



**Pam Stewart, Commissioner**

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

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**Dr. Henry E. Perrine Academy Of The Arts**

8851 SW 168TH ST

Palmetto Bay, FL 33157

305-235-2442

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

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
71%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
86%

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## School Grades History

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**2013-14**  
A

**2012-13**  
B

**2011-12**  
A

**2010-11**  
A

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

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

## Current School Status

### School Information

#### School-Level Information

##### School

Dr. Henry E. Perrine Academy Of The Arts

##### Principal

Maileen Ferrer

##### School Advisory Council chair

Madelyn Betancourt-Torres

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

Name	Title
Maileen Ferrer	Principal
Tammy Edouard	Assitant Principal
Brandi Givens	Media Specialist
Albertha Nixon	SPED Chairperson
Madelyn Betancourt-Torres	Teacher
Bryan Sharpe	Teacher
Tanisha Burgess	Teacher
Brandi Givens	Media Specialist
Alma Dean	Guidance Counselor

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

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

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

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The function of EESAC is to bring together stakeholders and involve them in an authentic role in decisions which affects instruction and the delivery of school programs. Meetings are scheduled on a monthly basis, and recommendation and data findings are shared and discussed. Each grade level makes recommendations for the development of the 2013-2014 School Improvement Plan. All suggestions are reviewed and considered. Administration and EESAC Chairperson share goals and strategies with members and requests approval of plan.

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

EESAC will review school data, examine trends, monitor school improvement plan goals and strategies, and make adjustments as needed.

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

Utilize funds for resource materials used to support instructional programs.

### **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:**

**Maileen Ferrer**

Principal

Years as Administrator: 10

Years at Current School: 5

**Credentials**

Degrees:  
 Bachelor of Arts in Elementary Education/Early Childhood Education  
 Master of Science in TESOL and Urban Education  
 Specialist Degree in Educational Leadership  
 Certifications:  
 Educational Leadership (All Levels)  
 Elementary Education  
 Primary Education  
 ESOL Certification

**Performance Record**

2013 – School Grade = B  
 Rdg. Proficiency, 68%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 72% points  
 Math Lrg. Gains, 66% points  
 Rdg. Imp. of Lowest 25% - 71%points  
 Math Imp. of Lowest 25% - 51% points  
 Rdg. AMO –75%  
 Math AMO–72%  
 2012 – School Grade = A  
 Rdg. Proficiency, 72%  
 Math Proficiency, 63%  
 Rdg. Lrg. Gains, 79% points  
 Math Lrg. Gains, 73% points  
 Rdg. Imp. of Lowest 25% - 81% points  
 Math Imp. of Lowest 25% - 69% points  
 Rdg. AMO –72%  
 Math AMO–68%  
 2011 – School Grade = A  
 AYP N  
 High Standards Rdg. 79% points  
 High Standards Math 76% points  
 Lrng Gains-Rdg. 71% points  
 Lrng Gains-Math 66% points  
 Gains-Rdg.-25% 62% points  
 Gains-Math-25% 69 % points  
 2010 – School Grade = A  
 AYP N  
 High Standards Rdg. 79 % points  
 High Standards Math 77% points  
 Lrng Gains-Rdg. 70% points  
 Lrng Gains-Math 71% points  
 Gains-Rdg.-25% 56% points  
 Gains-Math-25% 61% points  
 2009 - School Grade = A  
 AYP N  
 High Standards Rdg. 83% points



High Standards Math 80% points  
Lrng Gains-Rdg. 69% points  
Lrng Gains-Math 65% points  
Gains-Rdg.-25% 60% points  
Gains-Math-25% 59% points

**Tammy Edouard**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

Degrees:

Bachelor of Science in Criminal Justice, Juvenile Delinquency

Master of Education in

English (6-12)

Specialist Degree in Educational Leadership

Certifications:

English (6-12)

ESOL Endorsement

Educational Leadership All-Levels)

**Performance Record**

2013 – School Grade = B

Rdg. Proficiency, 68%

Math Proficiency, 62%

Rdg. Lrg. Gains, 72% points

Math Lrg. Gains, 66% points

Rdg. Imp. of Lowest 25% - 71%

Math Imp. of Lowest 25% - 51%

Rdg. AMO –75%

Math AMO–72%

2012 – School Grade = A

Rdg. Proficiency, 72%

Math Proficiency, 63%

Rdg. Lrg. Gains, 79%

Math Lrg. Gains, 73%

Rdg. Imp. of Lowest 25%- 81%

Math Imp. of Lowest 25% - 69%

Rdg. AMO –72%

Math AMO–68%

2011 – School Grade = A

AYP N

High Standards Rdg. 79%

High Standards Math 76%

Lrng Gains-Rdg. 71%

Lrng Gains-Math 66%

Gains-Rdg.-25% 62%

Gains-Math-25% 69%

2010 – School Grade = A

AYP N

High Standards Rdg. 79%

High Standards Math 77%

Lrng Gains-Rdg. 70%

Lrng Gains-Math 71%

Gains-Rdg.-25% 56%

Gains-Math-25% 61%

2009 – School Grade = B

AYP N

High Standards Rdg. 62%

High Standards Math 57%

Lrng Gains-Rdg. 65%  
Lrng Gains-Math 65%  
Gains-Rdg.-25% 66%  
Gains-Math-25% 67%

### Classroom Teachers

**# of classroom teachers**

55

**# receiving effective rating or higher**

55, 100%

**# Highly Qualified Teachers**

75%

**# certified in-field**

55, 100%

**# ESOL endorsed**

42, 76%

**# reading endorsed**

3, 5%

**# with advanced degrees**

25, 45%

**# National Board Certified**

1, 2%

**# first-year teachers**

0, 0%

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

2, 4%

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

32, 58%

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

21, 38%

### Teacher Recruitment and Retention Strategies

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

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

Strategies:

- Assigning a mentor to new teachers, Maileen Ferrer, Principal
- Monitoring and mentoring of pre-service teachers assigned to the school, Tammy Edouard, Assistant Principal

- Providing teachers with adequate support (i.e., professional development), Tammy Edouard, Assistant 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**

As part of our commitment to high quality teaching, all newly hired teachers are assigned a mentor by the principal. Mentor teachers help beginning teachers make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process.

Planned Mentoring Activities Include:

- Providing opportunities for communication and feedback between the veteran teacher and beginning teacher with a focus on data, classroom management, effective strategies, and best practices
- Providing professional development opportunities for beginning teachers that is responsive to their individual needs
- Providing collaborative planning meetings with the grade level

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

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

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

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

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

#### **Tier 2**

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year. The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust, if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year), and ongoing progress monitoring measures (once per month) reliably track progress on a schedule based on student needs across Tiers.

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

Finally, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, the previous years' trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

#### **Tier 1 (Leadership Team)**

The function of the Leadership Team is to ensure that all district and schools initiatives are aligned. In addition, the LT is responsible for monitoring the fidelity of interventions and goal driven strategies outlined on the School Improvement plan, provide on-going professional development opportunities, and utilize the four step problem solving model when addressing problems.

- Administrator(s) Maileen Ferrer and Tammy Edouard schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocates resources;

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

- The school's guidance counselor, Alma Dean, provides appropriate services to students and their families and provides referral services

- The school's Exceptional Student Education Chairperson, Dr. Albertha Nixon, monitors and provides support to students and parents and facilitates the development of the IEP

- The school's social worker, Steve Gair, meets with parents to gather social histories and provides support to students and families

- The school psychologist, Tamara Shirley participates in collecting, interpreting and analyzing data. In addition, she facilitates in the development of intervention plans and the monitoring of intervention.

- In addition to Tier 1 problem solving, the Leadership Team members meets periodically (Quarterly) to review consensus, infrastructure, and implementation of building level MTSS/RTI

#### **Tier 2**

Selected members: SPED Chairperson, Dr. Albertha Nixon, Guidance Counselor, Alma Dean, School Psychologist Tamara Smiley, and Teacher, Madelyn Betancourt-Torres, of the MTSS/RTI Leadership Team conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

#### **Tier 3 SST**

Selected members: SPED Chairperson, Dr. Albertha Nixon, Guidance Counselor, Alma Dean, School Psychologist Tamara Smiley, and Teacher, Madelyn Betancourt-Torres, of the MTSS/RTI Leadership Team , Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aim-lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/RTI

implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The four step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

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

Our school's Leadership Team will engage in data-driven decision-making. Progress will be determined through assessment systems administered throughout the school year as follows:

- Baseline data consists of the following assessment systems (a) Progress Monitoring and Reporting Network (PMRN); (b) Florida Assessments for Instruction in Reading (FAIR), including Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools and Phonics Screening Inventory; (c) Stanford Achievement Test (SAT); (d) Florida Comprehensive Assessment Test (FCAT); (e) STAR Reading Assessment; and (f) the District's baseline assessments (analyzed through Edusoft)
- Progress Monitoring is conducted through the following systems: (a) PMRN, (b) Oral Fluency Measures, (c) Reading Plus Progress Reports, (d) Success Maker Utilization and Progress Reports, (e) student grades,(f) school site specific assessments and (g) Interim Assessments (analyzed through Thinkgate)
- End of year assessments include the following (a) FAIR, (b) FCAT, (c) SAT, and (d) the District's baseline assessments administered as a post-assessment.
- Student behavior will be monitored through the following systems (a) Student Case Management System, (b) Suspensions/expulsions, (c) Referrals by student behavior, staff behavior, and administrative context, (d) Attendance, (e) Functional Assessment, and (f) frequency monitoring Data are used to guide instructional decisions and system procedures for all students and are utilized to adjust the delivery of curriculum and instruction to meet the specific needs of students, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions. Results are evaluated to determine whether student response to an intervention is adequate or inadequate. Results are regularly charted/graphed and analyzed by the MTSS/RTI Leadership team to determine student progress.

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

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

- 1.Administrators will attend district trainings in MTSS/RTI foundations and MTSS/RTI problem solving at Tiers 1 and 2, and School Support Team Training.
- 2.MTSS/RTI team members will attend district trainings in MTSS foundations and MTSS/RTI problem solving at Tiers 1 and 2, and School Support Team Training.
- 3.Staff will participate in the Florida Rtl online training providing a network of ongoing support for Rtl. In addition, the MTSS/RTI Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

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

**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:** 30

Several initiatives are in place to increase the amount of instructional time for selected students. The amount of time varies from 30 minutes to 1 hour, depending on the option selected.

- Morning Tutoring consists of 30 minutes of intervention focusing on the Reading Plus and or Successmaker software program. Morning tutoring allows the students to benefit from this intervention, while receiving additional services.

The After School Tutoring/Homework assistance is available to students in the After School Care program free of charge.

In addition, after school tutoring is also made available to students whose parents enroll them and pay the associated fees. One-hour tutoring sessions in reading and mathematics are offered twice per week.

Professional Development days are offered by the district.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

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

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

Principal, Maileen Ferrer, Assistant Principal, Tammy Edouard, teachers/tutors

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Maileen Ferrer	Principal
Tammy Edouard	Assistant Principal
Brandi Givens	Media Specialist
Albertha Nixon	SPED Chairperson
Madelyn Betancourt-Torres	Teacher
Bryan Sharpe	Teacher
Tanisha Burgess	Teacher

**How the school-based LLT functions**

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading liaison, mentor reading teachers, content area teachers, and other principal appointees serve on this team which meets at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading liaison must be a member of the Reading Leadership Team. The team will meet twice a month throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The RLT meets quarterly. The team reviews data, establishes expectations of high achievement in reading, and develops a school wide literacy plan centered on the reading/writing connection. The team facilitates collaboration across grade levels and monitors interventions for students failing to meet curriculum expectations. The team identifies students who are in need of enrichment and provides resources, strategies and activities to maximize their learning potential.

- The principal guides the development of the School Literacy Plan through collaboration and sharing of best practices in literacy education, providing training and support for teachers, monitoring literacy instruction via focused walk-throughs, and ensuring that literacy remains a priority.
- The Assistant Principal, along with the SPED Teachers, School Counselor, and School Psychologist analyzes and interprets school data; works with team members to establish goals based on data; develops strategies to achieve goals; monitors the use of the FAIR decision Tree to develop differentiated instruction in Reading, monitors literacy instruction via focused classroom walk-throughs and ensures that literacy remains a priority.
- The media specialist provides instructional leadership in the use of information resources and literature and establishes a culture of reading among the students in the school.
- SPED Teachers support student achievement in the classroom by collaborating with the general education teacher to develop lesson plans, provide feedback on the effective use of accommodations in the classroom and provide additional resources and insight while making recommendations to use with struggling readers.
- Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing across the curriculum.

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

A major focus will be the extended implementation of the Common Core Standards, the emphasis on text based evidence, the use of Informational and Literary Text, the emphasis on writing in response to text and the use of the Close Read skill for understanding literary text. In addition, the LLT will promote collaboration within the LLT to ensure the fidelity of the K-12 CRRP as well as monitor the implementation of the School Improvement Plan strategies. In addition, we will promote reading for pleasure. We will help students begin a habit of pleasure reading and improve both reading and comprehension skills.

### **Preschool Transition**

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

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



The following are strategies implemented to assist preschool students in transition to kindergarten:

- Throughout the year, parents are offered guided tours and are given an opportunity to interact with administrators and counselor and are provided with information about curriculum and services
- An orientation is held prior to the opening of school which allows the parents and students to tour the school, receive information about the programs available, and meet the teachers in the grade level
- A “Meet and Greet” is scheduled on the Friday before school begins so that students may meet their teachers and visit their classrooms prior to the first day of school

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	68%	No	75%
American Indian				
Asian	80%	74%	No	82%
Black/African American	58%	53%	No	63%
Hispanic	76%	71%	No	78%
White	88%	84%	Yes	89%
English language learners	62%	53%	No	66%
Students with disabilities	49%	40%	No	54%
Economically disadvantaged	63%	40%	No	67%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	68%	33%
Students scoring at or above Achievement Level 4	171	40%	42%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	309	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	301	71%	74%

#### 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)	88	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	52	36%	42%

**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	86	57%	61%
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	68%	62%	No	72%
American Indian				
Asian	85%	78%	No	87%
Black/African American	54%	44%	No	59%
Hispanic	75%	67%	No	78%
White	75%	71%	No	78%
English language learners	68%	59%	No	72%
Students with disabilities	54%	31%	No	59%
Economically disadvantaged	63%	54%	No	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	29%	36%
Students scoring at or above Achievement Level 4	137	33%	36%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	283	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	218	51%	56%

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%		No	72%
American Indian				
Asian	85%		No	87%
Black/African American	54%		No	59%
Hispanic	75%		No	78%
White	75%		No	78%
English language learners	68%		No	72%
Students with disabilities	54%		No	59%
Economically disadvantaged	63%		No	66%

**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	23	17%	21%
Students scoring at or above Achievement Level 4	39	29%	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)	3		4
Participation in STEM-related experiences provided for students	63	20%	30%

**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	65	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	53	7%	6%
Students who are not proficient in reading by third grade	32	4%	3%
Students who receive two or more behavior referrals	28	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	46	34%	31%

**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**

According to the parent involvement sign in sheets for the 2012-2013 school year, parent participation in school-wide activities was 23%. Our goal for the 2013-2014 school year is to increase ten percent to 33%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide/Promote activities that involve parents and the community	463	36%	41%

## Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 indicate that 68% of all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 75% of all students will score at Level 3 or above.
- G2.** The results of the 2012-2013 FCAT 2.0 writing assessment indicate that 57% percent of students achieved a 3.5 or above. The goal for the FCAT writing assessment for 2013-2014 is that 61% of students will score a 3.5 or above.
- G3.** The results of the 2012-2013 FCAT 2.0 indicate that 62% of the all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 72% of the all students will score at Level 3 or above.
- G4.** The results of the 2013 FCAT 2.0 science assessment indicate that 17% of the students scored at a level 3 or above . The goal for the 2014 FCAT 2.0 Science Assessment is that 21% of the students will score a level 3 or above.
- G5.** The goals for the 2013-2014 school year is to increase S.T.E.M. related activities that optimize real world application of science, technology, engineering, and mathematics.
- G6.** The results of the Early Warning System data indicate that 8% of students missed 10% or more of available instructional time. Our goal is to decrease the amount of students that missed instructional time by 1 percentage point from 8% to 7%.
- G7.** Increase active partnership between school, families, and community and encourage volunteerism.

## Goals Detail

**G1.** The results of the 2012-2013 FCAT 2.0 indicate that 68% of all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 75% of all students will score at Level 3 or above.

### **Targets Supported**

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

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

- Reading endorsed teachers
- District Professional Development on the Common Core State Standards
- Reading Plus
- Successmaker
- McGraw Hill - Wonders
- Wonder-Intervention
- Accelerated Reader

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

- Students' performance data from the 2013 FCAT 2.0 indicate that students were deficiency in the Reporting Category 4- Informational Text/Research Process.
- The results of the 2012-2013 FCAT 2.0 indicate that 74% of the students in the Asian subgroup met the AMO. Students in Asian subgroup demonstrated a deficiency in Reporting Category 4- Informational Text/Research Process.
- The results of the 2012-2013 FCAT 2.0 indicate that 53% of the students in the Black subgroup met the AMO. Students in the Black subgroup demonstrated a deficiency in the Reporting Category 4- Informational Text/Research Process.
- The results of the 2012-2013 FCAT 2.0 indicate that 71% of the students in the Hispanic subgroup met the AMO. Students demonstrated a deficiency in the Reporting Category 1- Vocabulary.
- The results of the 2012-2013 FCAT 2.0 indicate that 53% of the students in the English Language Learners subgroup met the AMO. Students demonstrated a deficiency in the Reporting Category 1- Vocabulary.
- The results of the 2012-2013 FCAT 2.0 indicate that 40% of the students in the Students with Disabilities subgroup met the AMO. The Students with Disabilities subgroup demonstrated a deficiency in the Reporting Category 2-Reading Application.
- The results of the 2013 FCAT 2.0 indicate that 61% of the students in the Economically Disadvantaged subgroup met the AMO. The Economically Disadvantaged subgroup demonstrated a deficiency in the Reporting Category 2-Reading Application.
- The results of the 2012-2013 FCAT 2.0 indicate that 68% of the students achieved Level 3. Students who scored a Level 3 demonstrated a deficiency in the Reporting Category 1- Vocabulary.
- The results of the 2012-2013 FCAT 2.0 indicate that 40% of the students achieved Level 4-5. Students who scored a Level 4-5 demonstrated a deficiency in the Reporting Category 4- Informational Text/Research Process.
- The results of the 2012-2013 FCAT 2.0 indicate that 72% of all students made learning gains. This is primarily due to limited focus on differentiated instruction.

- The results of the 2012-2013 FCAT 2.0 indicate that 71% of the lowest 25% of students made learning gains. This is primarily due to the limited focus on data driven instruction addressing student weaknesses during intervention.
- Students' performance data from the CELLA indicate that only 60% of students scored at a level of proficiency on the Listening and Speaking Section of the Assessment. This group of students exhibited difficulty in Category 1- Vocabulary this was primarily due to limited exposure and fluency in the English language.
- Students' performance data from the CELLA indicate that only 32% of students scored at a level of proficiency on the Reading Section of the Assessment. This group of students exhibited difficulty in reporting Category 2- Reading Application This is primarily due to students' difficulty establishing the author's intent and making inferences.
- Students' performance data from the CELLA indicate that only 36% of students scored at a level of proficiency on the writing section of the assessment. This group of students exhibited difficulty in the area of process writing.

### Plan to Monitor Progress Toward the Goal

Using Schoolwide Assessment Data and FCAT 2.0

#### Person or Persons Responsible

MTSS/Rtl/Literacy Team/Administration

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessment/District Interims Summative Assessment/FCAT 2.0

**G2.** The results of the 2012-2013 FCAT 2.0 writing assessment indicate that 57% percent of students achieved a 3.5 or above. The goal for the FCAT writing assessment for 2013-2014 is that 61% of students will score a 3.5 or above.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Melissa Forney

#### Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Writing Assessment, 57% of students scored 3.5 or higher. This deficiency is primarily due to insufficient exposure to process writing,
- Performance data indicate that 38% percent of students achieved a 4.0 or higher on the 2014 FCAT 2.0 Writing Assessment. This was primarily due to the limited knowledge of writing conventions.



## Plan to Monitor Progress Toward the Goal

Will conduct data chats with teachers to review the data results and make necessary adjustments.

**Person or Persons Responsible**

Administration/Leadership

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

District Pre-Post Writing Assessment/Monthly performance writing tasks, FCAT writing assessment/after each assessment,

**G3.** The results of the 2012-2013 FCAT 2.0 indicate that 62% of the all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 72% of the all students will score at Level 3 or above.

### **Targets Supported**

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

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

- Successmaker
- Gizmos
- Go Math! Houghton Mifflin Harcourt
- Think Central

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

- Students' performance data from the 2013 FCAT 2.0 indicate that only 62% of all students met the AMO. Data suggests that the area of deficiency is in Reporting Category Number: Operations, Problems, and Statistics.
- Students' performance data from the 2013 FCAT 2.0 indicate that only 78% of students Asian Subgroup and 44% of the Black subgroup met the AMO. Data suggests that the area of deficiency is Reporting Category 2 - Geometry and Measurement.
- Students' performance data from the 2013 FCAT 2.0 indicate that only 67% of the Hispanic Subgroup and 59% of the ELL subgroup met the AMO. Data suggests that the area of deficiency is
- Students' performance data from the 2013 FCAT 2.0 indicate that only 71% of the White Subgroup met the AMO. Data suggests that the area of deficiency is in Reporting Category - Number: Operations and Problems.
- Students' performance data from the 2013 FCAT 2.0 indicate that only 31% of the Students with Disabilities Subgroup met the AMO in Mathematics. Data suggests that the area of deficiency is in Reporting Category - Number: Base 10 and Fractions.
- Students' performance data from the 2013 FCAT 2.0 indicate that only 54% of the Economically Disadvantaged subgroup met the AMO. Data suggests that the area of deficiency is in Reporting Category - Number: Base Ten and Fractions
- Students' performance data from the 2013 FCAT 2.0 indicate that 29% of students scored a Level 3. Data suggests that the area of deficiency is the area of Number: Fractions.
- Students' performance data from the 2013 Mathematics FCAT 2.0 indicate that 33% of students scored a level 4 or 5. Data suggests that the area of deficiency is Reporting Category 2: Base Ten & Fractions.
- Students' performance data from the 2013 FCAT 2.0 indicate that only 66% of all students made learning gains in Mathematics. Data suggests that the area of deficiency is in Reporting Category -Number: Base Ten and Fractions.
- Students' performance data from the 2013 FCAT 2.0 indicate that only 51% of the students in the lowest 25% made learning gains. Data suggests that the area of deficiency is in Reporting Category - Geometry and Measurement

## Plan to Monitor Progress Toward the Goal

Administration of District Baseline, Fall, Winter and FCAT 2.0

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

District Interim Assessments and FCAT 2.0

**G4.** The results of the 2013 FCAT 2.0 science assessment indicate that 17% of the students scored at a level 3 or above . The goal for the 2014 FCAT 2.0 Science Assessment is that 21% of the students will score a level 3 or above.

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Gizmos
- N.E.S.T. Program (Life Science Program)

### Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT Science Assessment, only 17% of students achieved a level 3. The identified area of deficiency is in the area of Reporting Category: Nature of Science.
- The results of the 2013 FCAT 2.0 Science Test indicate that 51% of the students scored at a level 4 or 5.

## Plan to Monitor Progress Toward the Goal

Using Schoolwide Assessment Data and FCAT 2.0

### Person or Persons Responsible

MTSS/Rtl/Leadership Team

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Formative Assessment: Science Interims/Summative Assessment FCAT 2.0

**G5.** The goals for the 2013-2014 school year is to increase S.T.E.M. related activities that optimize real world application of science, technology, engineering, and mathematics.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- N.E.S.T. Program
- Science Fair
- Fairchild Challenge

**Targeted Barriers to Achieving the Goal**

- Students have limited opportunity to use technology to support and enhance S.T.E.M. concepts.

**Plan to Monitor Progress Toward the Goal**

Will monitor Schoolwide Assessment Data and FCAT 2.0

**Person or Persons Responsible**

Science Liaison/Administration/Science Liaison

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment-District Interims-Summative Assessment-FCAT 2.0

**G6.** The results of the Early Warning System data indicate that 8% of students missed 10% or more of available instructional time. Our goal is to decrease the amount of students that missed instructional time by 1 percentage point from 8% to 7%.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Recognition Awards
- Peer mediation
- Do the Right Thing
- DARE
- GREAT
- Citizenship Awards and Reocgnitions

**Targeted Barriers to Achieving the Goal**

- Limited motivational activities that address the importance of regular student attendance and punctuality.
- The percentage of overall students who receive two or more behavior referrals for the 2012-2013 school was 7%. This was primarily due to the limited time spent on intervention strategies.
- The percentage of overall students who received one or more behavior referrals that lead to suspension for the 2012-2013 school year was 4%. This was primarily due to students' limited knowledge of the Student Code of Conduct.
- The percentage of students that were retained in k- grade 5 for the 2012-2013 school year was 4%. This was primarily due to students' limited acquisition of foundational skills.
- The percentage of students that were not proficient in reading by 3rd grade for the 2012-2013 school year was 34%. This is primarily due to limited time conducting small group skill based instruction.

**Plan to Monitor Progress Toward the Goal**

Will monitor the Early Warning System Data and adjust strategy as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Attendance Rosters/EWS Data

**G7. Increase active partnership between school, families, and community and encourage volunteerism.**

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Connect Ed
- Marquis
- Room Parents
- Teacher Liaison

**Targeted Barriers to Achieving the Goal**

- Parents have limited time to involve themselves in school activities due to their work schedule.

**Plan to Monitor Progress Toward the Goal**

Will monitor percentage of parents that are participating in school activities.

**Person or Persons Responsible**

Administration/PTA

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Sign In logs/Documents/Volunteer Log

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2012-2013 FCAT 2.0 indicate that 68% of all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 75% of all students will score at Level 3 or above.

**G1.B1** Students' performance data from the 2013 FCAT 2.0 indicate that students were deficiency in the Reporting Category 4- Informational Text/Research Process.

**G1.B1.S1** Provide students with opportunities to read and organize informational text and text features to perform a task using graphic organizers.

### **Action Step 1**

Provide students with opportunities to describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts using a graphic organizer such as a text feature chart.

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

Teacher

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

On-going

#### **Evidence of Completion**

Lesson Plans, Classwork and Teacher Observations

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

The administrative team will conduct focused classroom walk-throughs to determine if the students are being provided with opportunities to use graphic organizer to assist students in organizing text.

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

Administrative Team

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

Monthly

#### **Evidence of Completion**

Lesson Plans, Classroom Observations and Student Work, Resources

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

FCIM/MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

District and Schoolwide Assessment /FCAT

**G1.B2** The results of the 2012-2013 FCAT 2.0 indicate that 74% of the students in the Asian subgroup met the AMO. Students in Asian subgroup demonstrated a deficiency in Reporting Category 4- Informational Text/Research Process.

**G1.B2.S1** Expose students to more nonfiction/informational text and provide strategies on how to interpret graphics, text features, illustrations, diagrams, keys and charts.

### Action Step 1

Provide students with real-world documents such as, how-to articles, brochures, fliers, and websites. Use text features to locate, interpret, and organize information. Provide students with strategies on how to interpret text features and organize information in order to gain a better understanding of the text.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans, Classwork and Teacher Observations



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

Administration will walk through classrooms to look for evidence that students are being provided with strategies on how to interpret text graphics, keys and charts.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Non-Fiction Resources/Lesson Plans

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

Following the FCIM, the MTSS/RTI Team/Literacy Team and the Administration will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI/Leadership Team/Administration Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessments, Class Tests/Quizzes

**G1.B3** The results of the 2012-2013 FCAT 2.0 indicate that 53% of the students in the Black subgroup met the AMO. Students in the Black subgroup demonstrated a deficiency in the Reporting Category 4-Informational Text/Research Process.

**G1.B3.S1** Provide a variety of instructional strategies and activities to interpret text features, such as graphic, legends, illustrations, diagrams, charts and keys.

**Action Step 1**

Provide students with instruction utilizing real-world documents such as, how-to articles, brochures, fliers, and websites. Use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans, Classroom Observations and Student Work

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

The administrative team will conduct focused classroom walk-throughs to determine if the students are provided and exposed to non-fiction resource materials. The team will examine authentic student work samples.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans, Classroom Observations and Authentic Student Work

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

Following the FCIM, the MTSS/RTI team/Literacy Team/Administrative team and teachers will examine authentic work samples and listen to student discussions during lessons and provide feedback at grade level meetings. They will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

District and Schoolwide Assessment

**G1.B4** The results of the 2012-2013 FCAT 2.0 indicate that 71% of the students in the Hispanic subgroup met the AMO. Students demonstrated a deficiency in the Reporting Category 1- Vocabulary.

**G1.B4.S1** Explicit instruction in the use of concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

### Action Step 1

Instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships and the practice of recognizing examples and non-examples of word relationships.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans, Classwork and Teacher Observations

## Action Step 2

Instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships and the practice of recognizing examples and non-examples of word relationships.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans, Classwork and Teacher Observations

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

The administrative team will conduct focused classroom walk-throughs to determine if concept maps are being used to help build knowledge of word meaning and relationships.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Administrative Team

### Evidence of Completion

Lesson Plans, Classroom Observations and Student Work

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

FCIM/MTSS/RTI Team/Schools Literacy Team/Administrative team and Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

District and Schoolwide Assessment /FCAT

**G1.B5** The results of the 2012-2013 FCAT 2.0 indicate that 53% of the students in the English Language Learners subgroup met the AMO. Students demonstrated a deficiency in the Reporting Category 1-Vocabulary.

**G1.B5.S1** Provide students opportunities to use context clues to find the meaning of words.

**Action Step 1**

Teach students to identify words they are not familiar with and teach them how to identify context clues in the text.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans/Student Work Samples

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

Administration will conduct classroom walk throughs to find evidence of providing students with opportunities to use context clues to find the meaning of words

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans/Sample Student Work/Reading Response Journals/Classroom Observations

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

District Benchmark Assessment /Tests/ Quizzes

**G1.B6** The results of the 2012-2013 FCAT 2.0 indicate that 40% of the students in the Students with Disabilities subgroup met the AMO. The Students with Disabilities subgroup demonstrated a deficiency in the Reporting Category 2-Reading Application.

**G1.B6.S1** Provide instructional strategies and activities on how to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

### Action Step 1

Provide students with instruction on how to make predictions as they read, reread the text, test the text against their own experiences, look for patterns in the text, note ambiguities, consider the author's alternatives, ask questions and jot down possible answers, make notes of key passages, list details, images

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student Work, Lesson Plans/Resources

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

The administrative team will conduct focused classroom walk-throughs to determine if the students are provided with strategies on how to closely examine text.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans/Classroom Observations

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

**Person or Persons Responsible**

FCIM/MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interims and Schoolwide Assessments

**G1.B7** The results of the 2013 FCAT 2.0 indicate that 61% of the students in the Economically Disadvantaged subgroup met the AMO. The Economically Disadvantaged subgroup demonstrated a deficiency in the Reporting Category 2-Reading Application.

**G1.B7.S1** Provide instruction and support on utilizing appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

**Action Step 1**

Provide grade level text that includes identifiable author's purpose and author's perspective.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples, Lesson Plans

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

The administrative team will conduct focused classroom walk-throughs to determine if the students are being provided with instructional strategies for identifying author's purpose and author's perspective.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans, Classroom Observations and Response Journal



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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

FCIM/MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

District and Schoolwide Assessment /FCAT

**G1.B8** The results of the 2012-2013 FCAT 2.0 indicate that 68% of the students achieved Level 3. Students who scored a Level 3 demonstrated a deficiency in the Reporting Category 1- Vocabulary.

**G1.B8.S1** Provide instructional opportunities for the use of concept maps to help build general word knowledge of word meanings and relationships, the study of synonyms and antonyms, the practice of recognizing examples and non-examples and word relationships.

### Action Step 1

Provide students will explicit instruction on determining the meaning of words, phrases, and expressions, paying special attention to the familiar roots and suffixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will use sentence and word context to determine meaning.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student Work, Lesson Plans and Teacher Observations

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

The administrative team will conduct focused classroom walk-throughs to determine if the students are provided with opportunities to practice determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans, Classroom Observations and Vocabulary Journal

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed

**Person or Persons Responsible**

MTSS/RTI Team/LLT/Administrative team and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interims and Schoolwide Assessments/FCAT/FAIR Data

**G1.B9** The results of the 2012-2013 FCAT 2.0 indicate that 40% of the students achieved Level 4-5. Students who scored a Level 4-5 demonstrated a deficiency in the Reporting Category 4- Informational Text/Research Process.

**G1.B9.S1** Provide instructional strategies and activities on how to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

### **Action Step 1**

Provide students with instruction on how to make predictions as they read, reread the text, test the text against their own experiences, look for patterns in the text, note ambiguities, consider the author's alternatives, ask questions and jot down possible answers, make notes of key passages, list details, images.

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

Teacher

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

Weekly

#### **Evidence of Completion**

Student Work, Lesson Plans/Resources

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

The administrative team will conduct focused classroom walk-throughs to determine if the students are provided with strategies on how to closely examine text.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Lesson Plans, Classroom Observations and Response Journal

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RTI Team/LLT/Administrative team and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

District Interims and Schoolwide Assessments/FCAT

**G1.B10** The results of the 2012-2013 FCAT 2.0 indicate that 72% of all students made learning gains. This is primarily due to limited focus on differentiated instruction.

**G1.B10.S1** Provide students with differentiated instruction such as differentiating content, process, products, or the learning environment.

### Action Step 1

Provide students with individualized instruction in small flexible groups addressing weak benchmarks and/or deficient Foundational skills.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson Plans, Small Group Monitoring Chart, Classwork and Teacher Observations

### Facilitator:

Madelyn Betancourt-Torres

### Participants:

All teachers in grades k-5

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

The administrative team will conduct focused classroom walk-throughs to determine if the students are being grouped by area of need and will look for evidence of student grouping. They will monitor the use of Reading Plus and Successmaker.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Successmaker/Reading Plus Reports and Student Grouping Monitoring Chart

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor small group instruction and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District and Schoolwide Assessment /FCAT

**G1.B11** The results of the 2012-2013 FCAT 2.0 indicate that 71% of the lowest 25% of students made learning gains. This is primarily due to the limited focus on data driven instruction addressing student weaknesses during intervention.

**G1.B11.S1** Provide students with an intervention plan that addresses their areas of weakness identified through observations and assessments.

**Action Step 1**

Provide students with individualized intervention in small group setting addressing weak benchmarks and/or foundational skills.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Intervention Monitoring Charts, Successmaker/ Reading Wonders Intervention Assessment/Oral Reading Fluency Probes

**Facilitator:**

Madelyn Betancourt-Torres

**Participants:**

All teachers in Grades k-5

**Plan to Monitor Fidelity of Implementation of G1.B11.S1**

The administrative team will monitor classroom intervention during walk throughs and will monitor the use of Successmaker/Print Partners and Reading Wonders Intervention.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Successmaker Reports/Print Partner/Reading Wonders Assessment/Intervention Schedule/ Oral Reading Fluency Probes

## Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor Successmaker Reports and assessment data from Reading Wonders Intervention and adjust intervention as needed.

### Person or Persons Responsible

MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

District and Schoolwide Assessment /FCAT

**G1.B12** Students' performance data from the CELLA indicate that only 60% of students scored at a level of proficiency on the Listening and Speaking Section of the Assessment. This group of students exhibited difficulty in Category 1- Vocabulary this was primarily due to limited exposure and fluency in the English language.

**G1.B12.S1** Expose the students to Read Alouds and provide opportunities to speak.

### Action Step 1

Provide students with Read Alouds and planned oral activities, such as Reader's Theater.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson Plans/Reading Response Journal

### **Plan to Monitor Fidelity of Implementation of G1.B12.S1**

The administrative team will monitor classroom during walk throughs for evidence of Teacher Read Alouds and opportunities for students to engage in collaborative conversations.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans

### **Plan to Monitor Effectiveness of G1.B12.S1**

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

**Person or Persons Responsible**

FCIM/MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District and Schoolwide Assessment /FCAT



**G1.B13** Students' performance data from the CELLA indicate that only 32% of students scored at a level of proficiency on the Reading Section of the Assessment. This group of students exhibited difficulty in reporting Category 2- Reading Application This is primarily due to students' difficulty establishing the author's intent and making inferences.

**G1.B13.S1** Provide instructional support guides to help students focus on what the author is thinking and feeling in order to make inferences and draw conclusions.

**Action Step 1**

Provide students with opportunities to infer by using clues from the text and using Inference and Prediction Charts.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans/Student Work Samples

**Plan to Monitor Fidelity of Implementation of G1.B13.S1**

The administrative team will monitor classroom during walk throughs for evidence of teacher use of instructional support guides to aid students with inferencing and drawing conclusions.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans /Student Work Samples

## Plan to Monitor Effectiveness of G1.B13.S1

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

District and Schoolwide Assessment /FCAT

**G1.B14** Students' performance data from the CELLA indicate that only 36% of students scored at a level of proficiency on the writing section of the assessment. This group of students exhibited difficulty in the area of process writing.

**G1.B14.S1** Provide instructional support guides such as graphic organizers to help students understand their thoughts and the writing process.

### Action Step 1

Provide students instruction on creating a web so they can recognize that their central idea is linked to supporting details.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson Plans/Student Writing Samples/Monthly Writing Prompts

### **Plan to Monitor Fidelity of Implementation of G1.B14.S1**

The administrative team will monitor classroom during walk throughs for evidence of teacher use of instructional support guides to aid students with the writing process.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans/Student Work Samples/Writing Journal

### **Plan to Monitor Effectiveness of G1.B14.S1**

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RTI Team/Schools Literacy Team/Administrative team and teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District and Schoolwide Assessment /FCAT

**G2.** The results of the 2012-2013 FCAT 2.0 writing assessment indicate that 57% percent of students achieved a 3.5 or above. The goal for the FCAT writing assessment for 2013-2014 is that 61% of students will score a 3.5 or above.

**G2.B1** According to the 2013 FCAT 2.0 Writing Assessment, 57% of students scored 3.5 or higher. This deficiency is primarily due to insufficient exposure to process writing,

**G2.B1.S1** Provide direct and explicit instruction in the writing process focusing on the Steps of Writing.

**Action Step 1**

Provide explicit instruction on the steps of the writing process and monitor the students' use of the process using a writing folder.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Interim Assessment/Classroom Writing Samples/Writing Folder/Lesson Plans

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

Administration will walk through classrooms to look for evidence that the Writing Process is taking place.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student Writing Folders/Post v. Pre Writing Assessment

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

Following the FCIM, the MTSS/RTI Team/Literacy Team and the Administration will review assessment data on a monthly basis and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI/Leadership Team/Administration Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

District Pre-Post Writing Assessments/Monthly writing prompts

**G2.B2** Performance data indicate that 38% percent of students achieved a 4.0 or higher on the 2014 FCAT 2.0 Writing Assessment. This was primarily due to the limited knowledge of writing conventions.

**G2.B2.S1** Provide students with mini lessons on the proper use of writing conventions.

#### Action Step 1

In a small group setting, the teacher will provide opportunities for students to examine and use conventions properly in their writing by providing students with mini-lessons with such topics such as , grammar, punctuation, and spelling.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Writer's notebook of mini-lessons/Writer's Journal

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

Will monitor the instruction of mini-lessons as a strategy for the enhancement of convention acquisition.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Monthly writing prompts/District Assessments/Lesson Plans/Writing Journal/Mini-Lesson Notebook

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

Following the FCIM, the MTSS/RTI Team/Literacy Team and the Administration will review assessment data on a monthly basis and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI/Leadership Team/Administration Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

District Pre-Post Writing Assessment/Monthly Writing prompts

**G3.** The results of the 2012-2013 FCAT 2.0 indicate that 62% of the all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 72% of the all students will score at Level 3 or above.

**G3.B1** Students' performance data from the 2013 FCAT 2.0 indicate that only 62% of all students met the AMO. Data suggests that the area of deficiency is in Reporting Category Number: Operations, Problems, and Statistics.

**G3.B1.S1** Provide opportunities for students to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

### Action Step 1

Provide opportunities for students to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

On-going

### Evidence of Completion

Interim Assessment/Class Test/Quizzes

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

Walk-throughs to determine if students are provided with opportunities to engage in analyzing and interpreting data.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going as needed

**Evidence of Completion**

District Interims/Schoolwide assessments

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

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B2** Students' performance data from the 2013 FCAT 2.0 indicate that only 78% of students Asian Subgroup and 44% of the Black subgroup met the AMO. Data suggests that the area of deficiency is Reporting Category 2 - Geometry and Measurement.

**G3.B2.S1** Provide students with visualization, spatial reasoning, and geometric modeling to solve problems.

**Action Step 1**

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.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessment/Class Test/Quizzes

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

Administration will conduct focused walk-throughs to determine if students are provided with opportunities and practice in composing, decomposing, and transforming polygons to create and identify other polygons, calculating the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monitoring of data such as District Interims and schoolwide assessments



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

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RTI Team/Administrative team and teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B3** Students' performance data from the 2013 FCAT 2.0 indicate that only 67% of the Hispanic Subgroup and 59% of the ELL subgroup met the AMO. Data suggests that the area of deficiency is

**G3.B3.S1** Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

#### Action Step 1

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.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interim Assessment/Class Test/Quizzes

## Action Step 2

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.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Interim Assessment/Class Test/Quizzes

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

Administration will conduct focused walk-throughs to determine if students are provided with opportunities and practice in problem solving.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

District Interims/schoolwide assessments

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

Following the FCIM, The MTSS/RTI team/Schools Literacy Team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RTI Team/Administrative team and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B4** Students' performance data from the 2013 FCAT 2.0 indicate that only 71% of the White Subgroup met the AMO. Data suggests that the area of deficiency is in Reporting Category - Number: Operations and Problems.

**G3.B4.S1** Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice in solving real world operations.

**Action Step 1**

Provide opportunities for students to solve real-world problems using multiplication and the related division facts

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessment/Class Test/Quizzes

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

Administration will conduct focused walk-throughs to determine if students are provided with opportunities and practice solving real world problems.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monitoring of data such as District Interims and schoolwide assessments

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

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RTI Team/Administrative team and teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B5** Students' performance data from the 2013 FCAT 2.0 indicate that only 31% of the Students with Disabilities Subgroup met the AMO in Mathematics. Data suggests that the area of deficiency is in Reporting Category - Number: Base 10 and Fractions.

**G3.B5.S1** Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

#### Action Step 1

Provide opportunities for students to compare and order commonly used fractions and identify an equivalent fraction when the given fraction is in simplest form.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interim Assessment/Class Test/Quizzes

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

Administration will conduct focused walk-throughs to determine if students are provided with practice and manipulatives while comparing and ordering commonly used fractions.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

District Interims/schoolwide assessments

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

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B6** Students' performance data from the 2013 FCAT 2.0 indicate that only 54% of the Economically Disadvantaged subgroup met the AMO. Data suggests that the area of deficiency is in Reporting Category - Number: Base Ten and Fractions

**G3.B6.S1** Provide opportunities for students to identify models or representations of multi-digit division.

#### Action Step 1

Provide opportunities for students to identify models or representations of multi-digit division.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interim Assessment/Class Test/Quizzes

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

Administration will conduct focused walk-throughs to determine if students are provided with practice in identifying models or representation of multi-digit division.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

District Interims/schoolwide assessments

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

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B7** Students' performance data from the 2013 FCAT 2.0 indicate that 29% of students scored a Level 3. Data suggests that the area of deficiency is the area of Number: Fractions.

**G3.B7.S1** Provide opportunities for cooperative learning activities that assist students with newly introduced concepts or to review skills .

### **Action Step 1**

Teachers will develop activities to help students make connections between the concrete and abstract level of instruction through peer interactions. Allow student to practice the skill by providing them with extra time and pairing them with another high performing student. Pair the skilled students with those who struggle so the more capable pupils can assist their peers in comprehending the math concepts. As they reteach these concepts, the high-performing students also will benefit because they will develop an even more refined understanding of the math skills.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Lesson Plans/Interim Assessment/Class Test/Quizzes

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

Focused walk-throughs to determine if cooperative learning is taking place in the classroom.

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

Administrative Team

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

Monthly

#### **Evidence of Completion**

Lesson Plans/District Interims/schoolwide assessments

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

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B8** Students' performance data from the 2013 Mathematics FCAT 2.0 indicate that 33% of students scored a level 4 or 5. Data suggests that the area of deficiency is Reporting Category 2: Base Ten & Fractions.

**G3.B8.S1** Provide opportunities for students to identify fractions, including fractions greater than one, using area, set, and linear models, or vice versa.

#### Action Step 1

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interim Assessment/Class Test/Quizzes



### **Plan to Monitor Fidelity of Implementation of G3.B8.S1**

Walk-throughs to determine if opportunities are being provided to students in the identification of fractions greater than one, using area, set, and linear models, and vice versa.

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

Administrative Team

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

Ongoing as needed

#### **Evidence of Completion**

Lesson Plans/District Interims/schoolwide assessments

### **Plan to Monitor Effectiveness of G3.B8.S1**

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

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

Administration

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

Ongoing as needed

#### **Evidence of Completion**

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B9** Students' performance data from the 2013 FCAT 2.0 indicate that only 66% of all students made learning gains in Mathematics. Data suggests that the area of deficiency is in Reporting Category -Number: Base Ten and Fractions.

**G3.B9.S1** Support mathematical fluency and problem solving skills in the areas of: relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

**Action Step 1**

Provide opportunities for students to practice and apply relating decimals, fractions and percents, and comparing and ordering fractions and decimals to learned concepts in real-life situations.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessment/Class Test/Quizzes

**Plan to Monitor Fidelity of Implementation of G3.B9.S1**

Administration will conduct focused walk-throughs to determine if students are provided with practice in fractions, decimals and percents using real life examples.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing as needed

**Evidence of Completion**

Lesson Plans/District Interims/schoolwide assessments

### Plan to Monitor Effectiveness of G3.B9.S1

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District Interims/Schoolwide Assessments/Tests/Quizzes

**G3.B10** Students' performance data from the 2013 FCAT 2.0 indicate that only 51% of the students in the lowest 25% made learning gains. Data suggests that the area of deficiency is in Reporting Category - Geometry and Measurement

**G3.B10.S1** Provide opportunities for students to support mathematical fluency and problem solving skills in determining the area of polygons and identifying angles and transformations.

#### Action Step 1

Provide support to students as they determine the area of polygons and identify angles by providing them with concepts in real-life situations.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interim Assessment/Class Test/Quizzes

## Action Step 2

Provide support to students as they determine the area of polygons and identify angles by providing them with concepts in real-life situations.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Interim Assessment/Class Test/Quizzes

## Plan to Monitor Fidelity of Implementation of G3.B10.S1

Administration will conduct focused walk-throughs to determine if students are provided with practice using real life situations in determining the area of polygons and identifying angles and transformation.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Ongoing as needed

### Evidence of Completion

Lesson Plans/District Interims/School wide assessments

## Plan to Monitor Effectiveness of G3.B10.S1

Following the FCIM, The MTSS/RTI team/Administrative team and teachers will monitor assessment data and adjust instruction as needed.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

District Interims/Schoolwide Assessments/Tests/Quizzes

**G4.** The results of the 2013 FCAT 2.0 science assessment indicate that 17% of the students scored at a level 3 or above . The goal for the 2014 FCAT 2.0 Science Assessment is that 21% of the students will score a level 3 or above.

**G4.B1** According to the 2013 FCAT Science Assessment, only 17% of students achieved a level 3. The identified area of deficiency is in the area of Reporting Category: Nature of Science.

**G4.B1.S1** Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

**Action Step 1**

Conduct labs to carry out the process of science which includes science investigations using a variety of approaches such as, classifying and identifying, pattern seeking, exploring, investigating models, fair testing, making things and developing systems.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Science Investigation Sheets/Lesson Plans

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

Conduct focused classroom walk throughs and determine whether activity labs are taking place.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Lab Investigation Sheets/Lesson Plans

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

Following the FCIM, the MTSS/RTI Team and the Administrator will review assessment data and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RTI/Leadership Team/Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

District Assessments

**G4.B2** The results of the 2013 FCAT 2.0 Science Test indicate that 51% of the students scored at a level 4 or 5.

**G4.B2.S1** Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

#### Action Step 1

Conduct labs to carry out the process of science and use of science journals to write evidence and reasoning.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Science Investigation Sheets/Lesson Plans

## Action Step 2

Conduct labs to carry out the process of science and use of science journals to write evidence and reasoning.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Science Investigation Sheets/Lesson Plans

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

Conduct focused classroom walk throughs and determine whether activity labs are taking place by checking science journals and noting evidence and reasoning.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Ongoing as needed

### Evidence of Completion

Student Lab Investigation Worksheets

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

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

### Person or Persons Responsible

Administration Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

District Assessments/Unit tests/Quizzes

**G5.** The goals for the 2013-2014 school year is to increase S.T.E.M. related activities that optimize real world application of science, technology, engineering, and mathematics.

**G5.B1** Students have limited opportunity to use technology to support and enhance S.T.E.M. concepts.

**G5.B1.S1** Provide students with opportunities to do interactive online simulations on Gizmos.

**Action Step 1**

Will guide students through the Technology-enhanced instruction using Gizmos Science lessons, including simulations and enabling students to manipulate variables and quickly see the results. .

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Exploration Sheets

**Facilitator:**

Lucy Flores

**Participants:**

All math and science teachers

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

Will conduct focused walk throughs and monitor Gizmos lessons.

**Person or Persons Responsible**

Administration/Science Liaison

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans



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

Following the FCIM, the administration will monitor science benchmark data and will examine Gizmos lesson deliveries and provide feedback at grade level meetings. They will examine data and adjust instruction as needed.

#### Person or Persons Responsible

Administration/Teachers/Science Liaison

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

District and Schoolwide Assessment

**G6.** The results of the Early Warning System data indicate that 8% of students missed 10% or more of available instructional time. Our goal is to decrease the amount of students that missed instructional time by 1 percentage point from 8% to 7%.

**G6.B1** Limited motivational activities that address the importance of regular student attendance and punctuality.

**G6.B1.S1** Create motivational incentives that encourage students to attend school daily and on time.

#### Action Step 1

Students will be recognized through certificates and assemblies, extra recess time, homework passes.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Awards/Passes/Attendance Incentive Chart

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

Will monitor students who are habitually absent or tardy to school.

#### Person or Persons Responsible

Administration/Guidance Counselor/Teacher

#### Target Dates or Schedule

Weekly/Monthly

#### Evidence of Completion

Daily Attendance Bulletin

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

Review Daily Attendance Bulletin and Incentive programs and brainstorm ideas for strategies to motivate students to come to school everyday on time.

#### Person or Persons Responsible

Administration/Leadership Team/Guidance Counselor

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Daily Attendance Bulletin

**G6.B2** The percentage of overall students who receive two or more behavior referrals for the 2012-2013 school was 7%. This was primarily due to the limited time spent on intervention strategies.

**G6.B2.S1** Create an effective classroom discipline plan with rules and positive re-enforcement.

#### Action Step 1

Will develop a classroom discipline plan.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Beginning of school year and adjust as needed throughout the year.

#### Evidence of Completion

Submit discipline plan to administration

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

Will conduct classroom walk throughs for evidence that a discipline plan is being used and that it is effective.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Charts / Consequence and Rewards Chart, Student Contracts/ Rules posted

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

Will conduct classroom walk throughs for evidence that a discipline plan is being used and that it is effective.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Referrals to Administration

**G6.B3** The percentage of overall students who received one or more behavior referrals that lead to suspension for the 2012-2013 school year was 4%. This was primarily due to students' limited knowledge of the Student Code of Conduct.

**G6.B3.S1** Provide students with intervention program that addresses the specific skills that student lack.

**Action Step 1**

Provide intervention that addresses the foundational skills that each student is lacking (Phoneme awareness, Consonant Blends, etc.)

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans/Intervention Monitoring Sheet

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

Will monitor intervention groups and the fidelity of implementation

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Successmaker Reports/Wonders Intervention

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

Monitor data results and intervention data and determine whether intervention is effective and adjust instruction as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Successmaker Reports/Wonders Intervention Assessment

## Plan to Monitor Fidelity of Implementation of G6.B5.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G6.B5.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G7.** Increase active partnership between school, families, and community and encourage volunteerism.

**G7.B1** Parents have limited time to involve themselves in school activities due to their work schedule.

**G7.B1.S1** Create a school calendar with school activities so that parents may make arrangements to attend school functions, conferences and volunteer at school.

### **Action Step 1**

Will develop school calendar.

**Person or Persons Responsible**

PTA/School Volunteers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Calendar

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

Will monitor calendar distribution.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Calendar

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

Parental attendance at school functions will be tallied and recorded.

**Person or Persons Responsible**

PTA/Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sing In sheets

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

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

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

**G1.** The results of the 2012-2013 FCAT 2.0 indicate that 68% of all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 75% of all students will score at Level 3 or above.

**G1.B10** The results of the 2012-2013 FCAT 2.0 indicate that 72% of all students made learning gains. This is primarily due to limited focus on differentiated instruction.

**G1.B10.S1** Provide students with differentiated instruction such as differentiating content, process, products, or the learning environment.

### PD Opportunity 1

Provide students with individualized instruction in small flexible groups addressing weak benchmarks and/or deficient Foundational skills.

#### Facilitator

Madelyn Betancourt-Torres

#### Participants

All teachers in grades k-5

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson Plans, Small Group Monitoring Chart, Classwork and Teacher Observations

**G1.B11** The results of the 2012-2013 FCAT 2.0 indicate that 71% of the lowest 25% of students made learning gains. This is primarily due to the limited focus on data driven instruction addressing student weaknesses during intervention.

**G1.B11.S1** Provide students with an intervention plan that addresses their areas of weakness identified through observations and assessments.

### **PD Opportunity 1**

Provide students with individualized intervention in small group setting addressing weak benchmarks and/or foundational skills.

#### **Facilitator**

Madelyn Betancourt-Torres

#### **Participants**

All teachers in Grades k-5

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

Daily

#### **Evidence of Completion**

Intervention Monitoring Charts, Successmaker/ Reading Wonders Intervention Assessment/Oral Reading Fluency Probes



**G5.** The goals for the 2013-2014 school year is to increase S.T.E.M. related activities that optimize real world application of science, technology, engineering, and mathematics.

**G5.B1** Students have limited opportunity to use technology to support and enhance S.T.E.M. concepts.

**G5.B1.S1** Provide students with opportunities to do interactive online simulations on Gizmos.

### **PD Opportunity 1**

Will guide students through the Technology-enhanced instruction using Gizmos Science lessons, including simulations and enabling students to manipulate variables and quickly see the results. .

#### **Facilitator**

Lucy Flores

#### **Participants**

All math and science teachers

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

Ongoing

#### **Evidence of Completion**

Student Exploration Sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 indicate that 68% of all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 75% of all students will score at Level 3 or above.	\$5,827
Total		\$5,827

### Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$5,827	\$5,827
EESAC	\$5,827	\$5,827
	\$0	\$0

### Budget Details

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

**G1.** The results of the 2012-2013 FCAT 2.0 indicate that 68% of all students scored at Level 3 or above. The goal for the 2013-2014 FCAT 2.0 is that 75% of all students will score at Level 3 or above.

**G1.B1** Students' performance data from the 2013 FCAT 2.0 indicate that students were deficiency in the Reporting Category 4- Informational Text/Research Process.

**G1.B1.S1** Provide students with opportunities to read and organize informational text and text features to perform a task using graphic organizers.

#### Action Step 1

Provide students with opportunities to describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts using a graphic organizer such as a text feature chart.

**Resource Type**

Evidence-Based Program

**Resource**

Accelerated Reader

**Funding Source**

EESAC

**Amount Needed**

\$5,827

**G1.B6** The results of the 2012-2013 FCAT 2.0 indicate that 40% of the students in the Students with Disabilities subgroup met the AMO. The Students with Disabilities subgroup demonstrated a deficiency in the Reporting Category 2-Reading Application.

**G1.B6.S1** Provide instructional strategies and activities on how to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Action Step 1**

Provide students with instruction on how to make predictions as they read, reread the text, test the text against their own experiences, look for patterns in the text, note ambiguities, consider the author's alternatives, ask questions and jot down possible answers, make notes of key passages, list details, images

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**