



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fulford Elementary School

16140 NE 18TH AVE

North Miami Beach, FL 33162

305-949-3425

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 C	2009-10 A
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SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	21
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	33
Part III: Coordination and Integration	79
Appendix 1: Professional Development Plan to Support Goals	82
Appendix 2: Budget to Support Goals	89

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Fulford Elementary School

Principal

Jean Teal E

School Advisory Council chair

Islande Noel

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

Name	Title
Dr. Jean E. Teal	Principal
Ms. Tisha Harper	School Psychologist
Ms. Kelly Twala	Social Worker
Ms. June Garland	Speech Language Pathologist
Ms. Sherlina Washington	School Counselor
Mr. Marvin Boyd	SPED Representative
Ms. Irmine Butts	Instructional Reading Coach
Ms. Rosalina Rodriguez-Soto	ESOL Chair
Mr. Bernett Souffrant	Kindergarten Grade Level Chair
Ms. Janet Hanmer	First Grade Level Chair
Ms. Renee Palmer	Second Grade Level Chair
Ms. Rosemica Bonhomme	Third Grade level Chair
Ms. Joanne Germain	Fourth Grade level Chair
Ms. Ivonne Rosales	Fifth Grade level Chair
Dr. Robert Cooper	Music Teacher
Ms. Mileydis Torrens	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal- 1, UTD Steward- 1, Teachers- 5, Alternate Teacher- 1, Educational Support Employee- 1, Alternate Educational Support Employee- 1, Parents- 6, Alternate Parent- 1, Student- 1, Alternate Student- 1, Business/Community Representatives- 2

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan (SIP). The involvement of the SAC in the development of this school improvement consisted of continuous feedback and monitoring of school programs and activities. Suggestions and recommendations were made in order to address the needs to the students and the overall school community.

Activities of the SAC for the upcoming school year

The SAC will review and monitor the SIP throughout the year by all stakeholders. The SAC will review the strategies and action steps that have been taken both mid-year and end-of-year. The SAC will review at the end of the year which strategies implemented were effective and identify which areas may need adjustments in order to increase effectiveness.

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

The funds will be used to support and enhance instruction through student incentives to promote attendance, academic excellence and positive behavior. A budget of 1,000 dollars will be allocated from the School Advisory Council towards student incentives for attendance and academic performance.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jean Teal E

Principal

Years as Administrator: 16

Years at Current School: 5

Credentials

Bachelor of Arts– Elementary Education; Master of Science– Elementary Education; Doctorate of Education– Educational Leadership

Performance Record

2012-2013 – School Grade-C

Rdg. Proficiency, 44%

Math Proficiency, 56%

Rdg. Lrg. Gains, 60 points

Math Lrg. Gains, 85 points

Rdg. Imp. of Lowest 25%-46 points

Math Imp. of Lowest 25%-89 points

Rdg. AMO-52

Math AMO-58

2011-2012

Grade: C

AMO Rdg: 65%

AMO Math: 76%

High Standards Reading: 41%

High Standards Math: 51%

Learning Gains-Reading: 69%

Learning Gains-Math: 56%

Gains-Reading-lowest 25%: 75%

Gains-Math-lowest 25%: 68%

2010-2011

Grade: C

Students Not Making a Satisfactory

Progress: No

High Standards Reading: 58%

High Standards Math: 71%

Learning Gains-Reading: 50%

Learning Gains-Math: 59%

Gains-Reading-Lowest 25%: 41%

Gains-Math-Lowest 25%: 61%

2009-2010

Grade: A

Students Not Making a Satisfactory

Progress: No

High Standards Reading: 71%

High Standards Math: 75%

Learning Gains-Reading: 69%

Learning Gains-Math: 64%

Gains-Reading-Lowest 25%: 69%

Gains-Math-Lowest 25%: 69%

2008-2009

Grade: N/A

Students Not Making a Satisfactory: N/A

Progress: N/A

High Standards Reading: N/A

High Standards Math: N/A
Learning Gains-Reading: N/A
Learning Gains-Math: N/A
Gains-Reading-lowest 25%: N/A
Gains-Math-lowest 25%: N/A

Veronica Bello		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelor of Arts– Early Childhood Education; Master of Science– Early Childhood Education; Specialist- Educational Leadership; Certification- Reading Certification- Gifted	
Performance Record	2013 – School Grade-C Rdg. Proficiency, 44% Math Proficiency, 56% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 85 points Rdg. Imp. of Lowest 25%- 46 points Math Imp. of Lowest 25% -89 points Rdg. AMO-52 Math AMO–58 2011-2012 Grade: B AMO Rdg. 58% AMO Math 57% High Standards Reading: 64% High Standards Math: 71% Learning Gains-Reading: 63% Learning Gains-Math: 69% Gains-Reading-Lowest 25%: 58% Gains-Math-Lowest 25%: 67% 2010-2011 Grade: B Students Not Making a Satisfactory Progress: No High Standards Reading: 79% High Standards Math: 81% Learning Gains-Reading: 69% Learning Gains-Math: 65% Gains-Reading-Lowest 25%: 66% Gains-Math-Lowest 25%: 72% 2009-2010 Grade: B Students Not Making a Satisfactory Progress: No High Standards Reading: 64% High Standards Math: 71% Learning Gains-Reading: 63% Learning Gains-Math: 69% Gains-Reading-Lowest 25%: 58% Gains-Math-Lowest 25%: 67% 2008-2009 Grade: C Students Not Making a Satisfactory	

Progress: Yes
High Standards Reading: 42%
High Standards Math: 70%
Learning Gains-Reading: 58%
Learning Gains-Math: 82%
Gains-Reading-Lowest 25%: 59%
Gains-Math-Lowest 25%: 90%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Irmine Butts		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor of Arts– Elementary Education/ESOL Endorsed; Master of Science- Reading	
Performance Record	2012-2013 – School Grade: C Rdg. Proficiency, 44% Rdg. Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 46 points Rdg. AMO – 52 2011-2012 Grade: A High Standards Reading: 77% Learning Gains-Reading: 80% Gains-Reading-Lowest 25%: 77% Rdg. AMO - 88 2010-2011 Grade: C Students Not Making Satisfactory Progress: No High Standards Reading: 69% Learning Gains-Reading: 66% Gains-Reading-Lowest 25%: 50% 2009-2010 Grade: C Students Not Making Satisfactory Progress: No High Standards Reading: 66% Learning Gains-Reading: 59% Gains-Reading-Lowest 25%: 41% 2008-2009 Grade: A Students Not Making Satisfactory Progress: No High Standards Reading: 72% Learning Gains-Reading: 67% Gains-Reading-Lowest 25%: 58%	

Classroom Teachers

of classroom teachers

29

receiving effective rating or higher

26, 90%

Highly Qualified Teachers

90%

certified in-field

26, 90%

ESOL endorsed

21, 72%

reading endorsed

4, 14%

with advanced degrees

15, 52%

National Board Certified

0, 0%

first-year teachers

4, 14%

with 1-5 years of experience

6, 21%

with 6-14 years of experience

19, 66%

with 15 or more years of experience

8, 28%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Teacher Recruitment and Retention Strategies

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

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

Fulford Elementary School will recruit and retain highly qualified, certified-in-field, and effective teachers by providing various levels of support to the teachers. Teachers will be paired with a mentor teacher. Monthly Professional Learning Communities (PLC) to address teacher and student needs will be provided. Continuous utilization of IPEGS and School-based Teacher Incentive Programs will be implemented. The principal and assistant principal will ensure these strategies and techniques are in place throughout the school year in order to establish a school culture of highly qualified, certified-in-field, and effective teachers.

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

A comprehensive mentoring program will be implemented at Fulford Elementary School. Teachers that are new to the profession or in their second year of teaching will be paired up with a mentoring teacher. Mentors and mentees will meet in order to develop rigorous lesson plans for both whole group and differentiated instruction, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices. Resources will also be provided to the mentee. Ms. J. Germain, mentor, will be paired with Ms. K. Selesnak, mentee. Ms. I. Butts, mentor, will be paired with Mr. K. Johnson, mentee. Ms. R. Bonhomme, mentor, will be paired with Mr. M. Barrios, mentee. Ms. J. Hanmer, mentor; will be paired with Ms. J. Green, mentee.

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

Fulford Elementary School's MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitor 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, as well as what progress will show a positive response.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response through the MTSS problem solving process and monitoring progress of instruction.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur on a monthly basis 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 for SST Tier 3 intervention

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

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

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

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

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

At Fulford Elementary School the school-based MTSS/Rtl Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Below is an outline of the members of support and their function and responsibility for each Tier of Intervention:

Tier 1

- Veronica Bello, Assistant Principal: schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate 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
- Ms. Tisha Harper, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
 - Ms. Kelly Twala, Social Worker: Collects information on students' social/emotional history; shares gathered data with the RTI team; facilitates development of intervention plans; provides support to parents and staff on implementation of intervention plans.
 - Ms. June Garland, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
 - Ms. Sherlina Washington, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school counselor will continue to link child service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
 - Mr. Marvin Boyd, SPED Representative: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation.
 - Ms. Irmine Butts, Instructional Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

- Ms. Rosalina Rodriguez-Soto, ESOL Chair: Updates the team on new policies related to the ESOL program. Identifies strategies, interventions, and best practices that will serve in the best interest of the ESOL student population.
- Mr. Bennett Souffrant, Ms. Janet Hanmer, Ms. Renee Palmer, Ms. Rosemica Bonhomme, Ms. Joanne Germain, and Ms. Ivonne Rosales, Grade Level Chairs (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

In addition to Tier 1 problem solving, the Leadership Team members will meet on a monthly basis to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Ms. Bello, Ms. Harper, Mr. Boyd, Ms. Washington, and Ms. Butts will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to the aforementioned, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Grade Level Chair(s) from the 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

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

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

Fulford Elementary School will utilize data to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

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

Data will be analyzed and interpreted through regularly scheduled data chats in order to adjust the Tier 1 core instructional practices being implemented through the general curriculum, develop Tier 2 supplemental instruction and interventions for targeted students that is aligned to the core instruction, and prescribe Tier3 intensive instructional or behavioral intervention for individual students that is aligned with all core instructional methodologies.

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

An informational review session will be provided for all teachers during the opening of school faculty meeting in order to train staff on MTSS as an essential element to our curriculum program, and to reinforce its significance for student achievement. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year to discuss data-based decision-making, and supporting and evaluating interventions. The MTSS Leadership team will also provide updates during faculty meetings as needed.

The district will provide professional development and support which includes training for all administrators in the Rtl problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan, and providing support for school staff to understand basic MTSS/Rtl principles and procedures; and providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.

Based upon the information from http://www.floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following, Fulford Elementary plans to support MTSS through:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will also utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 180

Data will be reviewed to identify students in need of additional instruction in the core academic subjects. Select students will be offered the opportunity to participate in an after school tutorial program taking place three days a week for an hour each day. During the tutorial sessions students will be actively engaged in critical thinking skills and rigorous activities that will aid in the achievement of performing on grade level.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected after every state, district, and school assessment. Teachers complete a school-created form reflecting on the academic and instructional strategies provided to students. Upon completion of the form, teachers and administrators meet to discuss the data and make any necessary revisions to the daily instructional flow. Students continuously not making progress are brought up to the MTSS/RtI Team and are placed at the appropriate tier for interventions.

Who is responsible for monitoring implementation of this strategy?

The Administration and Leadership Team will monitor student attendance, instruction, and student academic progress. Based on student data results from biweekly informal assessments, instruction will be adjusted to ensure instruction is being targeted to meet the individual academic needs of students.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Jean E. Teal	Principal
Ms. Veronica Bello	Assistant Principal
Ms. Tisha Harper	School Psychologist
Ms. Kelly Twala	Social Worker
Ms. June Garland	Speech Language Pathologist
Ms. Sherlina Washington	School Counselor
Mr. Marvin Boyd	SPED Representative
Ms. Irmine Butts	Instructional Reading Coach
Ms. Rosalina Rodriguez-Soto	ESOL Chair
Mr. Bernett Souffrant	Kindergarten Grade Level Chair

Name	Title
Ms. Janet Hanmer	First Grade Level Chair
Ms. Renee Palmer	Second Grade Level Chair
Ms. Rosemica Bonhomme	Third Grade Level Chair
Ms. Joanne Germain	Fourth Grade Level Chair
Ms. Ivonne Rosales	Fifth Grade Level Chair

How the school-based LLT functions

The Literacy Leadership Team meetings will be held monthly to review and discuss student progress, instructional focus, intervention programs, disaggregation of data, academic and behavioral adjustments, celebration of success with students and teachers, and additional programs as needed.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team this year will be to implement the following:

- Have representation from all curricular areas on the LLT.
- Select team members who are skilled and committed to improving literacy.
- Provide professional growth opportunities for team members and instructional staff.
- Create a collaborative environment that fosters sharing and learning between all grade levels.
- Develop and implement a school-wide organizational model that supports literacy instruction in all classes and across all content areas.
- Utilize data to improve teaching and student achievement in all subgroups.
- Identify systematic research-based programs, activities, and resources that will enhance the rigorous instruction as the transition from the Next Generation State Standards to Common Core State Standards is made.

Each of the initiatives listed above were selected based on the data and needs of our students and teachers. By addressing each of the areas, it is expected that the students at Fulford Elementary School will achieve a greater academic success and understanding of the Common Core State Standards.

Preschool Transition

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

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

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

Fulford Elementary School's Voluntary Pre-Kindergarten program (VPK) consists of a teacher and paraprofessional. These individuals are responsible for implementing strategies for an easy transition into Kindergarten. The students in VPK are registered for a full day of instruction from 8:20 a.m. until 1:50 p.m. During this time, students are engaged in whole group instruction and every 15 to 20 minutes the students are in skilled groups focusing on specific benchmarks and fine or gross motor skills. The students are required to utilize technology in the classroom and engage in the Pre-School Riverdeep program daily. The teacher performs every three months a benchmark assessment from the Houghton

Mifflin Reading Series, which indicates the student's area of strength and opportunities for improvement. These tri-monthly benchmark assessments will determine the child's readiness for the kindergarten curriculum.

Open House supports the efforts of informing parents of student progress and valuable information which aids in an increase of parental support throughout the program. Parent nights and various school-wide events such as Reading Under the Stars, are scheduled throughout the year in order for parents to observe student growth and achievement. Students are provided with multiple opportunities to visit kindergarten classrooms, towards the ends of the academic school year, and take part in small group lessons. This provides students a smooth transition in to kindergarten. Daily conversations and parent conferences are also in place with the teacher and paraprofessional in order to support student social and academic growth.

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	52%	44%	No	57%
American Indian		0%		
Asian		0%		
Black/African American	50%	40%	No	55%
Hispanic	62%	50%	No	66%
White		0%		
English language learners	43%	34%	No	49%
Students with disabilities	22%	17%	No	30%
Economically disadvantaged	53%	42%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	21%	31%
Students scoring at or above Achievement Level 4	54	22%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		46%	51%

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)	48	25%	33%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	15%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	13%	22%

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	25	28%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	56%	Yes	62%
American Indian		0%		
Asian		0%		
Black/African American	56%	53%	Yes	60%
Hispanic	62%	61%	No	66%
White		0%		
English language learners	50%	47%	No	55%
Students with disabilities	27%	33%	Yes	34%
Economically disadvantaged	58%	56%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	27%	33%
Students scoring at or above Achievement Level 4	68	27%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		89%	90%

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	14	19%	23%
Students scoring at or above Achievement Level 4	15	20%	22%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	45	45%	50%

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	39	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	20	4%	3%
Students who are not proficient in reading by third grade	49	60%	54%
Students who receive two or more behavior referrals	112	21%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Fulford Elementary School is a Title I school.

Specific Parental Involvement Targets

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

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 49%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate that 30% of students in grade four achieved a proficiency level of 4.0 and above. Our goal is to increase the percent of students scoring at 4.0 and above by 10 percentage points from 17% to 27%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics test indicate that 56% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 2 percentage points to 58%.
- G4.** The results of the 2013 FCAT 2.0 Science Test indicate that 41% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students scoring at level 3 by 4 percentage points from 41% to 45%.
- G5.** The goal for the 2013-2014 academic year is to engage students in the problem solving process in order to increase the number of students participating in Project Based Learning in STEM.
- G6.** Monitor Early Warning Systems in order to decrease the number of students missing 10% or more of instructional time, the number of retained students, students who are not proficient by grade 3, and students with two or more behavioral referrals.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 49%.

Targets Supported

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

Resources Available to Support the Goal

- SuccessMaker Technology Program
- Webb's Depth and Knowledge and Revised Bloom's Taxonomy Wheel
- Accelerated Reader
- Reading graphic organizers and the Reciprocal Teaching Chart
- Reading Plus Technology Program

Targeted Barriers to Achieving the Goal

- Students in the ELL subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] multiple meanings in context. Students experience difficulties in determining the meanings of words and phrases as they are used in text and distinguishing literal and nonliteral language in grade-level text.
- Students in the SWD subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.3] main idea. Students experience difficulties in determining the main idea or essential message, inferring, paraphrasing, summarizing, and identifying relevant details in grade-level text.
- Students in the Black subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.7] compare and contrast in single or multiple texts. Students experience difficulties in comparing and contrasting elements of story structure across multiple texts in grade-level text.
- Students in the Hispanic subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 3 [LA.3-5.2.1.7] descriptive, idiomatic, and figurative language. Students experience difficulties in interpreting the meaning of phrases that describe people, feelings, objects and settings descriptively and figuratively in grade-level text.
- Students' performance data for students scoring at Achievement level 3 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 3- [LA.3-5.2.1.2] elements of story structure. Students experienced difficulty in identifying and interpreting elements of story structure within and across text.
- Students' performance data for students scoring at or above Achievement level 4 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- [LA.3-5.1.7.5] text structures. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.
- Students' performance data with students making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 (LA.3-5.1.7.3); main idea. Students experience difficulty understanding the analytical meaning of text, as well as, determining the essential message of a text.
- Students' performance within the lowest 25% on the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 1 (LA.3-5.1.6.3) Context Clues, aligned to the comprehension of text at various levels of complexity. Instruction should provide students with

opportunities to read in all content areas, with increased emphasis on cross-content reading and the use of context clues chart to analyze words in context.

- Students scoring proficient on the 2013 CELLA in Speaking and Listening need exposure to common experiences through speaking and listening in order establish a communication path between the speaker and listener throughout instruction.
- Students scoring proficient on the 2013 CELLA in Reading need exposure to the vocabulary to support the comprehension of text, as well as, being able to read the text.
- Students scoring proficient on the 2013 CELLA in Writing require additional opportunities to practice academic writing, as well as, respond to text through various modes of writing.
- Students in the ED subgroup 2013 Reading FCAT 2.0 performance data indicates that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] multiple meanings in context. Students experience difficulties in determining the meaning of words and phrases used in grade-level text.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data from the District Interim assessment and Reading FCAT 2.0 will be analyzed in order to determine student progress toward the goal.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

September 2013-Ongoing

Evidence of Completion:

Formative Assessment-District Interim Assessments Summative Assessment-Results from the 2014 Reading FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 30% of students in grade four achieved a proficiency level of 4.0 and above. Our goal is to increase the percent of students scoring at 4.0 and above by 10 percentage points from 17% to 27%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write Score Writing Program provides multiple opportunities for students to be assessed on expository and narrative prompts, aligned with professional support on scoring the writing pieces and providing mini lessons
- Student Writing Response journals will support students on how to go through the writing process effectively
- The Writing rubric will provide teachers and students with a guidelines and expectations to achieve the goal of scoring a 6
- Writing Anchor sets provide model samples of expository and narrative pieces to be used as a guide throughout writing mini lessons

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency to attain a level 3.5 in narrative essay writing. Students experience difficulty in writing narrative accounts with an engaging plot where the events' supporting details are well developed.
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with writing well developed supporting ideas that demonstrate a strong command of language to attain a level 4.0 or above. Students experience difficulty in writing specific and detailed sentences with precise word choice that creates a clear image for the reader.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, student monthly assessment writing pieces will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments-Monthly writing prompts, Write Score prompts, District Interim Assessment
Summative Assessment-2014 FCAT 2.0

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 56% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 2 percentage points to 58%.

Targets Supported

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

Resources Available to Support the Goal

- Math Journals
- Math Manipulative kits
- SuccessMaker Math
- The Revised Blooms and Depth of Knowledge Critical Thinking Wheel

Targeted Barriers to Achieving the Goal

- The Hispanic and ELL subgroup did not make their 2012-2013 AMO. Students need multiple opportunities to use mathematical fluency to increase vocabulary and problem solving skills in the area of properties of fractions.
- According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 3 and 4 scoring at achievement level 3 experienced difficulty in Reporting Category 2, Number: fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.
- According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 5 scoring at achievement level 3 experienced difficulty in Reporting Category 2-Expressions, Equations, and Statistics. Students need additional support and instruction using mathematical practices of the Common Core State Standards, as well as, support through mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 3 and 4 scoring at or above achievement level 4 experienced difficulty in Reporting Category 2, Number: fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.
- According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 5 scoring at or above achievement level 4 experienced difficulty in Reporting Category 2-Expressions, Equations, and Statistics. Students need additional support and instruction using mathematical practices of the Common Core State Standards, as well as, support through mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- According to the results of the 2013 Mathematics FCAT 2.0, students within the lowest 25% making learning gains in grades 3 through 5 experienced difficulty in Reporting 3, Geometry and Measurement. Students need additional practice and support in geometric knowledge and spatial reasoning and their relationship to measurement.
- Students' performance data with students making learning gains from the 2013 Mathematics FCAT 2.0 indicates that there is a deficiency in Reporting Category 1-Operations, Problems, and statistics. Students need to be engaged in real word activities and data analysis through the use of manipulatives to solve real world problems.

Plan to Monitor Progress Toward the Goal

Data from the District Interim reports will be used to monitor student progress as well as monthly assessments aligned to benchmarks being taught in alignment with the District Pacing guide.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule:

September 2013-Ongoing

Evidence of Completion:

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

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 41% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students scoring at level 3 by 4 percentage points from 41% to 45%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- • ExploreLearning Gizmo
- • Discovery Education
- • FCAT Explorer
- • Science Boot Camp

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, students in Grade 5 scoring at achievement level 3 had the most difficulty with Physical Science. Students performing at the mastery level of this reporting category had generally been able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identifying characteristics associated with different climate zones, and identify factors that affect weather.
- Students in grade 5 scoring at or above Achievement Level 4 on the 2013 Science FCAT 2.0 need additional opportunities to write and discuss science. Providing students with the possibility to present, refine, and evaluate scientific question and investigate answers through experimentation, research, information gathering and collaborative conversations will develop their understanding of science and the scientific process. These opportunities will scaffold the students' ability to consistently implement, apply and express their knowledge of the nature of science.

Plan to Monitor Progress Toward the Goal

The fifth grade team accompanied by the Science Liaison and the administrative team will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data and essential lab reports in order to monitor student progress and adjust instruction as needed.

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly school-wide assessments, District Interim Assessment, Laboratory Conclusions in Science Journals Summative Assessment: 2014 Science FCAT 2.0

G5. The goal for the 2013-2014 academic year is to engage students in the problem solving process in order to increase the number of students participating in Project Based Learning in STEM.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- • ExploreLearning Gizmo
- • Discovery Education
- • FCAT Explorer
- • Science Boot Camp

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of math and science and to adjust instruction as needed. The School Improvement Committee and Math and Science Liaisons will monitor the development and implementation of STEM projects, activities, and competitions in order to adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly school-wide assessments, District Interim Assessments and Committee Minutes/Programs Summative Assessment: 2014 FCAT 2.0

G6. Monitor Early Warning Systems in order to decrease the number of students missing 10% or more of instructional time, the number of retained students, students who are not proficient by grade 3, and students with two or more behavioral referrals.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- • The Revised Student Code of Conduct provided parents and students with guideline and expectations to educate and assist parents with behavioral strategies and next steps.
- • The Community Involvement Specialist serves as a liaison between the home and school through home visitations and support within the School Parent Resource Center.
- • The Guidance Counselor collaborates with teachers, students, and parents in order to promote literacy and positive reinforcement of behavior.

Targeted Barriers to Achieving the Goal

- Current data indicates that 7% of students have missed 10% or more of available instructional time. This is due to excessive absences and tardies.
- Current data indicates that 4% of students have been retained in 2013. Students are being retained due to additional instruction is needed to support individual learning modalities.
- Current data indicates that 60% of students are not proficient in reading by third grade. Students need exposure to phonemic awareness and phonics skills within the second and third grade.
- Current data indicates that 21% of students received two or more behavioral referrals. Additional support to parents and students in relation to behavioral policies and procedures is needed.

Plan to Monitor Progress Toward the Goal

The LLT will meet monthly to discuss recent data on identified students. Action steps will be discussed in order to address progress and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

FCAT 2.0 Reading Assessment Data, Student work folders, Ongoing Progress Monitoring data charts

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 49%.

G1.B1 Students in the ELL subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] multiple meanings in context. Students experience difficulties in determining the meanings of words and phrases as they are used in text and distinguishing literal and nonliteral language in grade-level text.

G1.B1.S1 During differentiated instruction, students will receive instruction in the teacher led center to address the identified deficiency. The students will practice determining the meaning of the word within the text through the use of instructional strategies such as the multiple meanings chart.

Action Step 1

Teachers will work in a collaborative effort to target students, specifically during small group instruction. The instructional resources shared throughout grade level meetings and professional development will be implemented with support from the grade level chairperson and reading coach. Student work will be gathered and analyzed in order adjust instruction as needed.

Person or Persons Responsible

Grade level reading teachers will implement the use of graphic organizers and instructional strategies within the Teacher Led Center

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, Monthly School-Wide Assessments, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Facilitator:

Irmine Butts, Reading Coach

Participants:

Grade level reading teachers will implement the use of graphic organizers and instructional strategies within the Teacher Led Center.

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

Instructional Plans along with student data will be utilized to monitor the implementation of the strategies. A monitoring checklist will also be used to check off the progress of students.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

Monitoring will take place weekly during grade level meetings and at a monthly basis during the Leadership Team meeting.

Evidence of Completion

Student Work Folders Lesson Plans Attendance Rosters Formative Assessments: Monthly school-wide assessments, District Interim Assessment and Progress Monitoring Charts Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM, differentiated lesson plans will be reviewed and discussed. Student progress will be tied to lessons taught and adjustments will be made as necessary. Student data charts will be analyzed to review progress and monitor student growth as lessons are taught.

Person or Persons Responsible

Administration, Teachers, and Reading Coach

Target Dates or Schedule

Monitoring will take place weekly during grade level meetings and at a monthly basis during the Leadership Team meeting.

Evidence of Completion

Data charts, lesson plans, student work samples, 2014 FCAT 2.0

G1.B1.S2 Students will be assigned Imagine Learning lessons that are focused on identifying multiple meanings of words in context within various modes of text.

Action Step 1

Following the FCIM, the ELL teachers will identify all students who are ESOL level 1, and enroll them within the Imagine Learning program. Imagine Learning reports will be gathered in order to begin the analysis of student progress within the area of multiple meaning.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Imagine Learning reports, students work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Following the FCIM, the Leadership Team and ELL teachers will discuss student progress as they utilize the Imagine Learning program. The team will analyze the time students spent on the program along, aligned with student data.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Ongoing

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM, teachers will analyze student progress as they are engaged in various lessons within the Imagine Learning program aligned to vocabulary, focused on multiple meaning words within text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Imagine Learning data reports, student reading notebooks, lesson plans, 2014 FCAT 2.0

G1.B2 Students in the SWD subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.3] main idea. Students experience difficulties in determining the main idea or essential message, inferring, paraphrasing, summarizing, and identifying relevant details in grade-level text.

G1.B2.S1 During differentiated instruction, students will support their understanding of main idea within text the use of graphic organizers. Students will practice identifying relevant details in order to determine the main idea within text.

Action Step 1

Following the FCIM, teachers will collaborate to develop lessons focused on students identifying relevant details within text. Graphic organizers will be gathered for targeted lessons focused on Main Idea.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work samples, lesson plans, Monthly school-wide assessments

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

Following the FCIM, the Leadership Team and Teachers will discuss student progress and understanding of identifying the Main Idea within text. Monthly assessments will be utilized to support instructional decisions and apply strategies to develop student understanding of Main Idea within text.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Monthly assessment data, District Interim assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, the Leadership Team and Teachers will discuss student progress and understanding of identifying the Main Idea within text. Monthly assessments will be utilized to support instructional decisions and apply strategies to develop student understanding of Main Idea within text.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work samples, Monthly assessment data, District Interim assessments, 2014 FCAT 2.0

G1.B3 Students in the Black subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2 [LA.3-5.1.7.7] compare and contrast in single or multiple texts. Students experience difficulties in comparing and contrasting elements of story structure across multiple texts in grade-level text.

G1.B3.S1 During differentiated instruction, students will receive instruction within the Teacher-Led center to address the identified deficiency. Through the use of strategies such as selective highlighting, the students will analyze various elements within the text in order to compare and contrast.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students monthly assessment reports to monitor progress and to adjust instruction as needed. As data is reviewed instructional lessons will be developed with a primary focus on compare and contrast.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, Monthly school-wide assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor student progress and analyze student understanding of question stems aligned to compare and contrast.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading journals, Monthly school-wide assessments, District Interim assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, Monthly school-wide assessments, District Interim assessments, 2014 FCAT 2.0

G1.B4 Students in the Hispanic subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 3 [LA.3-5.2.1.7] descriptive, idiomatic, and figurative language. Students experience difficulties in interpreting the meaning of phrases that describe people, feelings, objects and settings descriptively and figuratively in grade-level text.

G1.B4.S1 During differentiated instruction, students will receive instruction within the teacher-led center to address the identified deficiency. Through the use of poetry and literature, the students will practice identifying phrases that define mood, imagery, and figurative devices.

Action Step 1

Following the FCIM, the LLT will schedule quarterly reviews of the District Interim assessment data along with the monthly assessment data in order to monitor students' knowledge in the areas of descriptive, idiomatic, and figurative language to adjust instruction as needed. Instructional lessons will be developed in order to increase student understanding of descriptive, idiomatic, and figurative language.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, student reading notebooks, District Interim assessments, Monthly school-wide assessments.

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

Following the FCIM, the LLT will schedule quarterly reviews of the District Interim assessment data along with the monthly assessment data in order to monitor the fidelity of instructional lessons aligned to descriptive, idiomatic, and figurative language. Instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, the LLT will schedule quarterly reviews of the District Interim assessment data along with the monthly assessment data in order to monitor the effectiveness of instructional lessons aligned to descriptive, idiomatic, and figurative language. Instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments, 2014 FCAT 2.0

G1.B5 Students' performance data for students scoring at Achievement level 3 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 3- [LA.3-5.2.1.2] elements of story structure. Students experienced difficulty in identifying and interpreting elements of story structure within and across text.

G1.B5.S1 Instructional lessons will include comparing and contrasting the point of view, theme and main idea from different stories and articles. Students will be taught how to utilize graphic organizers such as the Author's Toolbox for Bringing a Character to Life and Split Open Mind to analyze various elements of story structure within and across text.

Action Step 1

Utilizing the FCIM, the LLT will review the District Interim Assessment data along with monthly assessment data in order to monitor students' knowledge in the areas of Elements of Story Structure. Adjustments will be made to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments

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

Utilizing the FCIM, the LLT will review the District Interim Assessment data along with monthly assessment data in order to monitor the fidelity of instructional lessons being taught with a focus on elements of story structure.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT will review the District Interim Assessment data along with monthly assessment data in order to monitor the effectiveness of instructional lessons being taught with a focus on elements of story structure. Adjustments will be made to instructional lessons as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments, 2014 FCAT 2.0

G1.B6 Students' performance data for students scoring at or above Achievement level 4 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- [LA.3-5.1.7.5] text structures. Students experienced difficulty in identifying text structure and explaining how it impacts meaning in text.

G1.B6.S1 Instructional lessons will be developed and implemented to include close reading of literature and informational text at the high end of the text complexity band independently and proficiently. Students will be taught how to refer to details stated explicitly and when to draw inferences from the text in order to identify text structures used to organize the text.

Action Step 1

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment data along with monthly assessment data in order to monitor students' knowledge in the areas of text structure. Instructional lessons will be developed in order to include close reading with a focus on text structures.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments.

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

Utilizing the FCIM, the LLT will analyze and discuss District Interim Assessment data along with monthly assessment data in order to monitor the fidelity of instructional lessons. Adjustments will be made to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments.

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the LLT will analyze and discuss District Interim Assessment data along with monthly assessment data in order to monitor the effectiveness of instructional lessons. Adjustments will be made to instruction as needed.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, Student reading notebooks, District Interim assessments, Monthly school-wide assessments.

G1.B7 Students' performance data with students making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 (LA.3-5.1.7.3); main idea. Students experience difficulty understanding the analytical meaning of text, as well as, determining the essential message of a text.

G1.B7.S1 Students will be taught how to identify the structure of a text through the use of two column note charts in order to identify the main idea of the text.

Action Step 1

Whole group and small group instruction will include the use of power notes and one-sentence summary frames.

Person or Persons Responsible

Reading Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work, lesson plans, monthly benchmark assessments, District Interim Assessments

Facilitator:

Ms. Irmine Butts, Reading Coach

Participants:

Reading Teachers, Reading Coach

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

Utilizing The FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the area of Main Idea and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

District Interim Assessments, Monthly school-wide assessments, and Student authentic work

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing The FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor the effectiveness of instructional lessons focused on Main Idea. Adjustments to instructional lessons will be made as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Monthly school-wide assessments, District Interim Assessments, MacGraw Hill Reading Assessments, and Progress Monitoring Charts

G1.B8 Students' performance within the lowest 25% on the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 1 (LA.3-5.1.6.3) Context Clues, aligned to the comprehension of text at various levels of complexity. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading and the use of context clues chart to analyze words in context.

G1.B8.S1 Small group interventions will take place in order to address the specific needs of students and provide opportunities for in-depth explicit instruction.

Action Step 1

Small group interventions will be implemented in order to provide students with additional in-depth instructional support through the use of reading response journals and the context clues chart. Question stems will be developed and implemented throughout instruction with support from the Webb's Depth of Knowledge and Revised Bloom's Taxonomy Wheel.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work, Monthly school-wide assessments, Lesson plans, and District Interim Assessments

Facilitator:

Ms. Butts, Reading Coach Ms. Bello, Assistant Principal

Participants:

Teachers

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

Utilizing the FCIM, the LLT will disaggregate student data from the SuccessMaker Reading Intervention Program, as well as, District and school-wide assessments. Data chats will be conducted biweekly with stakeholders. Instruction will be modified in order to meet specific needs of students.

Person or Persons Responsible

LLT, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student authentic work, lesson plans, school-wide monthly assessments, and District Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the FCIM, the LLT will disaggregate student data from the SuccessMaker Reading Intervention Program, as well as, District and school-wide assessments. Data chats will be conducted biweekly with stakeholders. Instruction will be modified in order to meet specific needs of students.

Person or Persons Responsible

LLT, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments and Monthly school-wide assessments
Summative Assessment: 2014 FCAT 2.0

G1.B9 Students scoring proficient on the 2013 CELLA in Speaking and Listening need exposure to common experiences through speaking and listening in order establish a communication path between the speaker and listener throughout instruction.

G1.B9.S1 Teacher-Led groups will be utilized in order to address Listening/Speaking and students will read and engage in discussions aligned to text. The teacher will use illustrations, diagrams and direct instructions to support student learning.

Action Step 1

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Monthly data progress charts, Imagine Learning, Monthly school-wide assessments, and District Interim Assessments

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

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Monthly data progress charts, Imagine Learning, Monthly school-wide assessments, and District Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

District Interim Assessment and monthly school-wide assessments

G1.B10 Students scoring proficient on the 2013 CELLA in Reading need exposure to the vocabulary to support the comprehension of text, as well as, being able to read the text.

G1.B10.S1 Teachers will build prior experience with text to develop schema for identifying, thinking about, and talking about story structure to encourage vocabulary and comprehension. A collection of words will be systematically organized as they are taught to students within text. Words will be displayed in the classroom to support teaching.

Action Step 1

Utilizing the FCIM, the LLT will meet with teachers in order to develop and implement instructional lessons aligned to strategies focused on vocabulary skills.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Lesson Plans, District Interim Assessment, Monthly school-wide assessments, and Student work samples

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

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing the FCIM, the LLT will monitor the effectiveness of identified strategies, being taught to students during small group instruction, through the FCIM process and make adjustments to instructional lessons as needed.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

G1.B11 Students scoring proficient on the 2013 CELLA in Writing require additional opportunities to practice academic writing, as well as, respond to text through various modes of writing.

G1.B11.S1 Students will practice responding to text within their response journals and share information with other peers in order to comment, revise and edit their responses.

Action Step 1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2103-Ongoing

Evidence of Completion

Lesson Plans, District Interim Assessment, Monthly school-wide assessments, and Student work samples

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

The LLT along with the MTSS/RtI team will monitor the fidelity of lessons aligned to identified strategies through the FCIM process and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Lesson Plans, District Interim Assessment, Monthly school-wide assessments, and Student work samples

Plan to Monitor Effectiveness of G1.B11.S1

The LLT along with the MTSS/RtI team will monitor the effectiveness of lessons aligned to identified strategies through the FCIM process and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Lesson Plans, District Interim Assessment, Monthly school-wide assessments, and Student work samples

G1.B12 Students in the ED subgroup 2013 Reading FCAT 2.0 performance data indicates that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] multiple meanings in context. Students experience difficulties in determining the meaning of words and phrases used in grade-level text.

G1.B12.S1 During differentiated instruction, students will receive instruction in the teacher led center to address the identified deficiency. The students will practice determining the meaning of the word within the text through the use of instructional strategies such as the multiple meanings chart.

Action Step 1

Teachers will work in a collaborative effort to target students, specifically during small group instruction. The instructional resources shared throughout grade level meetings and professional development will be implemented with support from the grade level chairperson and reading coach. Student work will be gathered and analyzed in order adjust instruction as needed.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work samples, Student reading notebooks, District Interim assessments, Monthly school-wide assessments.

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

Following the FCIM, the LLT team will monitor the instructional plans along with student data.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work samples, Student reading notebooks, District Interim assessments, Monthly school-wide assessments.

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM, differentiated lesson plans will be reviewed and discussed. Student progress will be tied to lessons taught and adjustments will be made as necessary. Student data charts will be analyzed to review progress and monitor student growth as lessons are taught.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work samples, Student reading notebooks, District Interim assessments, Monthly school-wide assessments.

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 30% of students in grade four achieved a proficiency level of 4.0 and above. Our goal is to increase the percent of students scoring at 4.0 and above by 10 percentage points from 17% to 27%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency to attain a level 3.5 in narrative essay writing. Students experience difficulty in writing narrative accounts with an engaging plot where the events' supporting details are well developed.

G2.B1.S1 During Writing instruction, teachers will use the gradual release model to scaffold students through the writing process. The students will develop a pre-writing plan and write to a narrative prompt. The students' papers will include: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Action Step 1

Through the prewriting plan, students will be able to include main idea, descriptive details, figurative language, and transitional words/phrases in order to complete a writing piece scoring a 3.5 or above.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing pieces, school-wide monthly writing assessments, Write Score Data

Facilitator:

Ms. Butts, Reading Coach

Participants:

Teachers

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

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction. Additionally, the students will complete four Write Score assessments. The teachers will utilize the reports to identify areas of development, for the class and small groups, and to regroup for instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing pieces, Student Writing Notebooks, Write Score data

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing pieces, Student Writing Notebooks, Write Score data

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with writing well developed supporting ideas that demonstrate a strong command of language to attain a level 4.0 or above. Students experience difficulty in writing specific and detailed sentences with precise word choice that creates a clear image for the reader.

G2.B2.S1 Students will participate in small group guided instruction along with peer editing and revising.

Action Step 1

Following the FCIM, writing prompts will be scored through Write Score and teachers in order to group students for targeted instruction within the areas of focus, organization, support, and/or conventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing notebooks, published writing pieces, Write Score data

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

Following the FCIM, the administration and leadership team will analyze student progress. Write Score data and mini-assessments will be analyzed in order to discuss areas for improvement, as well as, the focus of instructional lessons that will take place in order to increase student's writing skills.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Write Score data, student writing notebooks, District writing assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM, teachers will analyze student progress during the small group mini-lessons in order to ensure students are applying skills taught within their writing pieces. Adjustments to instructional lessons will be made as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing notebooks, Write Score data, published writing pieces, 2014 Writing FCAT

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 56% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 2 percentage points to 58%.

G3.B1 The Hispanic and ELL subgroup did not make their 2012-2013 AMO. Students need multiple opportunities to use mathematical fluency to increase vocabulary and problem solving skills in the area of properties of fractions.

G3.B1.S1 Data will be utilized in order to conduct appropriate interventions and small group instruction, in which students will be provided with opportunities for mathematical exploration through the use of manipulatives/models to increase vocabulary and problem solving skills in the area of properties of fractions.

Action Step 1

Utilizing the FCIM, the MTSS/Rtl and administration will review data from the monthly benchmark assessments to determine that progress and identify targeted instructional lessons.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, District Interim Assessments, and Monthly school-wide assessments

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

Utilizing the FCIM, the MTSS/RtI and administration will review data from the monthly benchmark assessments and District Interim assessments to determine student progress and identify the fidelity of targeted instructional lessons.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, District Interim Assessments, and Monthly school-wide assessments

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, the MTSS/RtI and administration will review data from the monthly benchmark assessments and District Interim assessments to determine student progress and identify the fidelity of targeted instructional lessons.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, District Interim Assessments, and Monthly school-wide assessments

G3.B2 According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 3 and 4 scoring at achievement level 3 experienced difficulty in Reporting Category 2, Number: fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B2.S1 Students will be provided with opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. Math journals will be used to answer the Problem of the Day and apply written responses related to fraction equivalence and comparison.

Action Step 1

During differentiated instruction and interventions, students will be provided with opportunities to further develop their skills by receiving instruction in teacher led center to address the identified deficiency.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student math journals, Student work folders,

Facilitator:

Mathematics Liason

Participants:

Intermediate math teachers

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

Utilizing the FCIM, the MTSS/Rtl and administration will review data from the monthly benchmark assessments to determine that progress is being made.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Math reports, Student work folders, Student math journals, District Interim assessments, Monthly school-wide assessments

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, the MTSS/RtI and administration will review data from the monthly benchmark assessments to determine that progress is being made.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Math reports, Student work folders, Student math journals, District Interim assessments, Monthly school-wide assessments

G3.B3 According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 5 scoring at achievement level 3 experienced difficulty in Reporting Category 2-Expressions, Equations, and Statistics. Students need additional support and instruction using mathematical practices of the Common Core State Standards, as well as, support through mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

G3.B3.S1 Students will be given opportunities throughout whole group and differentiated instruction to translate written description or graphic to an equation, which may include more than one variable. Students will identify, interpret, and compare line graphs or double bar graphs to represent a given set of data.

Action Step 1

Following the FCIM, the Leadership Team will review District Interim Assessments and Monthly school-wide assessments within the grade level to determine progress and support teachers in adjusting instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, District Interim Assessments, Monthly school-wide assessments.

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

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, District Interim Assessments, Monthly school-wide assessments.

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, District Interim Assessments, Monthly school-wide assessments

G3.B4 According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 3 and 4 scoring at or above achievement level 4 experienced difficulty in Reporting Category 2, Number: fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B4.S1 Fluency and proficiency in fractions, fraction equivalence and comparisons can developed through opportunities to practice and apply learned concepts in real-life situations during differentiated instruction.

Action Step 1

Following the FCIM, the LLT team will review District Interim assessments and Monthly school-wide assessment data within each grade level to determine progress and support teachers in adjusting instruction as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student Math journals, District Interim Assessments, Monthly school-wide assessments

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

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student Math journals, District Interim Assessments, Monthly school-wide assessments

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student Math journals, District Interim Assessments, Monthly school-wide assessments

G3.B5 According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 5 scoring at or above achievement level 4 experienced difficulty in Reporting Category 2-Expressions, Equations, and Statistics. Students need additional support and instruction using mathematical practices of the Common Core State Standards, as well as, support through mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

G3.B5.S1 Students will be provided with opportunities to solve real-world problems using properties of equality. Through this process, students will identify, interpret, compare, and analyze line graphs or double bar graphs to represent a given set of data.

Action Step 1

Following the FCIM, the LLT team will review District Interim assessments and Monthly school-wide assessment data within the grade level in order to determine progress and support teaches in adjusting instruction as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Student math journals, District Interim Assessments, Monthly school-wide assessments

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

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Student math journals, District Interim Assessments, Monthly school-wide assessments

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

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

G3.B6 According to the results of the 2013 Mathematics FCAT 2.0, students within the lowest 25% making learning gains in grades 3 through 5 experienced difficulty in Reporting 3, Geometry and Measurement. Students need additional practice and support in geometric knowledge and spacial reasoning and their relationship to measurement.

G3.B6.S1 Using Mathematical Practices of the Common Core State Standards, teachers will focus on individual student needs during small group differentiated instruction. Students will be provided with additional opportunities to use patterns, models, and properties of operations to increase student understanding.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, teachers will focus on individual student needs during small group differentiated instruction. Best practices on how to effectively plan and utilize Math Journals will be facilitated by the Mathematics Liaison

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Math Journals, SuccessMaker data, Lesson Plans, District Interim Assessment data, and Progress Monitoring Charts

Facilitator:

Ms. Noel, Mathematics Liaison

Participants:

Teachers

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

Administration will monitor student progress and the delivery of instruction during differentiated instruction. Students will be provided with multiple opportunities to use patterns, models, and properties of operations in order to increase student understanding.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports, Progress Monitoring Charts, Student Work folders, monthly assessments and District Interim Data

Plan to Monitor Effectiveness of G3.B6.S1

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

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker data, District Interim reports, monthly assessments, student authentic work

G3.B7 Students' performance data with students making learning gains from the 2013 Mathematics FCAT 2.0 indicates that there is a deficiency in Reporting Category 1-Operations, Problems, and statistics. Students need to be engaged in real word activities and data analysis through the use of manipulatives to solve real world problems.

G3.B7.S1 Using Mathematical Practices of the Common Core State Standards, teachers will focus on individual student needs during small group differentiated instruction, as well as, the use of the SuccessMaker technology program.

Action Step 1

Following the FCIM, the LLT team will review district and Monthly school-wide assessment data within the grade level to determine progress and support teachers in adjusting instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, SuccessMaker data, District Interim Assessments, and Monthly school-wide Assessments

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

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, SuccessMaker data, District Interim Assessments, and Monthly school-wide Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing The FCIM, The Math Liaison and administration will review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

LLT, Administration, and Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, Student math journals, SuccessMaker data, District Interim Assessments, and Monthly school-wide Assessments

Plan to Monitor Fidelity of Implementation of G3.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 41% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students scoring at level 3 by 4 percentage points from 41% to 45%.

G4.B1 As noted on the 2013 Science FCAT 2.0, students in Grade 5 scoring at achievement level 3 had the most difficulty with Physical Science. Students performing at the mastery level of this reporting category had generally been able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identifying characteristics associated with different climate zones, and identify factors that affect weather.

G4.B1.S1 Students will participate in routine inquiry based, hands-on activities including but not limited to MDCPS' essential labs, Discovery Learning, and Science Boot Camp.

Action Step 1

Students will participate in routine inquiry based, hands-on activities including but not limited to MDCPS' essential labs, Discovery Learning, and Science Boot Camp. Teachers will collaboratively plan in order to implement rigorous hands-on activities and labs aligned to standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Science journals, Lesson Plans, District Interim Data, Monthly school based assessments

Facilitator:

Science Liaison

Participants:

Science Teachers

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

The Leadership Team will meet monthly to discuss student progress as hands-on activities and essential labs are being conducted. Student science journals will be reviewed in order to adjust instruction and target identified needs for improvement.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student science journals, monthly school-based science assessments, District Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S1

The fifth grade team accompanied by the Science Liaison and the administrative team, will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data and essential lab reports in order to monitor student progress and adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Laboratory Conclusions in Student Science Journals, Student Lab Reports, Monthly school-based assessments, District Interim Assessments

G4.B2 Students in grade 5 scoring at or above Achievement Level 4 on the 2013 Science FCAT 2.0 need additional opportunities to write and discuss science. Providing students with the possibility to present, refine, and evaluate scientific question and investigate answers through experimentation, research, information gathering and collaborative conversations will develop their understanding of science and the scientific process. These opportunities will scaffold the students' ability to consistently implement, apply and express their knowledge of the nature of science.

G4.B2.S1 Students will utilize science lab journals to conduct laboratory conclusions and promote writing within the science curriculum. Higher Order Thinking questions will be aligned through experiments and research as students engage within groups and use technology such as GIZMOS to enhance and remediate conceptual understanding.

Action Step 1

Following the FCIM, the administrative team and teachers will schedule quarterly reviews of District Interim Assessment data along with Monthly school-wide assessment data and essential lab reports in order to monitor student progress and adjust instruction as needed. Additionally, data will be analyzed after each assessment for the development of Instructional Focus Calendars.

Person or Persons Responsible

LLT, Administration, and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Laboratory Conclusions in Science Journals, District Interim Assessments, Monthly school-wide assessments

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

Utilizing The FCIM, the Science Liaison and administration will analyze data monthly to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT, Administration, and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Laboratory Conclusions in Science Journals, District Interim Assessments, Monthly school-wide assessments

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing The FCIM, the Science Liaison and administration will analyze data monthly to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT, Administration, and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Laboratory Conclusions in Science Journals, District Interim Assessments, Monthly school-wide assessments

G5. The goal for the 2013-2014 academic year is to engage students in the problem solving process in order to increase the number of students participating in Project Based Learning in STEM.

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

G5.B1.S1 We have instituted an annual math and science night. This event provides students, parents and teachers an opportunity to engage in hands on activities that highlight STEM skills and concepts taking place in school. It also enables the parents with a greater understanding of how to reinforce these activities at home.

Action Step 1

Teams will plan to schedule and implement math and science night for parents and students. Teams will discuss and highlight activities to implement throughout the event.

Person or Persons Responsible

LLT, School Improvement Committee, Math Liaison, and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly school-wide assessments, District Interim Assessments, and Committee Minute programs

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of math and science and to adjust instruction as needed. The School Improvement Committee and Math and Science Liaisons will monitor the development and implementation of STEM projects, activities, and competitions in order to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly school-wide assessments, District Interim Assessments and Committee Minutes/Programs

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of math and science and to adjust instruction as needed. The School Improvement Committee and Math and Science Liaisons will monitor the development and implementation of STEM projects, activities, and competitions in order to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly school-wide assessments, District Interim Assessments and Committee Minutes/Programs Summative Assessment: 2014 FCAT 2.0

G5.B1.S2 A plan and timeline will be established for the development of student projects and increase the participation in STEM competitions.

Action Step 1

Utilizing the FCIM, the LLT team will analyze science topics in which students can participate in hands-on projects. Lesson plans will be developed in order to increase the participation of students in Project Based Learning lessons.

Person or Persons Responsible

LLT, Administration, and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly school-wide assessments, District Interim Assessments, and Committee Minute programs

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Utilizing The FCIM, the Science Liaison and administration will analyze data from monthly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT, Administration, and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly school-wide assessments, District Interim Assessments, and Committee Minute programs

Plan to Monitor Effectiveness of G5.B1.S2

Utilizing The FCIM, the Science Liaison and administration will analyze data from monthly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT, Administration, and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly school-wide assessments, District Interim Assessments, and Committee Minute programs

G6. Monitor Early Warning Systems in order to decrease the number of students missing 10% or more of instructional time, the number of retained students, students who are not proficient by grade 3, and students with two or more behavioral referrals.

G6.B1 Current data indicates that 7% of students have missed 10% or more of available instructional time. This is due to excessive absences and tardies.

G6.B1.S1 Identify students who may be developing a pattern of non-attendance and review the District's attendance policy with the MTSS/RtI team to discuss action steps.

Action Step 1

Teachers will sign attendance rosters daily and remain in constant communication with the administrative team, provided up to date information of students who may be missing three to five days of school.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance rosters, parent contact cards

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

The LLT will meet monthly to discuss students missing three or more days of school. Action steps will be discussed in order to address the needs of those students missing three consecutive days of school or more.

Person or Persons Responsible

Teachers and LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Binder, Parent Communication Log, Parent Contact Information

Plan to Monitor Effectiveness of G6.B1.S1

The LLT will meet monthly to discuss students missing three or more days of school. Action steps will be discussed in order to address the needs of those students missing three consecutive days of school or more.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Documents providing evidence of action steps for those students missing three consecutive days or more, Student Attendance Roster, and Parent Contact Log

G6.B2 Current data indicates that 4% of students have been retained in 2013. Students are being retained due to additional instruction is needed to support individual learning modalities.

G6.B2.S1 The MTSS/Rtl team will identify students who are in need of immediate intervention, and provide targeted instructional support throughout small group instruction.

Action Step 1

Following the FCIM, the LLT team along with the MTSS/Rtl, will determine students who are in need of additional interventions outside of the 90-minute reading block.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

FCAT 2.0 Reading Assessment Data, Student work folders, Ongoing Progress Monitoring data charts

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

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

FCAT 2.0 Reading Assessment Data, Student work folders, Ongoing Progress Monitoring data charts

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

FCAT 2.0 Reading Assessment Data, Student work folders, Ongoing Progress Monitoring data charts

G6.B3 Current data indicates that 60% of students are not proficient in reading by third grade. Students need exposure to phonemic awareness and phonics skills within the second and third grade.

G6.B3.S1 Differentiated Instruction will be provided to target the areas of phonemic awareness and phonics instruction aligned to FAIR.

Action Step 1

Following the FCIM, the LLT along with the MTSS/RtI team will determine specific phonemic awareness and phonics lessons to support teachers in its implementation during differentiated instruction.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, lesson plans, District Interim Assessments, Monthly school-wide assessments

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

Following the FCIM, the LLT along with the MTSS/Rtl team will monitor the identified phonemic awareness and phonics lessons in order to discuss student progress and make adjustments as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, lesson plans, District Interim Assessments, Monthly school-wide assessments

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM, the LLT along with the MTSS/Rtl team will monitor the identified phonemic awareness and phonics lessons in order to discuss student progress and make adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, lesson plans, District Interim Assessments, Monthly school-wide assessments

G6.B4 Current data indicates that 21% of students received two or more behavioral referrals. Additional support to parents and students in relation to behavioral policies and procedures is needed.

G6.B4.S1 The MTSS/RtI team will monitor those students who have received two or more behavioral referrals and provide counseling and parental involvement along with support from the guidance counselor.

Action Step 1

The LLT along with the Discipline and Safety Committee will identify students with multiple behavioral referrals and establish a behavioral contract.

Person or Persons Responsible

LLT and Discipline and Safety Committee

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, District Interim Assessments, Monthly school-wide assessments, Student Behavioral Plans

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

The LLT along with the Discipline and Safety Committee and MTSS/RtI team will monitor students with multiple behavioral referrals and review the implementation of behavioral contracts.

Person or Persons Responsible

LLT, MTSS/RtI, and Guidance Counselor

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, District Interim Assessments, Monthly school-wide assessments, Student Behavioral Plans

Plan to Monitor Effectiveness of G6.B4.S1

The LLT along with the Discipline and Safety Committee and MTSS/RtI team will monitor the effectiveness of the implementation of Student Behavioral Plans.

Person or Persons Responsible

LLT, MTSS/RtI, and Guidance Counselor

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Student work folders, District Interim Assessments, Monthly school-wide assessments, Student Behavioral Plans

Coordination and Integration

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

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

Title I, Part A

Fulford Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom teacher and through tutorial programs offered both during and after school. Summer school was offered to all third grade students that were retained and rising third graders in need of intervention.

Professional development is also provided for staff in order to ensure the new Common Core State Standards and rigorous instruction is addressed during instructional delivery. The Literacy/Leadership Team also works with school administrators to address the needs of the students as outlined by data results from various school-wide and district-wide assessments. In addition, focus calendars, which include systematic research based materials, strategies, and activities addressing the targeted areas in need of improvement, are created.

Tutorial programs that provide early intervening services for children considered “at risk” are provided. Ongoing progress monitoring is a continuous component of the data driven instruction at Fulford Elementary School.

Title I, Part C- Migrant

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

Title I, Part D

Fulford Elementary School coordinates services with the district to support the Educational Alternative Outreach program and Drop-out Prevention programs.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

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

- tutorial programs (K-5)
- parent outreach activities (PK-5)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(PK-5)
- reading and supplementary instructional materials(PK-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (PK-5, RFP Process)

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

Title VI, Part B– NA

Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- A school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Teachers will be provided with orientation and training in Bullying and Harassment Policy and Curriculum Program. Students will receive classroom awareness regarding bullying and harassment by the school counselor. District-wide vignettes viewed in classrooms for classroom discussion and reinforcement. During the month of October, students will participate in weekly "Say No to Drugs" activities. Students will also participate in Bully-Free activities during blue ribbon week in the month of May.

Nutrition Programs

- 1) Selected to participate in the USDA Fresh Fruit and Vegetable Program school-wide.
- 2) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 3) Nutrition education, as per state statute, is taught through physical education.
- 4) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Fulford Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Fulford Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

At Fulford Elementary we provide the Heiken Children's Vision Program in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 49%.

G1.B1 Students in the ELL subgroup 2013 Reading FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] multiple meanings in context. Students experience difficulties in determining the meanings of words and phrases as they are used in text and distinguishing literal and nonliteral language in grade-level text.

G1.B1.S1 During differentiated instruction, students will receive instruction in the teacher led center to address the identified deficiency. The students will practice determining the meaning of the word within the text through the use of instructional strategies such as the multiple meanings chart.

PD Opportunity 1

Teachers will work in a collaborative effort to target students, specifically during small group instruction. The instructional resources shared throughout grade level meetings and professional development will be implemented with support from the grade level chairperson and reading coach. Student work will be gathered and analyzed in order adjust instruction as needed.

Facilitator

Irmine Butts, Reading Coach

Participants

Grade level reading teachers will implement the use of graphic organizers and instructional strategies within the Teacher Led Center.

Target Dates or Schedule

September 2013-Ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, Monthly School-Wide Assessments, District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B7 Students' performance data with students making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 (LA.3-5.1.7.3); main idea. Students experience difficulty understanding the analytical meaning of text, as well as, determining the essential message of a text.

G1.B7.S1 Students will be taught how to identify the structure of a text through the use of two column note charts in order to identify the main idea of the text.

PD Opportunity 1

Whole group and small group instruction will include the use of power notes and one-sentence summary frames.

Facilitator

Ms. Irmine Butts, Reading Coach

Participants

Reading Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work, lesson plans, monthly benchmark assessments, District Interim Assessments

G1.B8 Students' performance within the lowest 25% on the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 1 (LA.3-5.1.6.3) Context Clues, aligned to the comprehension of text at various levels of complexity. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading and the use of context clues chart to analyze words in context.

G1.B8.S1 Small group interventions will take place in order to address the specific needs of students and provide opportunities for in-depth explicit instruction.

PD Opportunity 1

Small group interventions will be implemented in order to provide students with additional in-depth instructional support through the use of reading response journals and the context clues chart. Question stems will be developed and implemented throughout instruction with support from the Webb's Depth of Knowledge and Revised Bloom's Taxonomy Wheel.

Facilitator

Ms. Butts, Reading Coach Ms. Bello, Assistant Principal

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work, Monthly school-wide assessments, Lesson plans, and District Interim Assessments

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 30% of students in grade four achieved a proficiency level of 4.0 and above. Our goal is to increase the percent of students scoring at 4.0 and above by 10 percentage points from 17% to 27%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency to attain a level 3.5 in narrative essay writing. Students experience difficulty in writing narrative accounts with an engaging plot where the events' supporting details are well developed.

G2.B1.S1 During Writing instruction, teachers will use the gradual release model to scaffold students through the writing process. The students will develop a pre-writing plan and write to a narrative prompt. The students' papers will include: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

PD Opportunity 1

Through the prewriting plan, students will be able to include main idea, descriptive details, figurative language, and transitional words/phrases in order to complete a writing piece scoring a 3.5 or above.

Facilitator

Ms. Butts, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing pieces, school-wide monthly writing assessments, Write Score Data

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 56% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 2 percentage points to 58%.

G3.B2 According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 3 and 4 scoring at achievement level 3 experienced difficulty in Reporting Category 2, Number: fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B2.S1 Students will be provided with opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. Math journals will be used to answer the Problem of the Day and apply written responses related to fraction equivalence and comparison.

PD Opportunity 1

During differentiated instruction and interventions, students will be provided with opportunities to further develop their skills by receiving instruction in teacher led center to address the identified deficiency.

Facilitator

Mathematics Liason

Participants

Intermediate math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student math journals, Student work folders,

G3.B6 According to the results of the 2013 Mathematics FCAT 2.0, students within the lowest 25% making learning gains in grades 3 through 5 experienced difficulty in Reporting 3, Geometry and Measurement. Students need additional practice and support in geometric knowledge and spacial reasoning and their relationship to measurement.

G3.B6.S1 Using Mathematical Practices of the Common Core State Standards, teachers will focus on individual student needs during small group differentiated instruction. Students will be provided with additional opportunities to use patterns, models, and properties of operations to increase student understanding.

PD Opportunity 1

Using Mathematical Practices of the Common Core State Standards, teachers will focus on individual student needs during small group differentiated instruction. Best practices on how to effectively plan and utilize Math Journals will be facilitated by the Mathematics Liaison

Facilitator

Ms. Noel, Mathematics Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Math Journals, SuccessMaker data, Lesson Plans, District Interim Assessment data, and Progress Monitoring Charts

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 41% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students scoring at level 3 by 4 percentage points from 41% to 45%.

G4.B1 As noted on the 2013 Science FCAT 2.0, students in Grade 5 scoring at achievement level 3 had the most difficulty with Physical Science. Students performing at the mastery level of this reporting category had generally been able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identifying characteristics associated with different climate zones, and identify factors that affect weather.

G4.B1.S1 Students will participate in routine inquiry based, hands-on activities including but not limited to MDCPS' essential labs, Discovery Learning, and Science Boot Camp.

PD Opportunity 1

Students will participate in routine inquiry based, hands-on activities including but not limited to MDCPS' essential labs, Discovery Learning, and Science Boot Camp. Teachers will collaboratively plan in order to implement rigorous hands-on activities and labs aligned to standards.

Facilitator

Science Liaison

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Science journals, Lesson Plans, District Interim Data, Monthly school based assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 49%.	\$297
G2.	The results of the 2013 FCAT 2.0 Writing Test indicate that 30% of students in grade four achieved a proficiency level of 4.0 and above. Our goal is to increase the percent of students scoring at 4.0 and above by 10 percentage points from 17% to 27%.	\$1,035
G3.	The results of the 2013 FCAT 2.0 Mathematics test indicate that 56% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 2 percentage points to 58%.	\$298
G4.	The results of the 2013 FCAT 2.0 Science Test indicate that 41% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students scoring at level 3 by 4 percentage points from 41% to 45%.	\$98
Total		\$1,728

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Professional Development	Total
Title 1	\$297	\$0	\$0	\$297
Title I	\$246	\$1,036	\$149	\$1,431
Total	\$543	\$1,036	\$149	\$1,728

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 44% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 49%.

G1.B8 Students' performance within the lowest 25% on the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 1 (LA.3-5.1.6.3) Context Clues, aligned to the comprehension of text at various levels of complexity. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading and the use of context clues chart to analyze words in context.

G1.B8.S1 Small group interventions will take place in order to address the specific needs of students and provide opportunities for in-depth explicit instruction.

Action Step 1

Small group interventions will be implemented in order to provide students with additional in-depth instructional support through the use of reading response journals and the context clues chart. Question stems will be developed and implemented throughout instruction with support from the Webb's Depth of Knowledge and Revised Bloom's Taxonomy Wheel.

Resource Type

Evidence-Based Materials

Resource

Webb's Depth of Knowledge and Revised Bloom's Taxonomy Wheel

Funding Source

Title 1

Amount Needed

\$297

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 30% of students in grade four achieved a proficiency level of 4.0 and above. Our goal is to increase the percent of students scoring at 4.0 and above by 10 percentage points from 17% to 27%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency to attain a level 3.5 in narrative essay writing. Students experience difficulty in writing narrative accounts with an engaging plot where the events' supporting details are well developed.

G2.B1.S1 During Writing instruction, teachers will use the gradual release model to scaffold students through the writing process. The students will develop a pre-writing plan and write to a narrative prompt. The students' papers will include: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Action Step 1

Through the prewriting plan, students will be able to include main idea, descriptive details, figurative language, and transitional words/phrases in order to complete a writing piece scoring a 3.5 or above.

Resource Type

Evidence-Based Program

Resource

Write Score

Funding Source

Title I

Amount Needed

\$1,035

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 56% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 2 percentage points to 58%.

G3.B2 According to the results of the 2013 Mathematics FCAT 2.0, students in Grade 3 and 4 scoring at achievement level 3 experienced difficulty in Reporting Category 2, Number: fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

G3.B2.S1 Students will be provided with opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. Math journals will be used to answer the Problem of the Day and apply written responses related to fraction equivalence and comparison.

Action Step 1

During differentiated instruction and interventions, students will be provided with opportunities to further develop their skills by receiving instruction in teacher led center to address the identified deficiency.

Resource Type

Professional Development

Resource

Math Journals

Funding Source

Title I

Amount Needed

\$149

G3.B6 According to the results of the 2013 Mathematics FCAT 2.0, students within the lowest 25% making learning gains in grades 3 through 5 experienced difficulty in Reporting 3, Geometry and Measurement. Students need additional practice and support in geometric knowledge and spacial reasoning and their relationship to measurement.

G3.B6.S1 Using Mathematical Practices of the Common Core State Standards, teachers will focus on individual student needs during small group differentiated instruction. Students will be provided with additional opportunities to use patterns, models, and properties of operations to increase student understanding.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, teachers will focus on individual student needs during small group differentiated instruction. Best practices on how to effectively plan and utilize Math Journals will be facilitated by the Mathematics Liaison

Resource Type

Evidence-Based Materials

Resource

Math Journals

Funding Source

Title I

Amount Needed

\$149

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 41% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students scoring at level 3 by 4 percentage points from 41% to 45%.

G4.B1 As noted on the 2013 Science FCAT 2.0, students in Grade 5 scoring at achievement level 3 had the most difficulty with Physical Science. Students performing at the mastery level of this reporting category had generally been able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identifying characteristics associated with different climate zones, and identify factors that affect weather.

G4.B1.S1 Students will participate in routine inquiry based, hands-on activities including but not limited to MDCPS' essential labs, Discovery Learning, and Science Boot Camp.

Action Step 1

Students will participate in routine inquiry based, hands-on activities including but not limited to MDCPS' essential labs, Discovery Learning, and Science Boot Camp. Teachers will collaboratively plan in order to implement rigorous hands-on activities and labs aligned to standards.

Resource Type

Evidence-Based Program

Resource

Science Boot Camp

Funding Source

Title I

Amount Needed

\$1

G4.B2 Students in grade 5 scoring at or above Achievement Level 4 on the 2013 Science FCAT 2.0 need additional opportunities to write and discuss science. Providing students with the possibility to present, refine, and evaluate scientific question and investigate answers through experimentation, research, information gathering and collaborative conversations will develop their understanding of science and the scientific process. These opportunities will scaffold the students' ability to consistently implement, apply and express their knowledge of the nature of science.

G4.B2.S1 Students will utilize science lab journals to conduct laboratory conclusions and promote writing within the science curriculum. Higher Order Thinking questions will be aligned through experiments and research as students engage within groups and use technology such as GIZMOS to enhance and remediate conceptual understanding.

Action Step 1

Following the FCIM, the administrative team and teachers will schedule quarterly reviews of District Interim Assessment data along with Monthly school-wide assessment data and essential lab reports in order to monitor student progress and adjust instruction as needed. Additionally, data will be analyzed after each assessment for the development of Instructional Focus Calendars.

Resource Type

Evidence-Based Materials

Resource

Science Journals

Funding Source

Title I

Amount Needed

\$97