

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Mater Grove Academy  
2805 SW 32ND AVE  
Miami, FL 33133  
305-442-4992

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 39%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 97%

### School Grades History

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

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Mater Grove Academy

##### Principal

Robert Blanch, Sheila Caleo Gonzalez

##### School Advisory Council chair

Vivian del Valle

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

Name	Title
Sheila Caleo Gonzalez	Principal
Vivian del Valle	Lead Teacher/Math Coach
Maggie Estrada	ESE Liason
Elizabeth Toledo	Reading Coach

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, teachers – 5, parents – 6, educational support-1, student – 1, community representative -1

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

The SAC reviews the SIP quarterly and makes recommendations for improvement.

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

We will hold quarterly meetings to review the School Improvement Plan.

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

We will use the school improvement funds for after school tutoring.

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

In Compliance

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

### Highly Qualified Staff

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

#### Administrators

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Robert Blanch, Sheila Caleo Gonzalez**

Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

Elementary Education  
 Primary Education  
 ESOL Endorsement  
 Educational Leadership

**Performance Record**

2013 – School Grade – B  
 Rdg. Proficiency, 78%  
 Math Proficiency, 64%  
 Rdg. Lrg. Gains, 85 points  
 Math Lrg. Gains, 48 points  
 Rdg. Imp. of Lowest 25% - 85 points  
 Math Imp. of Lowest 25% - 48 points  
 Rdg. AMO –No  
 Math AMO–No  
 2012 – School Grade – N/A  
 Rdg. Proficiency, 76%  
 Math Proficiency, 78%  
 Rdg. Lrg. Gains, 83 points  
 Math Lrg. Gains, 93 points  
 Rdg. Imp. of Lowest 25% - 83 points  
 Math Imp. of Lowest 25% - 93 points  
 Rdg. AMO – N/A  
 Math AMO– N/A  
 AYP-Yes  
 2011 – School Grade – A  
 Rdg. Proficiency, 91%  
 Math Proficiency, 93%  
 Rdg. Lrg. Gains, 81 points  
 Math Lrg. Gains, 84 points  
 Rdg. Imp. of Lowest 25% -83 points  
 Math Imp. of Lowest 25% -93 points  
 Rdg. AMO –n/a  
 Math AMO–n/a  
 AYP-Yes  
 2010 – School Grade –N/A  
 Rdg. Proficiency, 91%  
 Math Proficiency, 91%  
 Rdg. Lrg. Gains, 60 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% - 60 points  
 Math Imp. of Lowest 25% - 60 points  
 Rdg. AMO –N/A  
 Math AMO– N/A  
 AYP-Yes  
 2009 – School Grade –A  
 Rdg. Proficiency, 87%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 80 points

Math Lrg. Gains, 50 points  
Rdg. Imp. of Lowest 25% - 84 points  
Math Imp. of Lowest 25% - 55 points  
Rdg. AMO -N/A  
Math AMO- N/A

### Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



Elizabeth Toledo		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors ESE K-12 Certification in Elementary Education K-6 Endorsement in ESOL Masters in Reading K-12	
<b>Performance Record</b>	2013 – School Grade – B Rdg. Proficiency, 78% Math Proficiency, 64% Rdg. Lrg. Gains, 85 points Math Lrg. Gains, 48 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 48 points Rdg. AMO –No Math AMO–No 2012 – School Grade – A Rdg. Proficiency, 69% Math Proficiency, 62% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% - 78 points Math Imp. of Lowest 25% - 55 points Rdg. AMO – N/A Math AMO– N/A AYP-Yes 2011 – School Grade – C Rdg. Proficiency, 69% Math Proficiency, 77% Rdg. Lrg. Gains, 58 points Math Lrg. Gains, 47 points Rdg. Imp. of Lowest 25% -47 points Math Imp. of Lowest 25% -53 points Rdg. AMO –n/a Math AMO–n/a AYP-No 2010 – School Grade –B Rdg. Proficiency, 59% Math Proficiency, 76% Rdg. Lrg. Gains, 58 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 67 points Rdg. AMO –N/A Math AMO– N/A AYP-Yes 2009- Still in College; Not teaching.	

**Vivian Del Valle**

Full-time / School-based

Years as Coach: 1

Years at Current School: 2

**Areas**

Mathematics

**Credentials**

Bachelors in Elementary Education K-6

Endorsement in ESOL

Masters in Urban Education; Learning Technologies Track

Certificate in Educational Leadership

Certification in Math 6-9

**Performance Record**

2013 – School Grade – B

Rdg. Proficiency, 78%

Math Proficiency, 64%

Rdg. Lrg. Gains, 85 points

Math Lrg. Gains, 48 points

Rdg. Imp. of Lowest 25% - 85 points

Math Imp. of Lowest 25% - 48 points

Rdg. AMO –No

Math AMO–No

2012 – School Grade – N/A

Rdg. Proficiency, 76%

Math Proficiency, 78%

Rdg. Lrg. Gains, 83 points

Math Lrg. Gains, 93 points

Rdg. Imp. of Lowest 25% - 83 points

Math Imp. of Lowest 25% - 93 points

Rdg. AMO – N/A

Math AMO– N/A

AYP-Yes

2011 – School Grade – A

Rdg. Proficiency, 83%

Math Proficiency, 87%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 48 points

Rdg. Imp. of Lowest 25% -65 points

Math Imp. of Lowest 25% -62 points

Rdg. AMO –n/a

Math AMO–n/a

AYP-No

2010 – School Grade –A

Rdg. Proficiency, 89%

Math Proficiency, 88%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 68 points

Math Imp. of Lowest 25% - 70 points

Rdg. AMO –N/A

Math AMO– N/A

AYP-Yes

2009 – School Grade –A

Rdg. Proficiency, 83%

Math Proficiency, 88%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 59 points  
 Rdg. Imp. of Lowest 25% - 56 points  
 Math Imp. of Lowest 25% - 56 points  
 Rdg. AMO –N/A  
 Math AMO– N/A  
 AYP-Yes

**Classroom Teachers**

**# of classroom teachers**

9

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

0%

**# certified in-field**

8, 89%

**# ESOL endorsed**

8, 89%

**# reading endorsed**

2, 22%

**# with advanced degrees**

2, 22%

**# National Board Certified**

1, 11%

**# first-year teachers**

0, 0%

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

8, 89%

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

1, 11%

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

0, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

## Other Instructional Personnel

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

0

### # receiving effective rating or higher

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

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

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

Our school has an interview committee that interviews all new teachers to the school. We contact local Universities to advertise openings in our school. The principal closely reviews highly qualified status and certificates. Teachers are evaluated through frequent informal walk-throughs and formally twice a year using IPEGS. Walk-throughs are conducted by the Principal, Lead Teacher and Reading Coach.

Formal observations are completed by the Principal.

## 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

At this time, we have no first year teachers, therefore, there are no individual mentoring pairings in place. However, subject specific teachers are mentored respectively by reading and math coaches.

## 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 Team at Mater Grove will be supported through the effective and actively involved leadership that provides connections between the MTSS Framework with District/School Mission Statements to ensure alignment and procedures across classroom, grade, building, district, and state levels. The MTSS Team at Mater Grove will be supported through the effective and actively involved leadership that provides connections between the MTSS Framework with District/School Mission Statements to ensure alignment and procedures across classroom, grade, building, district, and state levels. The MTSS will have ongoing facilitation to support planning, implementation, and evaluating effectiveness of services through the use of problem-solving process. The MTSS will collaboratively form partnerships with all stakeholders who would benefit with increases in student outcomes. The MTSS will use data from state and district assessments to support decision making. The school will provide coaching support to assist school and staff problem solving efforts and provide professional development to assist teachers in aligning student goals and staff needs. The MTSS will communicate outcomes and celebrate successes frequently. Ongoing facilitation to support planning, implementation, and evaluating effectiveness of services through the use of problem-solving process. The MTSS will collaboratively form partnerships with all stakeholders who would benefit with increases in student outcomes. The MTSS will use data from state and district assessments to support decision making. The school will provide coaching

support to assist school and staff problem solving efforts and provide professional development to assist teachers in aligning student goals and staff needs. The MTSS will communicate outcomes and celebrate successes frequently.

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

The Mater MTSS/RtI Team is comprised of administration, faculty, and staff. Principal: The principal will provide a common vision for the use of the data based decision making. The principal will ensure that the school based team is implementing RtI, provide support and schedule professional development to support RtI. The principal will also communicate with parents regarding RtI plans and activities. General Education Teachers: Participate in student data collection and employ intervention strategies.

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

The MTSS/RTI team will meet monthly to discuss, review, and analyze data. They will also discuss how data driven instruction is impacting the performance of the students at the school. The team will discuss interventions being implemented by the teachers as well as strategies being used to strengthen weak content clusters.

### **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**

Progress Monitoring and Reporting Network (PMRN)  
 Florida Assessment for Instruction in Reading (FAIR)  
 Florida Comprehensive Assessment Test (FCAT) Scores from district stated averages  
 Interim Assessment Test  
 Edusoft data  
 Behavior: Teachers keep anecdotal records of student behavior  
 Data from aforementioned sources are used during data chats. Areas of weakness are identified and instruction is adjusted, Interim reports are used to form small groups for differentiated instruction.

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

The MTSS/RtI leadership team will provide professional development through best practices during common teacher planning times, grade level meetings, and monthly faculty meetings. In addition, teachers will be provided with professional development to correspond with the subject area they are teaching.

## **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,880

The school uses afterschool and Saturday tutoring offered from January until the beginning of FCAT testing. Enrichment opportunities are provided through differentiated instruction.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data is collected quarterly through district interim assessments as well as weekly through school developed benchmark assessments. Data is analyzed during grade level meetings and quarterly data chats with the Principal, lead teacher, and reading coach, and classroom teachers.

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

The MTSS/Rti and Leadership teams

**Literacy Leadership Team (LLT)**

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

Name	Title
Sheila Gonzalez	Principal
Vivian del Valle	Lead Teacher/Math Coach
Elizabeth Toledo	Reading Coach
Natalie Lara	ESE Liason

**How the school-based LLT functions**

The LLT will meet monthly to review data and make program decisions. Reading teachers will model effective strategies, provide professional development and assist with monitoring progress and differentiated instruction. The principal will meet with the LLT regularly to discuss and plan professional development as well as district and state reading requirements.

**Major initiatives of the LLT**

The LLT will focus on utilizing the PMRN to determine accommodations in order to best impact student achievement. Data from interim assessments and FAIR will be utilized to address areas of need and guide instructional and intervention planning.

**Every Teacher Contributes to Reading Instruction**

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

All teachers are participating in Common Core Literacy Standards training and are expected to implement such throughout all content areas. ELA Common Core standards must be annotated in lesson plans across the curriculum. Teachers are planning collaboratively.

## 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**

In order to assist preschool children in the transitioning process the principal attended a meeting at the nearby United Way Center for Excellence. During this meeting, Ms. Gonzalez provided parents with information about the school. The school also hosts several school tours and information meetings to prospective parents who are interested in the school.

## College and Career Readiness

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

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

Our school holds a Career Day annually. Professionals from a variety of fields spend the day at our school speaking to students about their careers and how education is relevant to their area of expertise.

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

Our school holds a Career Day annually. Professionals from a variety of fields spend the day at our school speaking to students about their careers and how education is relevant to their area of expertise.

### **Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	78%	Yes	80%
American Indian				
Asian				
Black/African American				
Hispanic	77%	76%	No	79%
White				
English language learners	60%	69%	Yes	63%
Students with disabilities				
Economically disadvantaged	73%	81%	Yes	76%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	32%	34%
Students scoring at or above Achievement Level 4	31	46%	47%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	49	85%	87%
Students in lowest 25% making learning gains (FCAT 2.0)	49	85%	87%

#### 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)	16	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	46%	51%
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>		36%



**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]		52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	64%	Yes	82%
American Indian				
Asian				
Black/African American				
Hispanic	82%	64%	No	83%
White				
English language learners	66%	58%	No	69%
Students with disabilities				
Economically disadvantaged	84%	63%	No	85%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	40%	42%
Students scoring at or above Achievement Level 4	17	25%	26%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	33	48%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	48%	53%

**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	10	50%	51%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		31%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	150	96%	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	5	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	2	2%	1%
Students who are not proficient in reading by third grade	7	39%	35%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Our goal is to increase the percent of parents involved in school activities to 80%. Limited knowledge of the English language is a barrier in providing knowledge of activities. Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages. Modes of

communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish. Principal will monitor implementation and review sign in sheets to determine the number of parents attending school or community events for effectiveness. Progress will be determined by analyzing sign in sheets for parent participation.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities	11		
Average number of parents in attendance at parent engagement opportunities	60		
Percent of students in lowest performing quartile or subgroups not meeting AMO's whose parent(s) participated in one or more parent engagement opportunity	55		

## Goals Summary

- G1.** Our goal for the 2013-2014 school year is to develop a plan to recruit and retain at least one teacher with CTE certification and to provide opportunities for current teachers to obtain CTE certification.
- G2.** Based on the results of the 2013 FCAT Writing Assessment 47% of our students achieved a level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the level of writing proficiency to 52%.
- G3.** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to 82%.
- G4.** Zero percent of students scored proficient on the Civics Baseline Assessment.
- G5.** Based on the results of the 2013 FCAT 2.0 Science Assessment, 80% of our scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 82 %.
- G6.** In order to prepare students for careers in science, technology, engineering and math, we will increase the number of STEM related activities and the percentage of participation.
- G7.** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 78% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 80%.
- G8.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the elementary grades (K-5).
- G9.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).
- G10.** Our goal is to increase the percent of parents involved in school activities to 80%.

## Goals Detail

**G1.** Our goal for the 2013-2014 school year is to develop a plan to recruit and retain at least one teacher with CTE certification and to provide opportunities for current teachers to obtain CTE certification.

### Targets Supported

- CTE

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- School has no CTE or STEM course offerings due to lack of teacher certification in CTE courses.

## Plan to Monitor Progress Toward the Goal

CTE course offering for 2014-2015 school year.

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

CTE course offering for 2014-215 school year.

**G2.** Based on the results of the 2013 FCAT Writing Assessment 47% of our students achieved a level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the level of writing proficiency to 52%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Melissa Forney FCAT Writing Teacher Training.
- Students will use writing tool as a reference/guide during writing instruction.

### Targeted Barriers to Achieving the Goal

- Forty-seven percent of the students achieved a level 3.5 proficiency in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in focus and organization in the writing process.
- Twenty percent of students achieved a level 4.0 or above in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in support and conventions in the writing process.

## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and FCAT 2.0.

### Person or Persons Responsible

LLT and Leadership Teams

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2014 FCAT 2.0

**G3.** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to 82%.

### **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**

- iReady
- ALEKS
- FCAT Test Maker Pro
- Success Maker
- Florida Ready

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

- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 25% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 30%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.
- The school's overall math performance was low. Subsequently, the ED subgroup did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.
- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 48% of our made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 53%. The area of deficiency in Grades 5 and 6 test was Reporting Category 3- Geometry and Measurement. There is a need for additional practice in general mathematics concepts.
- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 48% of our students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 53%. The area of deficiency in Grade 5 Reporting Category 1- Base Tens and Fractions. There is a need for remediation and intervention.
- Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 40% of our students scored at level 3. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 3 to 52 %. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.
- The school's overall math performance was low. Subsequently, the Hispanic and ELL subgroups did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

### Plan to Monitor Progress Toward the Goal

Follow FCIM to review data reports from assessments and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment: District Interim Assessments Summative Assessment: Results of 2014 FCAT 2.0

### G4. Zero percent of students scored proficient on the Civics Baseline Assessment.

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

- Pearson Civics Textbook

**Targeted Barriers to Achieving the Goal**

- The overall student performance was 38%. Students performed lowest in the Government Policies and Political Processes Reporting Category. There is a need for further instruction in this area.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, review assessment report data and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessments: Baseline and Interim Assessments Summative Assessments: 2014 FCAT

**G5.** Based on the results of the 2013 FCAT 2.0 Science Assessment, 80% of our scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 82 %.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Gizmos
- Pearson Science
- Sciensaurus

**Targeted Barriers to Achieving the Goal**

- Fifty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.
- Thirty percent of students score level 4 and above. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 3- Physical science Science. Students need more hands on activities to understand the principles of physical science.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, review assessment data reports and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

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



**G6.** In order to prepare students for careers in science, technology, engineering and math, we will increase the number of STEM related activities and the percentage of participation.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Discovery Education
- Safari Montage
- Gizmo's

**Targeted Barriers to Achieving the Goal**

- Last year, Mater Grove provided one STEM experience for students. Students participated in the school science fair, however, no students entered their projects in the county science fair.
- Ninety-six percent of students participated in the the school's science fair. Next year we will increase student participation to 98%. Students had difficulty adhering to science fair timeline.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, review assessment data reports, and adjust instruction as necessary.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student work;

**G7.** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 78% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 80%.

### **Targets Supported**

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

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

- Accelerated Reader
- Reading Plus
- Test Maker Pro
- Time for Kids Magazine
- Scholastic Magazine
- Success Maker
- Vocabulary Workshop

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

- The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.
- Thirty-two percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.
- Forty-six percent of our students achieved a Level 4 or above on the 2013 administration of the FCAT 2.0 Reading Test. The area which will require students in grades 3-6 to maintain or improve performance was Reporting Category 4- Informational Text and Research Process.
- Based on the results of the 2013 FCAT 2.0 Reading Assessment 85% of our students made learning gains. The area of deficiency in grades 3-6 was Reporting Category 1: Vocabulary due to lack of exposure to enriched vocabulary.
- Based on the results of the 2013 FCAT 2.0 Reading Assessment, 85% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 87%. The area of deficiency was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need targeted interventions using the day and beyond the school day in order to continue making gains.
- Fifty-seven percent of students scored proficient in the Listening/Speaking category of the 2013 CELLA. Students have limited opportunities to practice listening/speaking English at home.
- Forty-six percent of students scored proficient in the Reading category of the 2013 CELLA. Students have limited vocabulary due to limited English Proficiency.
- Twenty-nine percent of students scored proficient in the Writing category of the 2013 CELLA. Students have poor command of language due to limited English proficiency. Students show a weakness in sentence structure and organization of ideas.

## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and FCAT 2.0.

### Person or Persons Responsible

LLT and Leadership Teams

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2014 FCAT 2.0

**G8.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the elementary grades (K-5).

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Incentives for perfect attendance
- SuccessMaker
- Afterschool and Saturday Tutoring

### Targeted Barriers to Achieving the Goal

- Five percent of students missed 10% or more of available instructional time. Parents are unaware of educational impact of excessive absences.
- Two percent of students were retained in 2013 and 39% were not proficient in Reading by 3rd Grade.
- No students received behavior referrals.
- No students in Middle School failed a course.

## Plan to Monitor Progress Toward the Goal

Use attendance, retention, and suspension data to monitor levels of early warning systems indicators.

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Leadership team meetings.

**G9.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Incentives for perfect attendance
- SuccessMaker
- Afterschool and Saturday Tutoring

**Targeted Barriers to Achieving the Goal**

- Five percent of students missed 10% or more of available instructional time. Parents are unaware of educational impact of excessive absences.
- Two percent of students were retained in 2013 and 39% were not proficient in Reading by 3rd Grade.
- No students received behavior referrals.
- No students in Middle School failed a course.

**Plan to Monitor Progress Toward the Goal**

Use attendance, retention, and suspension data to monitor levels of early warning systems indicators.

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Leadership team meetings.

**G10.** Our goal is to increase the percent of parents involved in school activities to 80%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Remind 101
- E-mail lists
- PALS Association

**Targeted Barriers to Achieving the Goal**

- Limited knowledge of the English language is a barrier in providing knowledge of activities.
- The parent population is mainly of the working class and has limited availability to communicate with teachers in person and attend school events.

## Plan to Monitor Progress Toward the Goal

Monitor parent completion of volunteer hours and sign in sheets.

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Volunteer hour log and sign in sheets

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal for the 2013-2014 school year is to develop a plan to recruit and retain at least one teacher with CTE certification and to provide opportunities for current teachers to obtain CTE certification.

**G1.B1** School has no CTE or STEM course offerings due to lack of teacher certification in CTE courses.

**G1.B1.S1** Teachers will begin taking courses that will lead to industry certification.

#### Action Step 1

Develop action plan for implementing CTE courses next year and identify teachers willing to obtain CTE certification.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

2013-2014 school year

#### Evidence of Completion

Leadership Team meetings

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

Follow the development of the CTE course.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

CTE course offering for 2014-2015 school year.

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

Follow the development of the CTE course.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

CTE course offering for 2014-2015 school year.

**G2.** Based on the results of the 2013 FCAT Writing Assessment 47% of our students achieved a level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase the level of writing proficiency to 52%.

**G2.B1** Forty-seven percent of the students achieved a level 3.5 proficiency in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in focus and organization in the writing process.

**G2.B1.S1** Students will develop and maintain a writers notebook using graphic organizers and strategies from the Melissa Forney writer's toolkit. Students will engage in collaborative discussions about their writing pieces with their peers and teachers.

### Action Step 1

Teachers will administer and score school-wide monthly writing prompts and use results to guide instruction.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student writing samples.

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed

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

The MTSS/Rtl and Leadership teams (Principal, Lead Teacher, Reading Coach)

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

Ongoing

#### **Evidence of Completion**

Monthly writing prompt scores

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed

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

The MTSS/Rtl and Leadership teams (Principal, Lead Teacher, Reading Coach)

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

Ongoing

#### **Evidence of Completion**

Monthly writing prompt scores



**G2.B2** Twenty percent of students achieved a level 4.0 or above in the 2013 administration of the FCAT Writing Test. Students demonstrated a weakness in support and conventions in the writing process.

**G2.B2.S1** Students will complete activities that focus on support and conventions through differentiated instruction and whole group instruction. Students will be taught how to effectively plan using a graphic organizer.

**Action Step 1**

Students will complete activities that focus on support and conventions through differentiated instruction and whole group instruction. Students will be taught how to effectively plan using a graphic organizer. Students will complete daily writing activities that focus on support and conventions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Writer's notebook

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

Following FCIM review monthly writing prompt scores and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly writing prompt scores

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

Following FCIM, review monthly writing prompt scores

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly writing prompt scores

**G3.** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to 82%.

**G3.B1** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 25% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 30%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

**G3.B1.S1** Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

### Action Step 1

Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, site generated assessments

## Action Step 2

i-Ready

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Class Usage Reports and Student Usage Reports

### Facilitator:

Marcelo Gomez

### Participants:

Teachers

## Action Step 3

ALEKS

### Person or Persons Responsible

Teachers 6th & 7th grade

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Class Usage Reports and Student Usage Reports

## Action Step 4

Florida Ready

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and benchmark assessments

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

Follow the FCIM model to analyze data and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tests/Quizzes, Interim Assessments, Weekly classroom walk-throughs

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

Follow FCIM model to analyze data and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Test/Quizzes, Interim assessments, ALEKS data reports

**G3.B2** The school's overall math performance was low. Subsequently, the ED subgroup did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

**G3.B2.S1** Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

**Action Step 1**

Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, site generated assessments

**Action Step 2**

i-Ready

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Class Usage Reports and Student Usage Reports

### **Action Step 3**

Florida Ready

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and benchmark assessments

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

Follow the FCIM model to analyze assessment data and adjust instruction.

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

Leadership Team

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

Ongoing through monthly grade level meetings and quarterly data chats.

#### **Evidence of Completion**

Quizzes/tests and interim assessments

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

Follow the FCIM model to analyze assessment data and adjust instruction as needed.

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Quizzes/tests, interim assessments

**G3.B3** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 48% of our made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 53%. The area of deficiency in Grades 5 and 6 test was Reporting Category 3- Geometry and Measurement. There is a need for additional practice in general mathematics concepts.

**G3.B3.S1** Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

### **Action Step 1**

Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Quizzes/tests, interim assessments

### **Action Step 2**

i-Ready

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Class Usage Reports and Student Usage Reports

**Action Step 3**

Florida Ready

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and benchmark assessments

**Action Step 4**

ALEKS

**Person or Persons Responsible**

Teachers 6th & 7th grade

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Class Usage Reports and Student Usage Reports

**Action Step 5**

Successmaker

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Class Usage Reports and Student Usage Reports



## Action Step 6

FCAT Tutoring

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

January to FCAT 2014 administration

### Evidence of Completion

Student Attendance Logs , and FCAT Testmaker Pro Assessments

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

Following FCIM model, data from assessment reports will be reviewed and instruction adjusted as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Quizzes/tests, tutoring attendance logs, iReady reports, ALEKS reports

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

Following the FCIM model, data from assessment reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Quizzes/tests, interim assessments

**G3.B4** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 48% of our students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 53%. The area of deficiency in Grade 5 Reporting Category 1- Base Tens and Fractions. There is a need for remediation and intervention.

**G3.B4.S1** Add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations

### **Action Step 1**

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

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

Teachers

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

ongoing

#### **Evidence of Completion**

student work, site generated assessments

### **Action Step 2**

i-Ready

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Class Usage Reports and Student Usage Reports

**Action Step 3**

Successmaker

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Class Usage Reports and Student Usage Reports

**Action Step 4**

ALEKS

**Person or Persons Responsible**

Teachers 6th & 7th grade

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Class Usage Reports and Student Usage Reports

**Action Step 5**

Florida Ready

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and benchmark assessments

## **Action Step 6**

FCAT Tutoring

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

January to FCAT administration 2014

### **Evidence of Completion**

Student Attendance Logs , and FCAT Testmaker Pro Assessments

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

Follow the FCIM model to review data from assessment reports and adjust instruction as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Quizzes/tests and interim assessments

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

Follow FCIM model to review assessment data reports and adjust instruction as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Quizzes/tests, interim assessments

**G3.B5** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 40% of our students scored at level 3. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 3 to 52 %. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

**G3.B5.S1** Provide opportunities for students to: • compose, decompose, and transform polygons to create and identify other polygons • calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced • measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch • determine the amount of time elapsed to the nearest hour or half hour

### **Action Step 1**

Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work

### **Action Step 2**

Students in grades K-5 will use iReady computer based program.

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

Teachers

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

Three times a week

#### **Evidence of Completion**

iReady Reports

### **Action Step 3**

Students in grade 6-7 will use ALEKS computer based program.

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

Teachers

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

Three times a week.

#### **Evidence of Completion**

ALEKS reports

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

Following FCIM mode, review data reports and adjust instruction as needed.

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Leadership Team meetings and data chats

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

Following FCIM model, review data reports and adjust instruction as needed.

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

Leadership team

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

Ongoing

#### **Evidence of Completion**

Leadership team meetings

**G3.B6** The school's overall math performance was low. Subsequently, the Hispanic and ELL subgroups did not meet the 2012-2013 AMO. The area of deficiency in Grades 3 and 4 was Reporting Category 2- Number Fractions. Students are struggling with number sense concepts. There is a need for consistent small group differentiated instruction during the mathematics instructional block.

**G3.B6.S1** Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

**Action Step 1**

Florida Ready

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and benchmark assessments

**Action Step 2**

iReady

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Class usage reports and student usage reports

### **Action Step 3**

Provide contexts for mathematical exploration and the development of student understanding through the use of manipulatives/models and engaging opportunities for practice.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work, site generated assessments

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

Following the FCIM model, analyze assessment data and adjust instruction.

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

Leadership Team

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

Ongoing through monthly grade level meetings and quarterly data chats.

#### **Evidence of Completion**

Quizzes/tests and interim assessments

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

Following the FCIM model, analyze assessment data and adjust instruction as needed.

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Quizzes/tests, interim assessments



**G4.** Zero percent of students scored proficient on the Civics Baseline Assessment.

**G4.B1** The overall student performance was 38%. Students performed lowest in the Government Policies and Political Processes Reporting Category. There is a need for further instruction in this area.

**G4.B1.S1** Emphasizes an in-depth understanding of democratic principles.

**Action Step 1**

Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessment data

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

Following the FCIM model, review assessment data reports and adjust instruction as necessary.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes/tests and interim assessments

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

Following FCIM model, review assessment data reports and adjust instruction as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Tests/Quizzes, Interim Assessment reports

**G5.** Based on the results of the 2013 FCAT 2.0 Science Assessment, 80% of our scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 82 %.

**G5.B1** Fifty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.

**G5.B1.S1** Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

### Action Step 1

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Interim Assessments

### Facilitator:

### Participants:

Science Teachers

**Action Step 2**

Teachers will use Sciencosaurus books to supplement instruction.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work

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

Following the FCIM model, review assessment data reports and adjust instructions as necessary.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, Interim Assessment reports

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

Following the FCIM model, review assessment data reports and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work, Interim assessment reports.

**G5.B2** Thirty percent of students score level 4 and above. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 3- Physical science Science. Students need more hands on activities to understand the principles of physical science.

**G5.B2.S1** Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work

**Action Step 2**

Teachers will use Sciencesaurus to supplement curriculum.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work

**Action Step 3**

Students will participate in virtual scientific inquiries using Glzmo's.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

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

Following FCIM review data reports and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Leadership Team Meetings

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

Following FCIM review data reports and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Leadership Team meetings

**G6.** In order to prepare students for careers in science, technology, engineering and math, we will increase the number of STEM related activities and the percentage of participation.

**G6.B1** Last year, Mater Grove provided one STEM experience for students. Students participated in the school science fair, however, no students entered their projects in the county science fair.

**G6.B1.S1** Academic coaches facilitate lesson study for developing cross-curricular STEM lessons and train teachers on the use of Discovery Education, Safari Montage, and Gizmos.

**Action Step 1**

Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during math and science.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

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

Following the FCIM model, review assessment data reports and adjust instruction as necessary

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

student work; interim assessments

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

Following the FCIM model, review assessment data and adjust instruction as needed.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work; interim assessment results

**G6.B2** Ninety-six percent of students participated in the the school's science fair. Next year we will increase student participation to 98%. Students had difficulty adhering to science fair timeline.

**G6.B2.S1** Develop a time line that will provide students with more time to complete steps of the project.

#### Action Step 1

Create timeline and inform both parents and students of such.

#### Person or Persons Responsible

Science Fair Committe

#### Target Dates or Schedule

At least two months prior to science fair in January

#### Evidence of Completion

Science Fair Project Rubrics

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

Documentation of students completing and submitting sections of project according to timeline

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

During Science Fair established timeline

#### Evidence of Completion

Science Fair Rubrics

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

Number of students who completed Science Fair Project within timeline.

### **Person or Persons Responsible**

Teachers, Science Fair Committee

### **Target Dates or Schedule**

Science Fair project timeline

### **Evidence of Completion**

Judged projects



**G7.** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 78% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 80%.

**G7.B1** The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.

**G7.B1.S1** Use instructional strategies such as: • story map • somebody/wanted/but/so • turning point graphic • Author’s Toolbox for bringing a character to life • open mind • character chart • tools Authors use: Literary devices and Figurative language • text feature chart • text feature analysis

### **Action Step 1**

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

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

Classroom teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks.

#### **Facilitator:**

Kathy Bumgardner

#### **Participants:**

Classroom teachers

### **Action Step 2**

Students will use Reading Plus a minimum of three times per week to increase fluency, comprehension, and vocabulary.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Reading Plus reports

#### **Facilitator:**

Sheila Caleo

#### **Participants:**

Reading teachers

### **Action Step 3**

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Accelerated Reader Reports

#### **Facilitator:**

Sheila Caleo

#### **Participants:**

Teachers

#### **Action Step 4**

Students will take STAR test to monitor comprehension level and identify Accelerated Reader level.

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

Teachers

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

Quarterly

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

STAR reports

##### **Facilitator:**

Sheila Caleo

##### **Participants:**

Teachers

#### **Action Step 5**

Expose students to non-fiction text. Teachers in grades 3-5 will incorporate Time for Kids into the curriculum. Teachers in grades 6-7 will use Scholastic Magazine.

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

Teachers

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

Ongoing

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

Student work, tests and quizzes

#### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

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

The MTSS/Rtl and Leadership teams (Principal, Lead Teacher, Reading Coach)

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

Ongoing

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

Informal walk-throughs, teacher observations, grade-level meetings, and quarterly data chats

## **Plan to Monitor Effectiveness of G7.B1.S1**

Following the FCIM model, review data from assessment reports and adjust instruction as needed.

### **Person or Persons Responsible**

MTSS/Rtl and Leadership teams

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Quizzes/Tests, Reading Plus Reports, Accelerated Reader Reports, STAR reports and Interim Assessment reports.

**G7.B2** Thirty-two percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.

**G7.B2.S1** • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### **Action Step 1**

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student work, tests/quizzes

#### **Facilitator:**

Kathy Bumgardner

#### **Participants:**

Teachers

### **Action Step 2**

Students will use Reading Plus to increase comprehension and fluency a minimum of three times per week.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Reading Plus reports

### **Action Step 3**

Teachers will expose students to non-fiction texts and it's features by incorporating the use of Scholastic Magazine into reading instruction.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work, tests/quizzes

### **Action Step 4**

Students will select and read library books and take Accelerate Reader quizzes a minimum of once per week.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Accelerated Reader quizzes

**Action Step 5**

Students will take STAR test to identify reading comprehension and Accelerated Reader levels.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

STAR reports

**Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Follow the FCIM model, review assessment data and adjust instruction as needed.

**Person or Persons Responsible**

LLT and Leadership

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes/tests, data reports, interim assessments

**Plan to Monitor Effectiveness of G7.B2.S1**

Following FCIM model, review assessment data and adjust instructions as needed.

**Person or Persons Responsible**

LLT and Leadership Teams

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative assessments: Interim Assessments Summative assessments: FCAT 2.0

**G7.B3** Forty-six percent of our students achieved a Level 4 or above on the 2013 administration of the FCAT 2.0 Reading Test. The area which will require students in grades 3-6 to maintain or improve performance was Reporting Category 4- Informational Text and Research Process.

**G7.B3.S1** Provide students opportunities to practice with real-world documents and to use text feature charts and text feature analysis.

**Action Step 1**

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks.

**Action Step 2**

Students will use Reading Plus to increase fluency, vocabulary and comprehension a minimum of 3 times per week.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reading Plus reports



### **Action Step 3**

Students will select and read library books and take Accelerated Reader quizzes a minimum of once per week.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Accelerated Reader reports

### **Action Step 4**

Students will take STAR test to identify reading comprehension and Accelerated Reader levels.

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

Teachers

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

Quarterly

#### **Evidence of Completion**

STAR reports

### **Action Step 5**

Teachers will incorporated benchmark targeted instruction through the use of Florida Ready.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Quizzes/tests

### **Plan to Monitor Fidelity of Implementation of G7.B3.S1**

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes, tests, and interim assessments.

### **Plan to Monitor Effectiveness of G7.B3.S1**

Following FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes, tests, and Interim Assessments.

**G7.B4** Based on the results of the 2013 FCAT 2.0 Reading Assessment 85% of our students made learning gains. The area of deficiency in grades 3-6 was Reporting Category 1: Vocabulary due to lack of exposure to enriched vocabulary.

**G7.B4.S1** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students in grades 3-7 will expand their vocabulary using Vocabulary Workshop.

### **Action Step 1**

Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work

### **Action Step 2**

Students will use Reading Plus to increase fluency, vocabulary, and reading comprehension a minimum of 3 times per week.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Reading Plus Reports

### **Action Step 3**

Teachers will expose students to a variety of texts to enrich vocabulary. Grades 3-5 will use Time for Kids. Grades 6-7 will use Scholastic Magazine.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work, quizzes/tests

### **Action Step 4**

Students will participate in interventions through Success Maker computer program.

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

Teachers

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

Daily

#### **Evidence of Completion**

Success Maker reports

### **Action Step 5**

Teachers will incorporate supplemental benchmark targeted instruction using Florida Ready.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

quizzes/tests

### **Plan to Monitor Fidelity of Implementation of G7.B4.S1**

Following FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative assessments-Quizzes, Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G7.B4.S1**

Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative assessments-Vocabulary Workshop quizzes and tests, interim assessments, FCAT Test Maker Pro benchmark tests

**G7.B5** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 85% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 87%. The area of deficiency was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need targeted interventions using the day and beyond the school day in order to continue making gains.

**G7.B5.S1** • story map, • somebody/wanted/but/so, • turning point graphic, • Author’s Toolbox for bringing a character to life, • open mind, • character chart, • tools Author’s use: Literary devices and, Figurative language

### **Action Step 1**

Teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward... and what did he say to let me know?” Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work, site generated assessments

### **Action Step 2**

Students will use Reading Plus a minimum of three times per week.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Reading Plus reports

**Action Step 3**

Students will participate in reading interventions through the use of Success Maker.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Success Maker reports

**Action Step 4**

Students will participate in mandatory after school and Saturday tutoring.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

January to FCAT administration

**Evidence of Completion**

Attendance logs and student work

**Action Step 5**

Teachers will incorporate targeted Benchmark Instruction through the use of FCAT Test Maker Pro.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

quizzes/tests

### Plan to Monitor Fidelity of Implementation of G7.B5.S1

Following the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Quizzes, tests, Interim Assessments

### Plan to Monitor Effectiveness of G7.B5.S1

Using the FCIM model, assessment data will be analyzed and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Quizzes/tests and interim assessments

**G7.B6** Fifty-seven percent of students scored proficient in the Listening/Speaking category of the 2013 CELLA. Students have limited opportunities to practice listening/speaking English at home.

**G7.B6.S1** Increase student opportunities for listening/speaking by including ESOL strategies such as Language Experience Approach, Repetition, and Role playing.

#### Action Step 1

Facilitate experiences immediately followed by opportunities to discuss and write.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work



### **Plan to Monitor Fidelity of Implementation of G7.B6.S1**

Following the FCIM model, review assessment data reports and adjust instruction as needed.

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Regular classroom walk-throughs, formal observations, data chats, grade-level meetings.

### **Plan to Monitor Effectiveness of G7.B6.S1**

Follow FCIM model by reviewing assessment data reports and readjusting instruction as needed.

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Informal classroom walk-throughs, formal observations, quarterly data chats, grade-level meetings.

**G7.B7** Forty-six percent of students scored proficient in the Reading category of the 2013 CELLA. Students have limited vocabulary due to limited English Proficiency.

**G7.B7.S1** Improve reading skills by incorporating a variety of ESOL strategies such as activating prior knowledge, picture walks, predictions, QAR's, using task cards.

**Action Step 1**

Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Plan to Monitor Fidelity of Implementation of G7.B7.S1**

Following the FCIM model, review assessment data reports and adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Informal classroom walk-throughs, formal observations, quarterly data chats, monthly grade-level meetings.

## Plan to Monitor Effectiveness of G7.B7.S1

Following the FCIM model, review assessment data reports and adjust instruction as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Regular classroom walk-throughs, formal observations, quarterly data chats, monthly grade level meetings.

**G7.B8** Twenty-nine percent of students scored proficient in the Writing category of the 2013 CELLA. Students have poor command of language due to limited English proficiency. Students show a weakness in sentence structure and organization of ideas.

**G7.B8.S1** Use personal journals, reader's response journals, and shared writing.

### Action Step 1

Students write in journals that record personal thoughts, feelings, ideas for exploration, and perplexing questions. The writer and reader is the same person and the contents are not necessarily shared with anyone else. Students also record their thoughts and questions about anything they are reading, including content area or research material. Reading response logs are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work

### **Plan to Monitor Fidelity of Implementation of G7.B8.S1**

Following the FCIM model, review assessment data reports and adjust instruction as needed.

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

Leadership team

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

Ongoing

#### **Evidence of Completion**

Regular classroom walk-throughs, formal observations, quarterly data chats, monthly grade-level meetings

### **Plan to Monitor Effectiveness of G7.B8.S1**

Following the FCIM model, review assessment data reports and adjust instruction as needed.

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Regular classroom walk-throughs, formal observations, quarterly data chats, and monthly grade-level meetings.

**G8.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the elementary grades (K-5).

**G8.B1** Five percent of students missed 10% or more of available instructional time. Parents are unaware of educational impact of excessive absences.

**G8.B1.S1** Review attendance monthly using attendance reports and encourage good attendance through incentive program.

**Action Step 1**

Conduct perfect attendance award assembly quarterly.

**Person or Persons Responsible**

Administration and teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Parent invitation to award assembly and perfect attendance certificate.

**Action Step 2**

Review attendance reports

**Person or Persons Responsible**

Administration and teacher

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Reports, attendance logs, and attendance referrals

### Plan to Monitor Fidelity of Implementation of G8.B1.S1

Daily attendance uploads and daily teacher verification on bulletin

#### Person or Persons Responsible

Attendance manager

#### Target Dates or Schedule

daily

#### Evidence of Completion

daily attendance bulletin

### Plan to Monitor Effectiveness of G8.B1.S1

Daily attendance upload and teacher verification of attendance on bulletin.

#### Person or Persons Responsible

Attendance manager and teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Daily attendance bulletin.

**G8.B2** Two percent of students were retained in 2013 and 39% were not proficient in Reading by 3rd Grade.

**G8.B2.S1** Provide students with additional interventions and after school tutoring.

#### Action Step 1

Retained students will use SuccessMaker daily for 30 minutes daily

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

daily

#### Evidence of Completion

SuccessMaker reports

### Plan to Monitor Fidelity of Implementation of G8.B2.S1

Monitor school-wide usage from administration account.

#### Person or Persons Responsible

Leadership team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Class usage reports

### Plan to Monitor Effectiveness of G8.B2.S1

Interim assessment scores, 3rd Grade portfolio reports, and 3rd Grade Reading FCAT scores.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Leadership team meeting and data chat meetings

### G8.B3 No students received behavior referrals.

**G8.B3.S1** Maintain the level of student behavior referrals by encouraging students to abide by the student code of conduct.

#### Action Step 1

Recite character pledge during morning announcements.

#### Person or Persons Responsible

News Crew

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Daily news script

### **Action Step 2**

Marvelous Marlin Program in which student are for exhibiting exemplar character traits.

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

Leadership team and teachers

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

Ongoing

#### **Evidence of Completion**

Nomination of students, awards and recognition on morning announcements

### **Action Step 3**

Student of the Month Program

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

Leadership team and teachers

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

Monthly

#### **Evidence of Completion**

Nomination of students, awards and recognition on morning announcements

### **Plan to Monitor Fidelity of Implementation of G8.B3.S1**

Nominations for Student of the Month and Marvelous Marlin Awards by teachers

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

Leadership team

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

Ongoing

#### **Evidence of Completion**

Nominations and awards.



## Plan to Monitor Effectiveness of G8.B3.S1

Review discipline referral logs

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Leadership team meetings

**G9.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).

**G9.B1** Five percent of students missed 10% or more of available instructional time. Parents are unaware of educational impact of excessive absences.

**G9.B1.S1** Review attendance monthly using attendance reports and encourage good attendance through incentive program.

### Action Step 1

Conduct perfect attendance award assembly quarterly.

### Person or Persons Responsible

Administration and teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Parent invitation to award assembly and perfect attendance certificate.

**Action Step 2**

Review attendance reports

**Person or Persons Responsible**

Administration and teacher

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Reports, attendance logs, and attendance referrals

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Daily attendance uploads and daily teacher verification on bulletin

**Person or Persons Responsible**

Attendance manager

**Target Dates or Schedule**

daily

**Evidence of Completion**

daily attendance bulletin

**Plan to Monitor Effectiveness of G9.B1.S1**

Daily attendance upload and teacher verification of attendance on bulletin.

**Person or Persons Responsible**

Attendance manager and teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Daily attendance bulletin.

**G9.B2** Two percent of students were retained in 2013 and 39% were not proficient in Reading by 3rd Grade.

**G9.B2.S1** Provide students with additional interventions and after school tutoring.

**Action Step 1**

Retained students will use SuccessMaker daily for 30 minutes daily

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

daily

**Evidence of Completion**

SuccessMaker reports

**Plan to Monitor Fidelity of Implementation of G9.B2.S1**

Monitor school-wide usage from administration account.

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Class usage reports

**Plan to Monitor Effectiveness of G9.B2.S1**

Interim assessment scores, 3rd Grade portfolio reports, and 3rd Grade Reading FCAT scores.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Leadership team meeting and data chat meetings

**G9.B3** No students received behavior referrals.

**G9.B3.S1** Maintain the level of student behavior referrals by encouraging students to abide by the student code of conduct.

**Action Step 1**

Recite character pledge during morning announcements.

**Person or Persons Responsible**

News Crew

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Daily news script

**Action Step 2**

Marvelous Marlin Program in which student are for exhibiting exemplar character traits.

**Person or Persons Responsible**

Leadership team and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Nomination of students, awards and recognition on morning announcements

**Action Step 3**

Student of the Month Program

**Person or Persons Responsible**

Leadership team and teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Nomination of students, awards and recognition on morning announcements

### Plan to Monitor Fidelity of Implementation of G9.B3.S1

Nominations for Student of the Month and Marvelous Marlin Awards by teachers

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Nominations and awards.

### Plan to Monitor Effectiveness of G9.B3.S1

Review discipline referral logs

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Leadership team meetings

**G10.** Our goal is to increase the percent of parents involved in school activities to 80%.

**G10.B1** Limited knowledge of the English language is a barrier in providing knowledge of activities.

**G10.B1.S1** Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages.

**Action Step 1**

Communication will be sent in English and in Spanish for all parent activities. Activities will be conducted in both languages.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Letters and e-mails sent to parents

### Plan to Monitor Fidelity of Implementation of G10.B1.S1

Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.

#### Person or Persons Responsible

Leadership team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Volunteer hour logs

### Plan to Monitor Effectiveness of G10.B1.S1

Monitor parent completion of volunteer hours quarterly and send notification letter of hours completed.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Volunteer hour logs

**G10.B2** The parent population is mainly of the working class and has limited availability to communicate with teachers in person and attend school events.

**G10.B2.S1** Provide various communication options by expanding updates to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish.

#### Action Step 1

Send text message notifications of events via Remind 101 in both English and Spanish.

#### Person or Persons Responsible

Principal, teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Remind 101 membership

### **Plan to Monitor Fidelity of Implementation of G10.B2.S1**

Teachers will cc Principal in e-mails and Principal will subscribe to all teacher Remind101 accounts.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

E-mails and text messages.

### **Plan to Monitor Effectiveness of G10.B2.S1**

Teachers will cc principal parent e-mails and principal will subscribe to all teacher Remind 101 accounts.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

E-mails and text messages

## 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.*

**G3.** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to 82%.

**G3.B1** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 25% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 30%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

**G3.B1.S1** Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

### PD Opportunity 1

i-Ready

#### Facilitator

Marcelo Gomez

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Class Usage Reports and Student Usage Reports



**G5.** Based on the results of the 2013 FCAT 2.0 Science Assessment, 80% of our scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 82 %.

**G5.B1** Fifty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.

**G5.B1.S1** Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

### **PD Opportunity 1**

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic, as well as virtual Inquiry based activities through the use of Gizmo's.

#### **Facilitator**

#### **Participants**

Science Teachers

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

Ongoing

#### **Evidence of Completion**

Student work, Interim Assessments

**G7.** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 78% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 80%.

**G7.B1** The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.

**G7.B1.S1** Use instructional strategies such as: • story map • somebody/wanted/but/so • turning point graphic • Author’s Toolbox for bringing a character to life • open mind • character chart • tools Authors use: Literary devices and Figurative language • text feature chart • text feature analysis

### **PD Opportunity 1**

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

#### **Facilitator**

Kathy Bumgardner

#### **Participants**

Classroom teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks.

## **PD Opportunity 2**

Students will use Reading Plus a minimum of three times per week to increase fluency, comprehension, and vocabulary.

### **Facilitator**

Sheila Caleo

### **Participants**

Reading teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Reading Plus reports

## **PD Opportunity 3**

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

### **Facilitator**

Sheila Caleo

### **Participants**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Accelerated Reader Reports

**PD Opportunity 4**

Students will take STAR test to monitor comprehension level and identify Accelerated Reader level.

**Facilitator**

Sheila Caleo

**Participants**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

STAR reports

**G7.B2** Thirty-two percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.

**G7.B2.S1** • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### **PD Opportunity 1**

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

#### **Facilitator**

Kathy Bumgardner

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work, tests/quizzes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to 82%.	\$12,960
G5.	Based on the results of the 2013 FCAT 2.0 Science Assessment, 80% of our scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 82%.	\$1,664
G7.	Based on the results of the 2013 FCAT 2.0 Reading Assessment, 78% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 80%.	\$12,453
G8.	As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the elementary grades (K-5).	\$400
G9.	As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).	\$100
Total		\$27,577

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Technology	Evidence-Based Materials	Personnel	Total
Internal Account	\$1,239	\$0	\$0	\$1,600	\$0	\$2,839
	\$0	\$0	\$0	\$0	\$0	\$0
Internal	\$639	\$500	\$0	\$0	\$0	\$1,139
Operating	\$12,960	\$0	\$2,900	\$0	\$0	\$15,860
FTE	\$2,800	\$0	\$0	\$1,664	\$2,400	\$6,864
SAC Funds	\$0	\$0	\$0	\$0	\$875	\$875
Total	\$17,638	\$500	\$2,900	\$3,264	\$3,275	\$27,577

### Budget Details

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

**G3.** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 64% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percent of students achieving proficiency to 82%.

**G3.B1** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 25% of our students scored at level 4 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring at level 4 or above to 30%. The area of deficiency in Grade 6 was Reporting Category 3- Geometry and Measurement. There is a need for additional practice and enrichment; and to engage students in project based activities.

**G3.B1.S1** Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

### **Action Step 2**

i-Ready

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Computer program

#### **Funding Source**

Operating

#### **Amount Needed**

\$6,960

### **Action Step 3**

ALEKS

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Computer Math program

#### **Funding Source**

FTE

#### **Amount Needed**

\$2,800

**Action Step 4**

Florida Ready

**Resource Type**

Evidence-Based Materials

**Resource**

FCAT Tutoring workbooks

**Funding Source**

Internal Account

**Amount Needed**

\$800

**G3.B3** Based on the results of the 2013 FCAT 2.0 Mathematics Assessment, 48% of our made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students making learning gains to 53%. The area of deficiency in Grades 5 and 6 test was Reporting Category 3- Geometry and Measurement. There is a need for additional practice in general mathematics concepts.

**G3.B3.S1** Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

**Action Step 6**

FCAT Tutoring

**Resource Type**

Personnel

**Resource**

FCAT tutoring

**Funding Source**

FTE

**Amount Needed**

\$2,400



**G5.** Based on the results of the 2013 FCAT 2.0 Science Assessment, 80% of our scored level 3 or above. Our goal for the 2013-2014 school year is to increase the percent of students scoring 3 or above to 82 %.

**G5.B1** Fifty percent of students scored at level 3. The area of deficiency in Grade 5 as noted on the 2013 administration of the FCAT Science test was Reporting Category 1- Nature of Science. Students need more practice with the scientific method through science labs.

**G5.B1.S1** Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

**Action Step 2**

Teachers will use Sciencesaurus books to supplement instruction.

**Resource Type**

Evidence-Based Materials

**Resource**

Science workbooks

**Funding Source**

FTE

**Amount Needed**

\$1,664

**G7.** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 78% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 80%.

**G7.B1** The Hispanic subgroup did not meet the AMO for the 2012-2013 school year. The area of deficiency in Grade 3 as noted on the 2013 administration of the FCAT Reading test was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need more exposure to non-fictional authentic literature.

**G7.B1.S1** Use instructional strategies such as: • story map • somebody/wanted/but/so • turning point graphic • Author’s Toolbox for bringing a character to life • open mind • character chart • tools Authors use: Literary devices and Figurative language • text feature chart • text feature analysis

### **Action Step 1**

Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Kathy Bumgarnder Professional Development

#### **Funding Source**

Internal Account

#### **Amount Needed**

\$600

**Action Step 2**

Students will use Reading Plus a minimum of three times per week to increase fluency, comprehension, and vocabulary.

**Resource Type**

Technology

**Resource**

Reading computer program

**Funding Source**

Operating

**Amount Needed**

\$2,900

**Action Step 3**

Students will select and read Accelerated Reader books from the library and take Accelerated Reader quizzes a minimum of once per week.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 5**

Expose students to non-fiction text. Teachers in grades 3-5 will incorporate Time for Kids into the curriculum. Teachers in grades 6-7 will use Scholastic Magazine.

**Resource Type**

Evidence-Based Program

**Resource**

Time for Kids

**Funding Source**

Internal Account

**Amount Needed**

\$639

**G7.B2** Thirty-two percent of students scored a level 3 on the 2013 administration of the FCAT 2.0 Reading test. Grade 6 students showed a deficiency in Reading Application. Students need practice in identifying author's purpose, main idea, text structure, and comparing.

**G7.B2.S1** • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### **Action Step 1**

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Time for Kids and Scholastic Magazines

#### **Funding Source**

#### **Amount Needed**

### Action Step 3

Teachers will expose students to non-fiction texts and it's features by incorporating the use of Scholastic Magazine into reading instruction.

#### Resource Type

Evidence-Based Program

#### Resource

Scholastic Magazine

#### Funding Source

#### Amount Needed

**G7.B3** Forty-six percent of our students achieved a Level 4 or above on the 2013 administration of the FCAT 2.0 Reading Test. The area which will require students in grades 3-6 to maintain or improve performance was Reporting Category 4- Informational Text and Research Process.

**G7.B3.S1** Provide students opportunities to practice with real-world documents and to use text feature charts and text feature analysis.

### Action Step 5

Teachers will incorporated benchmark targeted instruction through the use of Florida Ready.

#### Resource Type

Evidence-Based Materials

#### Resource

Florida Ready workbooks

#### Funding Source

Internal Account

#### Amount Needed

\$800

**G7.B4** Based on the results of the 2013 FCAT 2.0 Reading Assessment 85% of our students made learning gains. The area of deficiency in grades 3-6 was Reporting Category 1: Vocabulary due to lack of exposure to enriched vocabulary.

**G7.B4.S1** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students in grades 3-7 will expand their vocabulary using Vocabulary Workshop.

**Action Step 3**

Teachers will expose students to a variety of texts to enrich vocabulary. Grades 3-5 will use Time for Kids. Grades 6-7 will use Scholastic Magazine.

**Resource Type**

Evidence-Based Program

**Resource**

Time for Kids

**Funding Source**

Internal

**Amount Needed**

\$639

**Action Step 4**

Students will participate in interventions through Success Maker computer program.

**Resource Type**

Evidence-Based Program

**Resource**

SuccessMaker computer program

**Funding Source**

Operating

**Amount Needed**

\$6,000

**G7.B5** Based on the results of the 2013 FCAT 2.0 Reading Assessment, 85% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percent of students in the lowest 25% making learning gains to 87%. The area of deficiency was Reporting Category 3- Literary Analysis: Fiction and Non-fiction. Students need targeted interventions using the day and beyond the school day in order to continue making gains.

**G7.B5.S1** • story map, • somebody/wanted/but/so, • turning point graphic, • Author's Toolbox for bringing a character to life, • open mind, • character chart, • tools Author's use: Literary devices and, Figurative language

#### **Action Step 4**

Students will participate in mandatory after school and Saturday tutoring.

#### **Resource Type**

Personnel

#### **Resource**

FCAT Tutoring

#### **Funding Source**

SAC Funds

#### **Amount Needed**

\$875



**G8.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the elementary grades (K-5).

**G8.B1** Five percent of students missed 10% or more of available instructional time. Parents are unaware of educational impact of excessive absences.

**G8.B1.S1** Review attendance monthly using attendance reports and encourage good attendance through incentive program.

**Action Step 1**

Conduct perfect attendance award assembly quarterly.

**Resource Type**

Other

**Resource**

Awards

**Funding Source**

Internal

**Amount Needed**

\$200

**G8.B2** Two percent of students were retained in 2013 and 39% were not proficient in Reading by 3rd Grade.

**G8.B2.S1** Provide students with additional interventions and after school tutoring.

**Action Step 1**

Retained students will use SuccessMaker daily for 30 minutes daily

**Resource Type**

Technology

**Resource**

**Funding Source**

**Amount Needed**

**G8.B3** No students received behavior referrals.

**G8.B3.S1** Maintain the level of student behavior referrals by encouraging students to abide by the student code of conduct.

**Action Step 2**

Marvelous Marlin Program in which student are for exhibiting exemplar character traits.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 3**

Student of the Month Program

**Resource Type**

Other

**Resource**

Awards and Certificates

**Funding Source**

Internal

**Amount Needed**

\$200

**G9.** As a school we will monitor early warning systems to reduce poor attendance rates, retention rates and suspensions in the middle grades (6-7).

**G9.B1** Five percent of students missed 10% or more of available instructional time. Parents are unaware of educational impact of excessive absences.

**G9.B1.S1** Review attendance monthly using attendance reports and encourage good attendance through incentive program.

**Action Step 1**

Conduct perfect attendance award assembly quarterly.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G9.B2** Two percent of students were retained in 2013 and 39% were not proficient in Reading by 3rd Grade.

**G9.B2.S1** Provide students with additional interventions and after school tutoring.

**Action Step 1**

Retained students will use SuccessMaker daily for 30 minutes daily

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G9.B3** No students received behavior referrals.

**G9.B3.S1** Maintain the level of student behavior referrals by encouraging students to abide by the student code of conduct.

**Action Step 2**

Marvelous Marlin Program in which student are for exhibiting exemplar character traits.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 3**

Student of the Month Program

**Resource Type**

Other

**Resource**

Awards and certificates

**Funding Source**

Internal

**Amount Needed**

\$100