and writing strategies

Action Step 1

Conduct professional development on targeted differentiated instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

October, 2013

Evidence of Completion

Professional Development sign in sheet

Facilitator:

ETO/ Reading Coaches

Participants:

LLT

Action Step 2

Conduct data chats with all stakeholders.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data Binders and Student Data Chat form

Action Step 3

Conduct classroom walk throughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

LLT, coaches and teachers

Target Dates or Schedule

September 2013-June 2013

Evidence of Completion

Coaching logs

Action Step 4

Conduct data chats with all stakeholders.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data Binders and Student Data Chat form

Action Step 5

Conduct classroom walk thoughts to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

LLT, coaches and teachers

Target Dates or Schedule

September 2013-June 2013

Evidence of Completion

Coaching logs

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

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

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 2013 FCAT Reading performance data indicates that 38% of all students made a learning gain. A review of the data revealed that there is a deficiency in Reporting Category 3 [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1]

G1.B3.S1 • Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed; in addition to classroom observation with focusing on Explicit Instruction (Gradual Release of Responsibility Model).

Person or Persons Responsible

LLT, MTSS Team

Target Dates or Schedule

August 2013 - April 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 2013 FCAT Reading performance data indicates that only 28% of the students in the lowest 25% made a learning gain. A review of the data revealed that there is a deficiency in Reporting Category 3 [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1]

G1.B4.S1 • Implement and monitor targeted intervention and enrichment opportunities.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed; in addition to classroom observation with focusing on Explicit Instruction (Gradual Release of Responsibility Model).

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

August 2013 - April 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 2013 CELLA Reading performance data indicates that 38% of the ELL students scored proficient in Listening /Speaking. Students require additional opportunities in and outside of the classroom to speak in English.

G1.B5.S1 ? Implement and monitor the effective use of data driven instruction.

Action Step 1

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

Person or Persons Responsible

LLT, MTSS/RtI Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction
Summative Assessment – Results of the 2014 CELLA

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B6 2013 CELLA Reading performance data indicates that 23% of the ELL students scored proficient in Reading. Students require additional opportunities in and outside of the classroom to read English.

G1.B6.S1 ? Implement and monitor the effective use of data driven instruction.

Action Step 1

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

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction
Summative Assessment – Results of the 2014 CELLA

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 2013 CELLA Reading performance data indicates that 12% of the ELL students scored proficient in Writing. Students require additional opportunities to practice academic writing.

G1.B7.S1 ? Implement and monitor the effective use of data driven instruction.

Action Step 1

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

LLT, MTSS/RtI Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments – Teacher informal observation log, students monthly writing samples, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The 2013 FCAT Writing performance results indicated that 33% of the students in the fourth grade scored at or above a 3.5. The 2014 FCAT Writing Target Goal in grade four is for 58% of the students to score a 4.0 or higher.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts that included a main idea and characters with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Conduct coaching cycles and model the implementation of the gradual release model within the writing instructional block.

Person or Persons Responsible

Instructional coach, ETO CSS

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Coaching calendar, coaching logs, debriefing notes.

Action Step 2

Provide professional development on the writing instructional framework and routines.

Person or Persons Responsible

ETO CSS.

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Professional Development roster, Professional development deliverables (PD presentation, handouts, materials).

Facilitator:

Lisa Harrison

Participants:

Claribel Garcia, 4th Grade Teachers, administration.

Action Step 3

Work collaboratively during planning to develop lessons that follow the Writing at A Glance and the Instructional Framework.

Person or Persons Responsible

ETO CSS, Instructional Coach.

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Planning agendas, sign in sheets, and lesson plans created during planning.

Action Step 4

Conduct Classroom walkthroughs to monitor the implementation of writing lessons and the instructional routines

Person or Persons Responsible

Principal, Assistant principal, and Instructional Supervisor.

Target Dates or Schedule

September 2013- June 2013

Evidence of Completion

Walkthrough documentations, administrative feedback and reflection on coaching logs, ETO Feedback and reflection on support document.

Action Step 5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 In addition, students will require additional support with fluency in the expository essay writing. Students experienced difficulty in writing expository account related to a topic.

G2.B2.S1 Provide instruction of the various modes of writing throughout the entire writing process (i.e. pre-planning, drafting, conferencing, revising, and publishing).

Action Step 1

Conduct coaching cycles to model that all components of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Rtl Team, ETO CSS, Instructional Coach

Target Dates or Schedule

September 2013-March 2014

Evidence of Completion

Coaching calendar and logs, and debriefing notes.

Action Step 2

Utilize rubrics to provide descriptive and corrective feedback during conferencing.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Student journals, progress monitoring charts, and completed corrective feedback rubrics.

Action Step 3

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journal/folders.

Person or Persons Responsible

principal, assistant principal, Instructional Supervisor.

Target Dates or Schedule

September 2013- March 2014

Evidence of Completion

Walkthrough documentation, administrative feedback and reflection on coaching logs. ETO feedback and reflection on support document.

Action Step 4

Model the writing process using student writing pieces, mentor text and teacher generated writing pieces.

Person or Persons Responsible

ETO CSS, Instructional Coach.

Target Dates or Schedule

September 2013- March 2014.

Evidence of Completion

Student writing pieces, mentor text, and teacher generated writing pieces.

Action Step 5

Incorporate the use of graphic organizers during the pre-planning phase of the writing process.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

September 2013- June 2014.

Evidence of Completion

Students Journal/folders, lesson plans, anchor charts.

Action Step 6

Utilize students' journal/folders to demonstrate evidence of the writing process from planning to publishing.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

September 2013- March 2014.

Evidence of Completion

Students Journal/folders

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G2.B2.S2 Implement and monitor the effective use of data in writing instruction.

Action Step 1

Provide professional development on utilizing data to align instructional resources for differentiated writing instruction.

Person or Persons Responsible

ETO CSS

Target Dates or Schedule

December 2013

Evidence of Completion

Professional development roster and deliverables (i.e. PD presentation hand-outs and materials).

Facilitator:

ETO CSS

Participants:

Instructional Coach, teachers

Action Step 2

Create small groups based on the four components of the rubric utilizing writing data.

Person or Persons Responsible

ETO CSS, Instructional Coach.

Target Dates or Schedule

September 2013-March 2014

Evidence of Completion

Grouping template and lesson plans.

Action Step 3

Monitor the use of data to drive instruction.

Person or Persons Responsible

Principal, assistant principal, instructional supervisor.

Target Dates or Schedule

September 2013- March 2014

Evidence of Completion

walkthrough documentation, administrative feedback and reflection on coaching logs.

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 63 %. The 2013 FCAT Math performance results indicated that only 37% of the students achieved this goal. The 2014 target goal for all students in Math is 66%

G3.B1 The 2013 FCAT Math AMO target percent performance data of students, in the varying subgroups, scoring at Achievement Level 3 was: 61% Black/African American, 63% Economically Disadvantaged, 53 ELL, and 74% Hispanic. The data for each of these subgroups indicates that these students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B1.S1 • Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. • Daily use of journals to answer questions about math operations including “how” and “why” will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. • Math Journal Techniques PD will be scheduled. Teachers will share additional strategies as needed. • Math teachers will provide Differentiated Instruction to address weaknesses using data from the Baseline and Interim Assessments

Action Step 1

The Leadership team will review data from the weekly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

LLT, MTSS/RtI Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 According to the results of the 2013 FACT 2.0, students in Grade 3 experienced difficulty in Reporting Category 2, Fractions. Students need many and varied opportunities to identify, compare and order fractions in real world contexts.

G3.B2.S1 • A variety of real world lessons will be developed to help students compare fractions with the same denominator by using models and reasoning strategies.

Action Step 1

The Math Teachers, Math Coach and the Assistant Principal will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Teachers, Math Coach, Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 According to the results of the 2013 FACT 2.0, students in Grade 4 experienced difficulty in Reporting Category 2, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.

G3.B3.S1 • A variety of real world lessons will be developed to help students add and subtract fractions with like denominators, use models, and order fractions.

Action Step 1

The Math Teachers, Math Coach and the Assistant Principal will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Teachers, Math Coach, Administrators

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B4 According to the results of the 2013 FACT 2.0, students in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as converting, contrasting and comparing customary units of length, weight and capacity in addition to recognizing and comparing two-dimensional and solid figures.

G3.B4.S1 • A variety of real world lessons will be developed to help students identify and classify two-dimensional and solid figures.

Action Step 1

The Math Teachers, Math Coach and the Assistant Principal will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Teachers, Math Coach, Administrators

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Data from the District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 2013 FCAT Math performance data of students scoring at Achievement Level 4 for students in the Black, Economically Disadvantaged and Hispanic subgroups, indicates that students need additional opportunities to discuss and write about mathematics.

G3.B5.S1 • Engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Action Step 1

The Math Coach and the Assistant Principal will analyze data from weekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately. •

Person or Persons Responsible

Math Coach, Administrators

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B6 2013 FCAT Math performance data indicates that only 37% of all students made learning gains.

G3.B6.S1 Take part in regular embedded professional development (i.e. planning, lesson study, professional learning communities).

Action Step 1

Partake in quarterly professional learning opportunities that increase their knowledge and application of strategies to improve instruction for diverse learners (ELL and ESE students).

Person or Persons Responsible

Teacher, Math Coach

Target Dates or Schedule

9/3/2013 - 10/11/2013

Evidence of Completion

Professional Development handouts, lesson plans created during common planning, student work samples

Facilitator:

Educational Transformation Office

Participants:

Math Teachers grades K-5, Math Coach

Action Step 2

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies that were targeted during Lesson Study

Person or Persons Responsible

Teacher, Math Coach, ETO CSS

Target Dates or Schedule

9/3/2012 - 10/11/2013

Evidence of Completion

Lesson plans created during planning, meeting agendas, walk-through documentation, coaching logs

Action Step 3

Contribute in math meetings, data chats, and planning sessions conducted by the instructional coach for the teachers and interventionist.

Person or Persons Responsible

Teacher, Math Coach, Interventionist, ETO CSS

Target Dates or Schedule

9/3/2013 - 10/11/2013

Evidence of Completion

Planning agendas, lesson plans created during planning

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B7 2013 FCAT Math performance data indicates that only 31% of the students in the lowest 25 % made learning gains.

G3.B7.S1 Utilize the NGSSS / Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility lesson delivery model.

Action Step 1

Conduct professional development on the Gradual Release Model of Responsibility to math teachers in grades K-5th.

Person or Persons Responsible

ETO CSS

Target Dates or Schedule

9/12/2013

Evidence of Completion

Professional development rosters, professional development handouts.

Facilitator:

Jennifer Elliot, ETO CSS

Participants:

All math teachers in K-5th.

Action Step 2

Conduct the coaching Cycle with a focus on modeling and co-teaching with the Gradual Release Lesson Delivery Model.

Person or Persons Responsible

Math Cach, Pncipal, Assistant Principal.

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

Coaching logs, coaching cycle support documentation.

Action Step 3

Include ELL and ESE strategies in the "You Do" portion of the lesson for students who need additional support.

Person or Persons Responsible

Teacher ,Math Coach, Principal and Assistant Principal.

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

Lesson plans created during common planning, students work, differentiated lesson plans, on-going progress monitoring data, and walkthrough documentation.

Action Step 4

Ensure that ELL and ESE students are partnered or grouped with non-ELL and/or non-ESE students during the "They Do" portion of the lesson.

Person or Persons Responsible

Teacher ,Math Coach, Principal and Assistant Principal.

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

Walk-through documentation and lesson plans created during common planning.

Action Step 5

Plan lessons infusing the mathematical practices of Common Core State Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teacher, Math coach, ETO CSS

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

Student work, lesson plans created during planning, common planning agendas, student journals.

Facilitator:

Jennifer Elliott, ETO CSS

Participants:

Math teachers in K-5th Grades

Action Step 6

Deliver Instruction incorporating all components of a gradual release of responsibility model according to their lesson plans.

Person or Persons Responsible

Teacher, Math Coach, ETO CSS.

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

Lesson plans created during planning, planning agendas, coaching schedules, coaching logs.

Facilitator:

Jennifer Elliott, ETO CSS

Participants:

Math teachers in K-5th Grades

Action Step 7

Develop lesson promoting the gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Person or Persons Responsible

teacher, Math Coach, ETO CSS.

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

student journals, lesson plans created during planning, students work samples, walk-throughs.

Facilitator:

Jennifer Elliott, ETO CSS

Participants:

all teachers in K-5th Grade

Action Step 8

Use the essential question (derived from the standards) to develop lessons.

Person or Persons Responsible

Teacher, Math Coach, ETO CSS

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

walk-throughs, lessons created during planning, coaching logs, CSS support documentation.

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

The Math Coach and Administration will analyze data from weekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Data from District Interim reports will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G3.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The 2013 FCAT Science performance results indicated that 31% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target Goal is to have 38% of the students in grade five to score a 3.0 or higher.

G4.B1 Students Scoring at Level 3: There is insufficient evidence of effective science labs or hands-on activities in the science classrooms. As noted on the 2013 Science FCAT 2.0, students in Grades 5 had difficulty in all areas, specifically in the Physical Science and The Nature of Science areas.

G4.B1.S1 Collaboratively plan weekly science labs to ensure the lab activities are aligned with the NGSSS benchmarks. The Science Coach will model inquiry/experimental labs using the gradual release model. Teachers provide opportunities for students to participate in scientific investigations that follow the scientific method. Weekly Science Lab time will be included in every science instructional schedule. The Science Coach and leadership team will conduct walk-throughs during science instructional time to ensure that science labs are conducted once a week.

Action Step 1

The Science Coach will assist during planning of weekly science labs to ensure they address the necessary benchmarks during grade level meetings. Science Coach and teachers will review the lab templates and conclusions during weekly grade level meetings. Teachers will read students conclusions to determine if the lab has been effective.

Person or Persons Responsible

Science Coach, Science CSS, Leadership Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Student Work, including completed Lab Forms; Science Journals. Data from by-weekly benchmark assessments will also be analyzed to monitor effectiveness of science labs and student progress. District Interim Data will also be analyzed. The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

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

Leadership Team members will conduct walkthroughs during Science Instructional time and during scheduled lab times.

Person or Persons Responsible

Science Coach, Science CSS, Leadership Team

Target Dates or Schedule

September 3, 2013 - June 2014

Evidence of Completion

Walkthrough / Classroom Visit Documentation will be kept on file, Science Coaches Log, ETO Teacher Observation Form.

Plan to Monitor Effectiveness of G4.B1.S1

Student Journals will be reviewed to ensure that the Science Lab conclusions addresses the essential content taught within the benchmark.

Person or Persons Responsible

Science Teachers, Science Coach, Science CSS, Leadership Team

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Common Planning Agendas, Student Journals, Lab Worksheets & Reports.

G4.B2 Students Scoring at Level 4: There is insufficient evidence of teachers unwrapping the benchmark and developing lessons that incorporate the use of the gradual release model during Science instructional planning.

G4.B2.S1 Participate in an unwrapping the benchmark professional development to increase teacher knowledge and application of strategies to improve instruction for diverse learners. Use collaborative planning to unwrap science benchmarks to plan and align all of the components of the gradual release model. Develop Essential Questions derived from the pacing guides and item specifications to drive instruction. To increase effective instructional practices the science coach will assist with planning and using collaborative strategies. Create a student centered environment that incorporates a variety of collaborative active learning strategies.

Action Step 1

The science coach, Science CSS and Leadership Team will attend common planning meetings to ensure that lesson plans are addressing the correct benchmarks and are aligned to the Otem Specs

Person or Persons Responsible

Science Coach, Science CSS, Leadership Team

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Lesson Plans will demonstrate aligned activities. Data from by-weekly benchmark assessments will also be analyzed to monitor effectiveness of science labs and student progress. District Interim Data will also be analyzed. The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Facilitator:

Science CSS

Participants:

3-5 Science Classroom Teachers

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

The science coach, Science CSS, and Leadership Team will conduct walk-throughs during science instructional time to ensure aligned lessons are being implemented.

Person or Persons Responsible

Science Coach, Science CSS, Leadership Team

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Walk-through documentation on file. Science Coach's log

Plan to Monitor Effectiveness of G4.B2.S1

Monitor students data to ensure mastery of all tested benchmarks

Person or Persons Responsible

Science Coach, Science CSS, Leadership Team

Target Dates or Schedule

September 2013 to June 2014

Evidence of Completion

District Interim Data will also be analyzed and results will be used to determine the effectiveness of this strategy.

G5. Our school needs to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process.

G5.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G5.B1.S1 • We have limited evidence of completed student projects in STEM, i.e., The Miami Dade STEM EXPO (Science Fair and SECME), • We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions. • Provide hands-on elementary inquiry-based learning experiences • Encourage the integration of science, mathematics and literacy • Emphasize innovative laboratory experiences

Action Step 1

Administrators will monitor Science, Mathematics, Science Leader, Math Coach and STEM teachers. The STEM team and/or administrators will monitor 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

Instructional Coaches, Administrators

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

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

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

Administrators will monitor Science, Mathematics, Science Leader, Math Coach and STEM teachers. The STEM team and/or administrators will monitor 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

Instructional Coaches

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G6.B1 Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non-proficient in Reading by third grade, students who receive two or more behavioral referrals and those who receive one or more behavioral referrals that lead to suspension.

G6.B1.S1 • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI/RtI team. • The MTSS/RTI/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship through the Learning for Life School Partnership Program and “Do the Right Thing” project.

Action Step 1

Administration and the Attendance Review Committee will monitor the improvement of students with a pattern of nonattendance and/or tardiness.

Person or Persons Responsible

LLT, Student Services, MTSS/RtI

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title III

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

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

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

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

Title VI, Part B -

NA

Title X- Homeless

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

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

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.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Shadowlawn Elementary School:

- Adheres to and implements the nutritional requirement stated in the District Wellness Policy

- Has been awarded the National Alliance for Healthier Generation Silver Award

- Has been awarded healthy food & snack grant for the 2013-2014 School Year

- Provides Nutritional Education through Physical Education Classes, as per state statute

- The school Food Service Program, School Breakfast, School Lunch, Afternoon Snacks, and after school care snacks, follow the healthy food and beverage guidelines as adopted in the District Wellness Policy

Housing Programs

N/A

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

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

exams and or the lenses.

It is the goal of Shadowlawn Elementary School to increase parental involvement overall. With the increase of parental involvement with the student activities, it is believed that the student achievement will increase. An Open House before school begins to inform parents about the curriculum, expectations, PTA etc. is planned for parents. In addition, bi-monthly parent activities will be scheduled to increase parent involvement. With the increase of parental involvement, the students will receive constant encouragement not only from the school, but from their parents, thus creating an atmosphere where learning is encouraged. In addition, Shadowlawn will involve parents in the planning and implementation of the Title 1 Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under the No Child Left Behind and other referral services. Increase parental engagement / involvement through developing (with on-going parental input) our school's Title 1 School-Parent Compact; our school's Title 1 Parental Involvement Plan, scheduling the Title 1 Annual Meeting; and other documents/activities necessary in order to comply with the dissemination and reporting requirements. Conduct parent informational surveys intended to determine the specific needs of our parents, schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parent and build their capacity for involvement.

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. 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 57 %. The 2013 FCAT Reading performance results indicated that only 30% of the students achieved this goal. The 2014 target goal for all students in Reading is 61%.

G1.B1 The 2013 FCAT Reading AMO target percent performance data of students, in the varying subgroups, scoring at Achievement Level 3 was: 58% Black/African American, 57% Economically Disadvantaged (ED), 48% 53 English Language Learners (ELL), and 66% Hispanic. The data for each of these subgroups indicates that there is a deficiency in Reporting Category 3 [LA.3.5.1.7.2]; Students in these subgroups experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1] Our AMO Subgroup targets for the 2014 FCAT Reading performance data is: 60% Black/African American, 61% Economically Disadvantaged, and 69% Hispanic, Respectively.

G1.B1.S1 • Implement and monitor effective use of data driven instruction.

PD Opportunity 1

Provide professional development to unwrap the Common Core Standards.

Facilitator

ETO/Reading Coaches

Participants

LLT, MTSS/RtI Team, ETO CSS

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Common Planning Agenda Lesson Plans

G1.B2 The 2013 FCAT Reading performance data of students scoring at Achievement Level 4 for students in the Black, ED, ELL, and Hispanic subgroups, indicates that there is a deficiency in Reporting Category 3 [LA.3-5.2.2.1]; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [Domain #3- CCSS.ELA-Literacy.RL.5.9].

G1.B2.S1 ? Utilize reading comprehension and writing strategies

PD Opportunity 1

Conduct professional development on targeted differentiated instruction.

Facilitator

ETO/ Reading Coaches

Participants

LLT

Target Dates or Schedule

October, 2013

Evidence of Completion

Professional Development sign in sheet

G2. The 2013 FCAT Writing performance results indicated that 33% of the students in the fourth grade scored at or above a 3.5. The 2014 FCAT Writing Target Goal in grade four is for 58% of the students to score a 4.0 or higher.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts that included a main idea and characters with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the writing instructional framework and routines.

Facilitator

Lisa Harrison

Participants

Claribel Garcia, 4th Grade Teachers, administration.

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Professional Development roster, Professional development deliverables (PD presentation, handouts, materials).

G2.B2 In addition, students will require additional support with fluency in the expository essay writing. Students experienced difficulty in writing expository account related to a topic.

G2.B2.S2 Implement and monitor the effective use of data in writing instruction.

PD Opportunity 1

Provide professional development on utilizing data to align instructional resources for differentiated writing instruction.

Facilitator

ETO CSS

Participants

Instructional Coach, teachers

Target Dates or Schedule

December 2013

Evidence of Completion

Professional development roster and deliverables (i.e. PD presentation hand-outs and materials).

G3. 2013 Overall Target Goal for all students achieving a level 3, or at level 4 or above was 63 %. The 2013 FCAT Math performance results indicated that only 37% of the students achieved this goal. The 2014 target goal for all students in Math is 66%

G3.B6 2013 FCAT Math performance data indicates that only 37% of all students made learning gains.

G3.B6.S1 Take part in regular embedded professional development (i.e. planning, lesson study, professional learning communities).

PD Opportunity 1

Partake in quarterly professional learning opportunities that increase their knowledge and application of strategies to improve instruction for diverse learners (ELL and ESE students).

Facilitator

Educational Transformation Office

Participants

Math Teachers grades K-5, Math Coach

Target Dates or Schedule

9/3/2013 - 10/11/2013

Evidence of Completion

Professional Development handouts, lesson plans created during common planning, student work samples

G3.B7 2013 FCAT Math performance data indicates that only 31% of the students in the lowest 25 % made learning gains.

G3.B7.S1 Utilize the NGSSS / Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility lesson delivery model.

PD Opportunity 1

Conduct professional development on the Gradual Release Model of Responsibility to math teachers in grades K-5th.

Facilitator

Jennifer Elliot, ETO CSS

Participants

All math teachers in K-5th.

Target Dates or Schedule

9/12/2013

Evidence of Completion

Professional development rosters, professional development handouts.

PD Opportunity 2

Plan lessons infusing the mathematical practices of Common Core State Standards to support mathematical fluency and problem solving proficiency.

Facilitator

Jennifer Elliott, ETO CSS

Participants

Math teachers in K-5th Grades

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

Student work, lesson plans created during planning, common planning agendas, student journals.

PD Opportunity 3

Deliver Instruction incorporating all components of a gradual release of responsibility model according to their lesson plans.

Facilitator

Jennifer Elliott, ETO CSS

Participants

Math teachers in K-5th Grades

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

Lesson plans created during planning, planning agendas, coaching schedules, coaching logs.

PD Opportunity 4

Develop lesson promoting the gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Facilitator

Jennifer Elliott, ETO CSS

Participants

all teachers in K-5th Grade

Target Dates or Schedule

9/3/2013-10/11/2013

Evidence of Completion

student journals, lesson plans created during planning, students work samples, walk-throughs.

G4. The 2013 FCAT Science performance results indicated that 31% of the students in the fifth grade scored at or above a 3.0. The 2014 FCAT Science Target Goal is to have 38% of the students in grade five to score a 3.0 or higher.

G4.B2 Students Scoring at Level 4: There is insufficient evidence of teachers unwrapping the benchmark and developing lessons that incorporate the use of the gradual release model during Science instructional planning.

G4.B2.S1 Participate in an unwrapping the benchmark professional development to increase teacher knowledge and application of strategies to improve instruction for diverse learners. Use collaborative planning to unwrap science benchmarks to plan and align all of the components of the gradual release model. Develop Essential Questions derived from the pacing guides and item specifications to drive instruction. To increase effective instructional practices the science coach will assist with planning and using collaborative strategies. Create a student centered environment that incorporates a variety of collaborative active learning strategies.

PD Opportunity 1

The science coach, Science CSS and Leadership Team will attend common planning meetings to ensure that lesson plans are addressing the correct benchmarks and are aligned to the Otem Specs

Facilitator

Science CSS

Participants

3-5 Science Classroom Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Lesson Plans will demonstrate aligned activities. Data from by-weekly benchmark assessments will also be analyzed to monitor effectiveness of science labs and student progress. District Interim Data will also be analyzed. The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The 2013 FCAT Writing performance results indicated that 33% of the students in the fourth grade scored at or above a 3.5. The 2014 FCAT Writing Target Goal in grade four is for 58% of the students to score a 4.0 or higher.	\$500
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
ESSAC		\$500
Total		\$500

Budget Details

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

G2. The 2013 FCAT Writing performance results indicated that 33% of the students in the fourth grade scored at or above a 3.5. The 2014 FCAT Writing Target Goal in grade four is for 58% of the students to score a 4.0 or higher.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts that included a main idea and characters with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 2

Provide professional development on the writing instructional framework and routines.

Resource Type

Evidence-Based Materials

Resource

WriteScore to score writing essays and provide student data to be utilized for planning and delivery of writing lesson following an instructional routine.

Funding Source

ESSAC

Amount Needed

\$500