



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Dr. Carlos J. Finlay Elementary

851 SW 117TH AVE

Miami, FL 33184

305-552-7122

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 88%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Dr. Carlos J. Finlay Elem.

##### Principal

Cecilia Sanchez C

##### School Advisory Council chair

Maria Bianca Alonso

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

Name	Title
Elena Octala	Assistant Principal
Maria Bianca Alonso	Lead Teacher/English as a Second Language (ESL) Chairperson
Maria V. Del Castillo	Reading Coach
Maria Escoto	School Counselor
Stella Tariche	Media Specialist
Laura Suarez	Primary Chairperson
Suzanne Fernandez	Intermediate Reading Chairperson
Marleni Lapadula	Intermediate Writing Chairperson:

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support-1, student – 1, BCR – 2

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

Once the School Improvement Plan is complete, a meeting is held to discuss the strategies and action plan for the school year.

At this time, SAC members are able to make suggestions and additional contributions to the development of the SIP.

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

Monthly SAC meeting will be held to review student achievement data and the School Improvement Plan.

SAC members are called upon to assist the administration in informing parent and the community of upcoming events that affect the school and the students.

SAC members are also present when a vote is necessary in order to implement a new procedure or approve the expenditure of SAC funds.

SAC members work collaboratively with the Parent-Teacher Association to hold fundraisers and activities that promote and motivate students academically and socially.

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

EESAC funds will be utilized to purchase periodicals, as well as supplementary reading materials to support implementation of the Common Core Standards (\$2125.00)

### 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:

**Cecilia Sanchez C**

Principal

Years as Administrator: 16

Years at Current School: 7

**Credentials**

BS – Elementary Education from Florida International University  
 MS – Master’s of Science in Educational Leadership from Nova Southeastern University

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 72%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 77% points  
 Math Lrg. Gains, 84% points  
 Rdg. Imp. of Lowest 25% - 78% points  
 Math Imp. of Lowest 25% - 84% points  
 Rdg. AMO - No  
 Math AMO - No  
 2012 –  
 Rdg. Proficiency, 77%  
 Math Proficiency, 81%  
 Rdg. Lrg. Gains, 70% points  
 Math Lrg. Gains, 80% points  
 Rdg. Imp. of Lowest 25% - 71% points  
 Math Imp. of Lowest 25% - 100% points  
 Rdg. AMO, - No  
 Math AMO, - No  
 '11 '10 '09 '08  
 School Grades A A A A  
 High Standards Rdg 94% 90% 81% 76%  
 High Standards Math 95% 87% 78% 77%  
 Lrng Gains-Rdg. 77% 77% 73% 71%  
 Lrng Gains-Math 74% 77% 57% 79%  
 Gains-Rdg-25% 77% 72% 65% 77%  
 Gains-Math-25% 88% 76% 55% 73%



<b>ElenaOctala</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

**Credentials**  
 BS – Elementary Education from Florida International University  
 MS – Master’s of Science in Educational Leadership from Nova Southeastern University

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 72%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 77% points  
 Math Lrg. Gains, 84% points  
 Rdg. Imp. of Lowest 25% - 78% points  
 Math Imp. of Lowest 25% - 84% points  
 Rdg. AMO - No  
 Math AMO - No

2012 –  
 Rdg. Proficiency, 77%  
 Math Proficiency, 81%  
 Rdg. Lrg. Gains, 70% points  
 Math Lrg. Gains, 80% points  
 Rdg. Imp. of Lowest 25% - 71% points  
 Math Imp. of Lowest 25% - 100% points  
 Rdg. AMO, -No  
 Math AMO, - No

'11 '10 '09 '08  
 School Grades A A A A  
 High Standards Rdg 94% 90% 81% 76%  
 High Standards Math 95% 87% 78% 77%  
 Lrng Gains-Rdg. 77% 77% 73% 71%  
 Lrng Gains-Math 74% 77% 57% 79%  
 Gains-Rdg-25% 77% 72% 65% 77%  
 Gains-Math-25% 88% 76% 55% 73%

'11 '10 '09 '08  
 School Grades A A A A  
 High Standards Rdg 94% 90% 81% 76%  
 High Standards Math 95% 87% 78% 77%  
 Lrng Gains-Rdg. 77% 77% 73% 71%  
 Lrng Gains-Math 74% 77% 57% 79%  
 Gains-Rdg-25% 77% 72% 65% 77%  
 Gains-Math-25% 88% 76% 55% 73%

**Instructional Coaches**

**# of instructional coaches**  
 1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Maria V. Del Castillo**

Full-time / School-based

Years as Coach: 12

Years at Current School: 12

**Areas**

Reading/Literacy

**Credentials**

BS – Bachelor of Science in Elementary Education & Early Childhood  
MS – Elementary Education

**Performance Record**

2013 – School Grade  
Rdg. Proficiency, 72%  
Rdg. Lrg. Gains, 77 % points  
Rdg. Imp. of Lowest 75%points  
Rdg. AMO - No  
2012 –  
Rdg. Proficiency, 77%  
Rdg. Lrg. Gains, 70% points  
Rdg. Imp. of Lowest 25% - 71%  
points  
Rdg. AMO - No  
'11 '10 '09 '08  
School Grades A A A A  
High Standards 94% 90% 81% 76%  
Rdg.  
Lrng Gains-Rdg. 77% 77% 73% 71%  
Gains-Rdg-25% 77% 72% 65% 77%

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

25

**# receiving effective rating or higher**

25, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

25, 100%

**# ESOL endorsed**

25, 100%

**# reading endorsed**

4, 16%

**# with advanced degrees**

14, 56%

**# National Board Certified**

4, 16%

**# first-year teachers**

0, 0%

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

0, 0%

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

8, 32%

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

17, 68%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

0, 0%

**Other Instructional Personnel**

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

8

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

In order to recruit and retain highly qualified, certified in field, effective teachers, our school will do the following:

1. Facilitate Professional Development Workshops - Principal, Assistant Principal
2. Provide opportunities for Professional Development through Professional Learning Communities in collaboration with Ready Schools Miami and the University of Florida - Principal, Assistant Principal, Lead Teacher/PD Liaison, Teacher Leaders
3. Provide access to field students/student interns through our Professional Development relationship with Florida International University - Principal, Assistant Principal, Lead Teacher/PD Liaison, Reading Coach

**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**

The school designates two teachers as mentors. Teachers go through an induction program in which their mentor teacher provides support and assistance as necessary. Teachers also receive professional development in order to be exposed to best practices and scientifically-based research and strategies used at the school.

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

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

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

The following steps will be considered by Dr. Carlos J. Finlay's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The MTSS/RtI Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:  
What will all students learn? (Curriculum based on standards)  
How will we determine if the students have learned? (Common assessments)  
How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)  
How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
8. Use Educational Excellence School Advisory Committee (EESAC) meetings to discuss the results of assessments, compare those results with the initial goals set forth in the SIP, and make adjustments in the plan as necessary to take into account the new data.
9. Conduct monthly grade level meetings and data chats to analyze and discuss students' progress, compare current data to that set forth in the initial SIP, and determine if any changes need to be made

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

Dr. Carlos J. Finlay's Leadership Team is comprised by the following people:

Cecilia C. Sanchez – Principal

Elena Octala – Assistant Principal

Maria Bianca Alonso – Lead Teacher/English as a Second Language (ESL) Chairperson

Maria V. Del Castillo – Reading Coach

Maria Escoto – School Counselor

Stella Tariche – Media Specialist

Laura Suarez - Primary Chairperson:

Suzanne Fernandez - Intermediate Reading Chairperson

Marleni Lapadula - Intermediate Writing Chairperson

The functions and responsibilities of each member of the Leadership Team as it relates to implementation of the MTSS are as follows:

- Cecilia C. Sanchez, Principal - Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups.
- Elena Octala, Assistant Principal - Monitor behavior data and student attendance, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
- Maria Bianca Alonso, Lead Teacher/English Language Learners Chairperson - Assist in monitoring and responding to the needs of subgroups.
- Maria V. Del Castillo, Reading Coach - Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectiveness of interventions being implemented.
- Maria Escoto, Counselor - Monitor behavior data, conduct intervention for students identified through the MTSS process, provide support and resources for parents, gathers information and data required for the Rtl Process.
- Stella Tariche, Media Specialist - Provides teachers and students with supplemental resources, insure students accessibility to reading, mathematics, and science software.
- Laura Suarez, Primary Chairperson - Assists in monitoring and responding the needs of subgroups in the primary grades.
- Suzanne Fernandez, Intermediate Reading Chairperson and Science Coach - Assists in monitoring and responding to the needs of subgroups in the intermediate grades, and acts as the liaison between the Science Department and the school, providing current instructional strategies and information to meet the needs of our subgroups
- Marleni Lapadula, Writing Chairperson - Assists in monitoring and responding the needs of subgroups. 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

The Counselor, Reading Coach, ELL Chairperson, and the Assistant Principal will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

#### Tier 3 SST

The Counselor, Reading Coach, ELL Chairperson, selected teachers, and the Assistant Principal and parent/guardian make up the Tier 3 SST Problem Solving Team.

1. Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and Coaches who share the common goal of improving instruction for all students; and team members who will work to build staff support, internal capacity, and sustainability over time.

2. Dr. Carlos J. Finlay's Leadership Team will include additional personnel as resources to the team based on specific problems or concerns as warranted, such as:

- School reading, math, and science coaches, and school psychologist
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. Dr. Carlos J. Finlay's MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports

designed for all students in the general curriculum.

- The second level of support consists of supplemental instruction and interventions that are 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.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

What will all students learn? (Curriculum based on standards)

How will we determine if the students have learned? (Common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

### **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**

1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students.
- 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.

2. Managed data reports will be generated from Edusoft, PMRN, FAIR, STAR Reading, and various other assessment tools. Academic assessments will include the following:

- FAIR assessment
- STAR Reading Assessment
- SuccessMaker Utilization and Progress Reports
- Reading Plus Utilization and Progress Reports
- Interim assessments
- District-generated Baseline and Interim Assessments
- Pre and Post Tests and Quarterly Assessments
- FCAT 2.0
- Student grades

- School site specific assessments
- Behavior progress will be monitored through the following:
- 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
- Behavior Modification Charts
- Anecdotal Observations
- Referrals to special education programs

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

The plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents is as follows:

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 to stakeholders.
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.

### **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:** 100

Students are exposed to research-based strategies in reading, mathematics, and science in order to provide remediation for areas of weakness. Students also complete sessions on FCAT Explorer, Florida Achieves, SuccessMaker, Reading Plus, and Gizmos.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Quarterly reports are generated in order to monitor student progress and make any instructional adjustments that are necessary.

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

Assistant Principal and Hourly Teachers generate computer-based program data and administer pre and post assessments. Hourly teachers providing the tutorials review and assess students' knowledge of skills being taught through students' intervention work packets.

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

<b>Name</b>	<b>Title</b>
Cecilia Sanchez	Principal
Elena Octala	Assistant Principal/ SPED Chairperson
Bianca Alonso	Lead Teacher/ELL Chairperson
Maria Del Castillo	Reading Coach
Stella Tariche	Media Specialist
Maria Escoto	Counselor
Laura Suarez	Primary Chairperson
Suzanne Fernandez	Intermediate Reading Chairperson
Marleni Lapadula	Intermediate Writing Chairperson

**How the school-based LLT functions**

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, reading coach, lead teacher/ELL chairperson, mentor reading teachers, content area teachers, and other principal appointees serve on this team. The LLT meets at least once a month.

**Major initiatives of the LLT**



The major initiatives of the LLT are to:

1. Continue the effective implementation of the Common Core Standards in grades K – 5 by creating and providing Lesson Studies that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
2. Mutli-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout and across subject areas.

## Every Teacher Contributes to Reading Instruction

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

Analyze individual classroom data, utilize data for differentiated instruction, grade-level planning, provide enrichment/tutoring before and after school, attend professional development, attend professional learning communities, incorporate reading best practices into science, social studies, and mathematics instruction. Special Area teachers support the academic curriculum through the use of multiple-intelligence strategies.

## 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

This year our school acquired two Pre-Kindergarten classes from the Head Start Program. Housing this early childhood program at our school provides us with the unique opportunity of being able to communicate with the Head Start teachers more frequently about the expectations for Kindergarten readiness and about the students' behavior in general. At the same time, these students will be better acclimated to our school environment and daily routines, making the transition into Kindergarten practically seamless. In order to assist other preschool students transitioning from early childhood programs outside of our school to local elementary school programs, we conducted several site visits to Early Learning Centers within our school boundaries. While meeting with our contact person at each site, it was communicated that students entering Kindergarten were having the most difficulty in the areas of "Letter Name and Sound Knowledge" and "Phoneme Blending" as indicated by the results obtained from the first administration of the Florida Assessments for Instruction in Reading (FAIR). Each contact person at these Early Childhood Programs was encouraged to communicate this to their teachers, as well as the students' parent in order to better prepare the students for Kindergarten. Additionally, our school distributed flyers to these Early Childhood Centers announcing a Kindergarten Transition Meeting for Parents. At the meeting, conducted at our school site on two separate dates, parents received the 'Transition to Kindergarten-A Handbook for Parents 2013-2014' provided by the Office of Early Childhood Programs, and were also told about the expectations for students entering Kindergarten.

## 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	81%	72%	No	83%
American Indian				
Asian				
Black/African American				
Hispanic	82%	72%	No	84%
White				
English language learners	77%	59%	No	79%
Students with disabilities	71%	47%	No	74%
Economically disadvantaged	78%	69%	No	81%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	29%	31%
Students scoring at or above Achievement Level 4	94	42%	43%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		78%	80%

#### 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)	136	59%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	77	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	60	25%	33%

**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	52	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	80%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	83%	80%	No	84%
White				
English language learners	82%	74%	No	84%
Students with disabilities	68%	56%	No	72%
Economically disadvantaged	81%	78%	No	83%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	26%	28%
Students scoring at or above Achievement Level 4	118	52%	53%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		84%	86%

**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	30	34%	36%
Students scoring at or above Achievement Level 4	28	32%	33%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		
Participation in STEM-related experiences provided for students	125		25%

**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	28	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	35	7%	6%
Students who are not proficient in reading by third grade	23	35%	32%
Students who receive two or more behavior referrals	21	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

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

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

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

- G1.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring Level 3 or above on the FCAT 2.0 Reading Assessment by eleven percentage points from 72% to 83%.
- G2.** Our goal for the 2013-2014 school year is to increase students scoring at a 3.5 and above from 72% to 75% on the FCAT Writing 2.0.
- G3.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring a Level 3 or above on the FCAT 2.0 Mathematics Assessment by four percentage points from 80% to 84%.
- G4.** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement Level 3 or above on the FCAT 2.0 Science Assessment by 3 percentage points from 66% to 69% proficiency.
- G5.** Our goal for the 2013-2014 school year is to increase the level of student participation in STEM related activities.
- G6.** Our goal for the 2013-2014 school year is to identify and target at risk students and provide early interventions for them.

## Goals Detail

**G1.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring Level 3 or above on the FCAT 2.0 Reading Assessment by eleven percentage points from 72% to 83%.

### **Targets Supported**

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

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

- Professional Development, Professional Learning Communities, McGraw Hills Wonders Reading Series and Wonder Works, Reading Plus, SuccessMaker, Accelerated Reader, Waterford Early Reading Program, Imagine Learning, and Lexia.

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

- Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 72% of the All Students' subgroup are making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 72% to 83%.
- Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 72% of the All Students' subgroup are making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 72% to 84%.
- Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 59% of the English Language Learner subgroup is making adequate progress. The students demonstrate a weakness in comprehending complex vocabulary due to a limited English language base. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 59% to 79%.
- Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 47% of the Economically Disadvantaged subgroup is making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 47% to 81%.
- Performance data for students scoring a level 3 on the 2013 FCAT 2.0 Reading Assessment indicates a deficiency in Reporting Category 2: Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective, as well as Main Idea/Message, Relevant Details, and Chronological Order. Additionally, the students demonstrate a weakness in identifying Cause and Effect relationships, Theme/Topic, Text Structures, and Comparing/Contrasting Story Elements. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 29% to 31%.
- Performance data for students scoring a level 4 and above on the 2013 FCAT 2.0 Reading Assessment indicates a deficiency in Reporting Category 3: Literary Analysis: Fiction/Non-Fiction. Students demonstrate a weakness in the ability to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g. theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery). Our goal for

the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 42% to 43%.

- The percentage of students making learning gains increased by seven percentage points from 70% to 77% as noted on the 2013 FCAT 2.0 Reading Assessment. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of reading comprehension and application in complex texts. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of Students Making Learning Gains from 77% to the target goal of 79%.
- The percentage of students in the Lowest 25% Making Learning Gains increased by seven percentage points from 71% to 78% as noted on the 2013 FCAT 2.0 Reading Assessment. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of vocabulary, reading fluency, comprehension, and application in complex texts. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of the Lowest 25% Making Learning Gains from 78% to the target goal of 80%.
- Results from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicate that 59% of our students scored proficiently in the areas of Listening/Speaking. An anticipated barrier to increasing the percentage of students scoring proficient in this area is the students' lack of opportunities to conduct meaning language practice. Our goal for the 2014 CELLA is to increase the percentage of students scoring at a proficient level from 59% to our target goal of 63%, an increase of four percent.
- Results from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicate that 33% of students scored proficiently in the area of Reading. An anticipated barrier to increasing the percentage of students scoring proficient in this area was in Reading Application. Our goal for the 2014 CELLA is to increase the percentage of students scoring at a proficient level from 33% to our target goal of 40%, an increase of seven percent.
- Results from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicate that 25% of our students scored proficiently in the areas of Writing. An anticipated barrier to increasing the percentage of students scoring proficient in this area is the students' inability to construct paragraphs which include a topic sentence, supporting details, and relevant information. Our goal for the 2014 CELLA is to increase the percentage of students scoring at a proficient level from 25% to our target goal of 33%, an increase of eight percent.

### Plan to Monitor Progress Toward the Goal

Student performance on the District Reading Winter Interim Assessments will demonstrate academic growth, as well as the data from informal classroom assessments, and Reading Plus and STAR Reading computer-generated reports; Summative Assessments: 2014 FCAT 2.0 Reading Assessment, CELLA 2014

#### Person or Persons Responsible

The Administrative Team, the Reading Coach, and Classroom Teachers

#### Target Dates or Schedule:

Quarterly through grade-level data chats and the Literacy Leadership Team and classroom reading teachers will analyze the results of the District Reading Baseline and Interim Assessments; September, November, and February.

#### Evidence of Completion:

Summative Assessments: FCAT 2.0, CELLA 2014,



**G2.** Our goal for the 2013-2014 school year is to increase students scoring at a 3.5 and above from 72% to 75% on the FCAT Writing 2.0.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Professional Development, Best Practices, Professional Learning Communities, Reading Plus Writing component, McGraw Hill Wonders, monthly writing prompts.

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 FCAT Writing Test, fourth graders demonstrated an increase in Narrative Writing; however, students need continued reinforcement in writing conventions and organization. They also demonstrate difficulty in elaborating their writing not just as it applies to Narrative, but Expository writing as well.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

**Person or Persons Responsible**

Administrators, Reading Coach, LLT

**Target Dates or Schedule:**

On a monthly and quarterly basis

**Evidence of Completion:**

-Formative Assessments: School-wide monthly writing prompts and bi-weekly writing assignments and assessments. -Summative Assessment: 2014 FCAT 2.0 Writing Test



**G3.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring a Level 3 or above on the FCAT 2.0 Mathematics Assessment by four percentage points from 80% to 84%.

### Targets Supported

#### Resources Available to Support the Goal

- Go Math Series, Think Central, SuccessMaker Math, manipulatives, interactive notebooks, FCAT Explorer, Florida Achieves, FCAT Test Ready, and paraprofessional assistance

#### Targeted Barriers to Achieving the Goal

- All Students and our Hispanic population need multiple opportunities to use mathematics vocabulary in real world situations and be able to apply their knowledge to solving word problems. Students also need a more hands-on approach to learning the concepts being taught and be able to reinforce and improve their learning through the use of computer based programs that they can log into at home. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 80% of students in grades 3-5 and our Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percent of students in grades 3-5 and our Hispanic subgroup making satisfactory progress from 80% to 84%.
- The Students with Disabilities subgroup needs a more hands-on approach to learning the concepts being taught. Students in this subgroup have difficulty retaining the information and concepts taught, therefore, constant reinforcement and reteaching strategies need to occur on a daily basis. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 56% of the students in the Students with Disabilities subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the performance and provide appropriate intervention and remediation for our Students with Disabilities' subgroup from 56% to the target goal of 72%.
- The students in the Economically Disadvantaged subgroup, lack the academic and technological support needed in order to increase their mathematical skills. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 56% of the students in the Economically Disadvantaged subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the performance and provide appropriate intervention and remediation for our Economically Disadvantaged subgroup from 56% to the target goal of 83%.
- The English Language Learners subgroup (ELL) needs multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 74% of the students in the English Language Learners subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the performance and provide appropriate intervention and remediation for our English Language Learner subgroup from 74% to the target goal of 84%.
- According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades third and fourth experienced difficulty in Reporting Category 2 – Number: Fractions and Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 from 26% to 28%.
- According to the results of the 2013 FCAT 2.0 Mathematics Test, students in fifth grade experienced difficulty in Reporting Category 3 – Geometry and Measurement. Students need many and varied opportunities to participate in real-world measurement activities and explore geometric relationships. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 from 26% to 28%.

- According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades third and fourth experienced difficulty in Reporting Category 2 – Number: Fractions and Number: Base Ten and Fractions. In fifth grade, students experienced difficulty in Reporting Category 3 – Geometry and Measurement. Our goal for the 2013-2014 school year is to increase the performance of students scoring at or above Achievement Level 4 from 52% to the target goal of 53%.
- According to the results of the 2013 FCAT 2.0 Mathematics Test, the number of students in the Lowest 25% making learning gains decreased by 16 percentage points. The decrease indicates that students are beginning the school year with insufficient knowledge of previously taught skills and concepts, primarily in the Reporting Category 2 for grade levels 3-5. Therefore, our challenge is to bridge the gap between the skills and concepts they have when they begin the academic year and where they need to be as quickly and precisely as possible. Our goal for the 2013-2014 school year is to increase the performance of our students in lowest 25% making learning gains on the FCAT 2.0 from 84% to the target goal of 86%.
- According to the results of the 2013 FCAT 2.0 Mathematics Test, the percentage of students making Learning Gains increased from 80% to 84%. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of mathematics application and problem solving skills. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of Students making learning gains from 84% to the target goal of 86%.

### **Plan to Monitor Progress Toward the Goal**

Student performance on the District Mathematics Winter Interim Assessments will demonstrate academic growth, informal classroom assessments, and Summative Assessments: 2014 FCAT 2.0 Mathematics Test, and End of the Year SuccessMaker Math student reports

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

The Administrative Team, the Mathematics Coach, and Classroom Teachers

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

Mathematics teachers will analyze data from biweekly assessments for all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. The Administrative Team and classroom mathematics teachers will analyze the results of the District Mathematics Baseline and Interim Assessments; September, November, and February.

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

Individual Students' SuccessMaker Log-in Sheets and Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G4.** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement Level 3 or above on the FCAT 2.0 Science Assessment by 3 percentage points from 66% to 69% proficiency.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- AIMS Teacher Resource Book, Scott Foresman Science Books, GIZMOS, Discovery Education videos and resources, Coach Science, Lab supplies, FCAT Explorer, Florida Achieves, interactive notebooks, and SRA kits

**Targeted Barriers to Achieving the Goal**

- Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement level 3 from 34% to 36% on the FCAT 2.0 Science Assessment. According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty was in Reporting Category 3 – Physical Science.
- Our goal for the 2013-2014 school year is to increase the number of students scoring an Achievement level 4 or 5 from 32% to 33% on the FCAT 2.0 Science Test. Students need to develop higher order thinking skills and applications in order to increase levels of proficiency in all four Reporting Categories. Students entering fifth grade, vary in experiences and interests in science, furthermore, there is insufficient computer time allotted for Gizmos.

**Plan to Monitor Progress Toward the Goal**

-Will monitor progress and instruction through data reports and assessments. -Conduct classroom visitations -Generate computer-based reports that monitors student progress. -Provide teachers with the assistance needed to effectively implement the plan and make the necessary adjustments when needed.

**Person or Persons Responsible**

Administrative Team and Science Leader

**Target Dates or Schedule:**

on a monthly and quarterly basis through generated data reports

**Evidence of Completion:**

Formative Assessments: School-site assessments, Interims and Baseline Assessments Summative Assessment: 2014 FCAT 2.0 Science Test

**G5.** Our goal for the 2013-2014 school year is to increase the level of student participation in STEM related activities.

**Targets Supported**

- STEM - All Levels

**Resources Available to Support the Goal**

- On-site garden beds, Fairchild Challenge resources and materials, Discovery Education videos

**Targeted Barriers to Achieving the Goal**

- Students need to be exposed to a variety of instructional strategies, concepts, and activities that will increase rigor through inquiry-based learning that target the areas of science, technology, engineering and mathematics.

## Plan to Monitor Progress Toward the Goal

-Will monitor progress, participation and instruction. -Teachers will provide the students with opportunity to explore the world around them through the use of Discovery Ed. videos and monitor what they have learned through their responses in their interactive journals. -Monitor the implementation of inquiry-based activities addressing the necessary benchmarks through the science lab logs.

### Person or Persons Responsible

Administrators, Leadership Team, Science Leader and extracurricular Science Sponsors

### Target Dates or Schedule:

During monthly school-wide meetings, grade level meetings and on a quarterly basis

### Evidence of Completion:

Formative Assessments: Student Authentic Work Samples, Interactive Student Notebooks, participation certificates from "Fairchild Challenge". Summative Assessment: 2014 FCAT 2.0 Science and Mathematics Test.

**G6.** Our goal for the 2013-2014 school year is to identify and target at risk students and provide early interventions for them.

### Targets Supported

- EWS - Elementary School

### Resources Available to Support the Goal

- District generated attendance reports, perfect attendance awards, community involvement specialist

### Targeted Barriers to Achieving the Goal

- Lack of sufficient parental support and awareness of attendance procedures hinders student attendance and performance.
- Our goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by third grade from 35% to 32%.
- Our goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals from 4% to 3%.
- Our goal for the 2013-2014 school year is to reduce the amount of retained students in PreK to Grade 5 by one percentage point from 7% to 6%.

## Plan to Monitor Progress Toward the Goal

will monitored for effectiveness and progress to reduce and/or eliminate the amount of at-risk students

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

The monthly Student Case Management report and student data reports related to progress

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring Level 3 or above on the FCAT 2.0 Reading Assessment by eleven percentage points from 72% to 83%.

**G1.B1** Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 72% of the All Students' subgroup are making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 72% to 83%.

**G1.B1.S2** After reviewing the results of the District Fall and Winter Interim Assessments, "crunch time" materials were provided to the teachers in order to intensify the opportunity to have students read and comprehend literature and informational text at the high end of the grade level complexity band. Data chats were held to determine supplemental materials that would assist in meeting the goal.

### Action Step 1

-Development of intervention programs that will be implemented throughout the school day in order to provide services to those students in need of small group and one on one intervention to address academic deficiencies. - Students will be given practice through level-appropriate text within differentiated instructional groups. - Students will be taught strategies that will help them locate the answer to questions within a given text. - Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details - Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning - Compare and contrast elements in multiple texts (e.g., setting, characters, problems) - Analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in the text.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans, student work samples, site generated assessments and benchmark assessments.

#### Facilitator:

Reading Coach

#### Participants:

Reading/Language Art teachers

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

Classroom walk-throughs and observations

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Classroom walk-through log and observations

## Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM model, the Administrative Team and Literacy Leadership Team will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### **Person or Persons Responsible**

Administrators, Reading Coach, and classroom teachers

### **Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Reading Test

**G1.B2** Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 72% of the All Students' subgroup are making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 72% to 84%.

**G1.B2.S1** Students will be given practice through level-appropriate text within differentiated instructional groups in order to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details, the author's purpose and perspective in a variety of texts and understand how they affect meaning, compare and contrast elements in multiple texts, and analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text

### **Action Step 1**

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: - graphic organizers (e.g., note taking, mapping); - summarization activities; - questioning the author; - anchoring conclusions back to the text (e.g., explaining and justifying decisions); - opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); - text marking (e.g., making margin notes, highlighting); - avoiding the interference of prior knowledge when answering a question; - and encouraging students to read from a wide variety of texts. - cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, on a wide-reading of world literature.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments. Will monitor fidelity through classroom walk-throughs



**Action Step 2**

Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: - graphic organizers; - concept maps; - open compare/contrast; - signal or key words (e.g., since, because, after, while, both, however); and - encouraging students to read from a wide variety of texts. - analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.  
Will monitor fidelity through classroom walk-throughs

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

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and observations



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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### **Person or Persons Responsible**

Administrators, Reading Coach and classroom teachers

### **Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G1.B3** Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 59% of the English Language Learner subgroup is making adequate progress. The students demonstrate a weakness in comprehending complex vocabulary due to a limited English language base. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 59% to 79%.

**G1.B3.S2** Provide English Language Learners (ELL) students with additional instructional time through the implementation of the before and after school Title III Tutorial Academy for ELL students in 2nd - 5th grade.

### **Action Step 1**

- Development of intervention programs that will be implemented for the Title III Tutorial Program in order to provide services to those students in need of additional instructional time to address academic deficiencies. - Students will be given practice through level-appropriate text within differentiated instructional groups. - Students will be taught strategies to assist them in developing vocabulary skills; such as the use of context clues and morphology of words. - Students will be taught strategies that will help them locate the answer to questions within a given text. - Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details - Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning - Compare and contrast elements in multiple texts (e.g., setting, characters, problems) - Analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in the text.

### **Person or Persons Responsible**

Hourly Teachers and paraprofessionals

### **Target Dates or Schedule**

The Title III Tutorial Program will take place from November 2013 - April 2014. Third grade students will participate in the Tutorial Academy on Tuesdays and Thursdays. The fourth graders will attend on Mondays and Wednesdays.

### **Evidence of Completion**

Attendance rosters and Title III Tutorial student work

## Plan to Monitor Fidelity of Implementation of G1.B3.S2

Observations of the after-school Title III Tutorial Program

### Person or Persons Responsible

Administration

### Target Dates or Schedule

On-going

### Evidence of Completion

Attendance logs and observations

## Plan to Monitor Effectiveness of G1.B3.S2

The Administrative Team and Literacy Leadership Team will score and analyze student work from the Title III tutorial Program in order to ensure that students are making adequate progress and that instruction is being modified appropriately.

### Person or Persons Responsible

Administrators, Reading Coach, and Lead Teacher

### Target Dates or Schedule

Weekly student work samples and results of the FCAT 2.0 in Reading

### Evidence of Completion

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Reading Test

**G1.B4** Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 47% of the Economically Disadvantaged subgroup is making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 47% to 81%.

**G1.B4.S1** Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

### **Action Step 1**

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: - graphic organizers (e.g., note taking, mapping); - summarization activities; - questioning the author; - anchoring conclusions back to the text (e.g., explaining and justifying decisions); - opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); - text marking (e.g., making margin notes, highlighting); - avoiding the interference of prior knowledge when answering a question; and encouraging students to read from a wide variety of texts. - cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, on a wide-reading of world literature.

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

Teachers

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

On-going

#### **Evidence of Completion**

Evidence: Lesson plans, student work samples, site generated assessments and benchmark assessments. Will monitor fidelity through classroom walk-throughs

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

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

Administrators, Reading Coach, and classroom teachers

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

Through data reports and assessments and quarterly data chats

#### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Reading Test

**G1.B5** Performance data for students scoring a level 3 on the 2013 FCAT 2.0 Reading Assessment indicates a deficiency in Reporting Category 2: Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective, as well as Main Idea/Message, Relevant Details, and Chronological Order. Additionally, the students demonstrate a weakness in identifying Cause and Effect relationships, Theme/Topic, Text Structures, and Comparing/Contrasting Story Elements. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 29% to 31%.

**G1.B5.S1** Provide students with the opportunity to read and comprehend literature and informational text at the high end of the grade level complexity band.

### **Action Step 1**

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: - graphic organizers (e.g., note taking, mapping); - summarization activities; - questioning the author; - anchoring conclusions back to the text (e.g., explaining and justifying decisions); - opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); - text marking (e.g., making margin notes, highlighting); - avoiding the interference of prior knowledge when answering a question; and encouraging students to read from a wide variety of texts. - cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments. Will monitor fidelity through classroom walk-throughs

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

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

**Person or Persons Responsible**

Administrators, Reading Coach, and classroom teachers

**Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

**Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Reading Test

**G1.B6** Performance data for students scoring a level 4 and above on the 2013 FCAT 2.0 Reading Assessment indicates a deficiency in Reporting Category 3: Literary Analysis: Fiction/Non-Fiction. Students demonstrate a weakness in the ability to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g. theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery). Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 42% to 43%.

**G1.B6.S1** Provide students with the opportunity to read and comprehend informational text at the high end of the grade level complexity band and engage in project-based learning.

### **Action Step 1**

- Analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g. theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

### **Action Step 2**

- Analyze and evaluate an author's use of descriptive language (e.g., tone, irony, figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.



### **Action Step 3**

- Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

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

Administrators, Reading Coach, and classroom teachers

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

Through data reports and assessments and quarterly data chats

#### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 ReadingTest

**G1.B7** The percentage of students making learning gains increased by seven percentage points from 70% to 77% as noted on the 2013 FCAT 2.0 Reading Assessment. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of reading comprehension and application in complex texts. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of Students Making Learning Gains from 77% to the target goal of 79%.

**G1.B7.S1** Students will be given practice through level-appropriate text within differentiated instructional groups in order to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details, the author's purpose and perspective in a variety of texts and understand how they affect meaning, compare and contrast elements in multiple texts, and analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text

### **Action Step 1**

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: - graphic organizers (e.g., note taking, mapping); - summarization activities; - questioning the author; - anchoring conclusions back to the text (e.g., explaining and justifying decisions); - opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); - text marking (e.g., making margin notes, highlighting); - avoiding the interference of prior knowledge when answering a question; and encouraging students to read from a wide variety of texts. - cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. -analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

**Person or Persons Responsible**

Administrators, Reading Coach, and classroom teachers

**Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

**Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments

**G1.B8** The percentage of students in the Lowest 25% Making Learning Gains increased by seven percentage points from 71% to 78% as noted on the 2013 FCAT 2.0 Reading Assessment. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of vocabulary, reading fluency, comprehension, and application in complex texts. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of the Lowest 25% Making Learning Gains from 78% to the target goal of 80%.

**G1.B8.S1** Utilize McGraw Hill Wonder Works intervention for thirty minutes daily. Continue the implementation of differentiated instruction daily, focusing instruction on specific areas of deficiency.

### **Action Step 1**

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### **Person or Persons Responsible**

Administrators, Reading Coach and classroom teachers

### **Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Reading Assessment

**G1.B9** Results from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicate that 59% of our students scored proficiently in the areas of Listening/Speaking. An anticipated barrier to increasing the percentage of students scoring proficient in this area is the students' lack of opportunities to conduct meaning language practice. Our goal for the 2014 CELLA is to increase the percentage of students scoring at a proficient level from 59% to our target goal of 63%, an increase of four percent.

**G1.B9.S1** Incorporate more opportunities in the classroom for ELL students to use the Language Experience Approach through reading and meaningful language practice through teacher-led groups, teacher-student modeling, and cooperative learning.

### **Action Step 1**

-Encourage English Language Learners (ELLs) to speak in class as much as possible. -Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" -Learners should be exposed to new vocabulary and structures so they can expand their knowledge of the English language by working with a variety of materials. Students should have experience with different written and spoken styles. For example, students can read texts from a variety of sources such as newspapers, maps, restaurant menus, academic texts, and scientific reports. When listening to language, learners can listen to conversations, news reports, academic lectures, or popular music and can listen to speakers of differing dialects of the language.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### Person or Persons Responsible

Administrators, Reading Coach, ELL Curriculum Chairperson, and classroom teachers

### Target Dates or Schedule

Through data reports and assessments and quarterly data chats

### Evidence of Completion

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 CELLA Assessment

**G1.B10** Results from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicate that 33% of students scored proficiently in the area of Reading. An anticipated barrier to increasing the percentage of students scoring proficient in this area was in Reading Application. Our goal for the 2014 CELLA is to increase the percentage of students scoring at a proficient level from 33% to our target goal of 40%, an increase of seven percent.

**G1.B10.S1** Develop an intervention program for ELL students to be implemented throughout the school day to provide services to those English Language Learners in need of small group and one-on-one instruction to address students' academic needs in Reading.

### Action Step 1

-Teachers will adapt instruction to address student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. -Set a purpose/reason/goal for reading so that it becomes an automatic response for the reader in order to establish what they expect to get out of the reading. Helping our ELL students to define the reason, purpose or goal for the reading is a crucial initial step in helping them to successfully interact with the text and acquire essential information. (Are they reading for pleasure/entertainment? To gather information? To support a thesis? To answer an essential question?, etc.) -Provide students with the opportunity to continuously develop their reading skills through the use of graphic organizers to identify story elements, semantic mapping, and vocabulary word analysis.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

**Person or Persons Responsible**

Administrators, Reading Coach, ELL Curriculum Chairperson, and classroom teachers

**Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

**Evidence of Completion**

Summative Assessments: CELLA 2014



**G1.B11** Results from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicate that 25% of our students scored proficiently in the areas of Writing. An anticipated barrier to increasing the percentage of students scoring proficient in this area is the students' inability to construct paragraphs which include a topic sentence, supporting details, and relevant information. Our goal for the 2014 CELLA is to increase the percentage of students scoring at a proficient level from 25% to our target goal of 33%, an increase of eight percent.

**G1.B11.S1** Students will be given ample opportunities to develop their knowledge of the conventions of writing, as well as the correct organizational patterns to be used in various methods of writing.

**Action Step 1**

-Students will use graphic organizers is usually a one-page form with blank areas for the student to fill in with related ideas and information. The organizers will give the students another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively. -Students will be exposed to process writing: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and Observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### **Person or Persons Responsible**

Administrators, Reading Coach, ELL Curriculum Chairperson, and classroom teachers

### **Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 CELLA Assessment

**G2.** Our goal for the 2013-2014 school year is to increase students scoring at a 3.5 and above from 72% to 75% on the FCAT Writing 2.0.

**G2.B1** According to the results of the 2013 FCAT Writing Test, fourth graders demonstrated an increase in Narrative Writing; however, students need continued reinforcement in writing conventions and organization. They also demonstrate difficulty in elaborating their writing not just as it applies to Narrative, but Expository writing as well.

**G2.B1.S1** Teachers will provide students with the opportunities to enhance and reinforce their skills through a variety of activities that focus on the skills being taught and will be encouraged to develop and maintain a writer's notebook in order to organizing ideas using strategies and tools.

### **Action Step 1**

-Students will develop and maintain a writing notebook to generate ideas during the prewriting activity. The prewriting plan will include items such as, main idea, descriptive details, characters, a sequence of events and setting. -Students will be given the opportunity to generate ideas in response to prompts, pictures and informational text. -Students will apply transitional words/phrases appropriate to the genre of the writing in order to organize and sequence ideas that will promote fluency to the writing. -Teachers will conference with students to assist with elaboration, support, and correct standard language conventions such as, capitalization, punctuation, and spelling). -Students will be given the opportunity to use graphic organizers, such as, timelines and story maps, that will aid in the organization of their writing. -Students will be given the opportunity to have collaborative discussions through the revising portion of the writing process and build from each other's ideas. - Students will use and apply the spelling rules, orthographic patterns and generalizations in order to correct their spelling. -Students will be given the opportunity to utilize the dictionary and thesaurus in order to enhance their vocabulary knowledge. -Students will be given frequent practice on grammar skills in order to promote a better understanding of writing conventions. -Students will be given the opportunity to use a checklist/Writing Rubric in order to review and improve their writing skills.

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

Classroom Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student writing samples, School-wide monthly writing prompts and bi-weekly writing assignments and assessments.

#### **Facilitator:**

Ms. Mari Del Castillo

#### **Participants:**

Administrators, Reading Coach, LLT, MTSS/Rtl Team

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

Classroom walk-throughs and observations

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

Administrators

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

On-going

#### **Evidence of Completion**

Classroom Walk-Through Log and Observation

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

Following the FCIM model, the Administrative Team and Reading Coach will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

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

Administrators, Reading Coach, LLT, MTSS/RtI Team and classroom teachers

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

On a monthly and quarterly basis and through data chat meetings.

#### **Evidence of Completion**

Formative Assessments: School-wide monthly writing prompts and bi-weekly writing assignments and assessments. Summative Assessment: 2014 FCAT 2.0 Writing Test

**G3.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring a Level 3 or above on the FCAT 2.0 Mathematics Assessment by four percentage points from 80% to 84%.

**G3.B1** All Students and our Hispanic population need multiple opportunities to use mathematics vocabulary in real world situations and be able to apply their knowledge to solving word problems. Students also need a more hands-on approach to learning the concepts being taught and be able to reinforce and improve their learning through the use of computer based programs that they can log into at home. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 80% of students in grades 3-5 and our Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percent of students in grades 3-5 and our Hispanic subgroup making satisfactory progress from 80% to 84%.

**G3.B1.S1** Students will be provided with the opportunities to engage in grade-level appropriate activities that will promote and enhance their mathematical skills within all Reporting Categories. Students will have the opportunity to work with high complexity word problems and incorporate the use of the Mathematical Practices of the Common Core that supports mathematical fluency and problem solving proficiency in all areas and concepts.

### **Action Step 1**

-Daily use of interactive notebooks will provide students with the opportunity to answer questions about math operations including “how” and “why”, will assist in the development of mathematical skills. -Small and differentiated groups will be developed in order to facilitate instruction and provide students with the practice needed on a daily basis. -Online intervention programs, such as Think Central and Success Maker Math, will be used within the classroom and as home learning in order to reinforce concepts taught.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson Plans, student work samples and site generated assessments including benchmark assessments

#### **Facilitator:**

Enrique Lopez

#### **Participants:**

Math teachers in grades kindergarten through fifth

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

Will monitor fidelity through classroom walk-throughs

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom Walk-through log and Observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

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

Administrators, Math Curriculum Liason and classroom teacher

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

Through data reports and assessments and quarterly data chats

#### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G3.B2** The Students with Disabilities subgroup needs a more hands-on approach to learning the concepts being taught. Students in this subgroup have difficulty retaining the information and concepts taught, therefore, constant reinforcement and reteaching strategies need to occur on a daily basis. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 56% of the students in the Students with Disabilities subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the performance and provide appropriate intervention and remediation for our Students with Disabilities' subgroup from 56% to the target goal of 72%.

**G3.B2.S1** Provide students with a more hands-on approach to learning the concepts being taught and provide opportunities for more constant reinforcement and reteaching skills.

### **Action Step 1**

-Students will be given the opportunity to use manipulatives to better understand and retain the concepts being taught. -Small and differentiated groups will be developed in order to facilitate instruction and provide students with the practice needed on a daily basis. -Online intervention programs, such as Think Central and Success Maker Math, will be used within the classroom and as home learning in order to reinforce concepts taught.

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

Teacher

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

### **Action Step 2**

-Students will be given the opportunity to use manipulatives to better understand and retain the concepts being taught. -Small and differentiated groups will be developed in order to facilitate instruction and provide students with the practice needed on a daily basis. -Online intervention programs, such as Think Central and Success Maker Math, will be used within the classroom and as home learning in order to reinforce concepts taught.

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

Teacher

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-through and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

**Person or Persons Responsible**

Administrators, Math Liason and classroom teachers

**Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

**Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test



**G3.B3** The students in the Economically Disadvantaged subgroup, lack the academic and technological support needed in order to increase their mathematical skills. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 56% of the students in the Economically Disadvantaged subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the performance and provide appropriate intervention and remediation for our Economically Disadvantaged subgroup from 56% to the target goal of 83%.

**G3.B3.S1** Provide students with opportunities to make meaning of numbers through problem solving and hands-on activities using both manipulatives and computer-based district approved programs.

### **Action Step 1**

-Students in this subgroup will be provide with time, either before school or after school, in order to work on the computer-based programs that will improve and remediate their math skills. -Students in this subgroup will also have the opportunity to take materials, such as school books and manipulatives, home in order to practice the skills being taught in class.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

### **Action Step 2**

-Students in this subgroup will be provide with time, either before school or after school, in order to work on the computer-based programs that will improve and remediate their math skills. -Students in this subgroup will also have the opportunity to take materials, such as school books and manipulatives, home in order to practice the skills being taught in class.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Conduct classroom walk-through and observations

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

Administrators

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

On-going

#### **Evidence of Completion**

Classroom Walk-through log and Observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

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

Administrators, Math Liason, and classroom teachers

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

Through data reports and assessments and quarterly data chats

#### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G3.B3.S2** Provide third and fourth grade students with the opportunity to receive intervention during after school tutorial programs that target areas in need of remediation.

**Action Step 1**

- Development of intervention programs that will be implemented throughout the school day in order to provide services to those students in need of small group and one on one intervention to address academic deficiencies.

**Person or Persons Responsible**

Hourly Teachers and paraprofessionals

**Target Dates or Schedule**

February 2014 through April 2014. The third grade students will participate in the after school tutorial programs on Mondays and Wednesdays. The fourth grade students will participate in the after school program on Tuesdays and Thursdays.

**Evidence of Completion**

Attendance logs and students' weekly work samples.

**Plan to Monitor Fidelity of Implementation of G3.B3.S2**

Observations of tutorial program and instruction

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Students' weekly work samples

## Plan to Monitor Effectiveness of G3.B3.S2

Following the FCIM model, the Administrative Team will ensure that students are making adequate progress and that instruction is being modified appropriately.

### Person or Persons Responsible

Administrators and Lead Teacher

### Target Dates or Schedule

Through data reports and assessments

### Evidence of Completion

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G3.B4** The English Language Learners subgroup (ELL) needs multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 74% of the students in the English Language Learners subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to increase the performance and provide appropriate intervention and remediation for our English Language Learner subgroup from 74% to the target goal of 84%.

**G3.B4.S1** Students will discuss and write about mathematics in their interactive notebooks and will have daily practice in reading, writing and solving word problems related to real world situations. In addition, daily use of interactive notebooks will provide students with the opportunity to answer questions about math operations including “how” and “why”, will assist in the development of mathematical skills.

### Action Step 1

-Use GO MATH ELL supplemental work. -Continue to use visuals of math vocabulary and concepts for students. -Provide opportunities to represent mathematical operations, as well as, create equivalent representation of given numbers through the use of manipulatives, illustrations, and the creation of models that will be illustrated in the students' Mathematic's Interactive Notebooks

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and Observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

**Person or Persons Responsible**

Administrators, Math Liaison, and classroom teachers

**Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

**Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G3.B5** According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades third and fourth experienced difficulty in Reporting Category 2 – Number: Fractions and Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 from 26% to 28%.

**G3.B5.S1** Provide opportunities for third grade students to: -identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa -compare and order fractions, including fractions greater than one, using models or strategies -identify an equivalent fraction, excluding fractions greater than one, using a model

### **Action Step 1**

-Students will engage in weekly activities that will improve the understanding of the concepts being taught. -Students will be provided with manipulatives and engage in opportunities that will promote mathematical exploration and the development of student understanding. -Students will participate in activities that promote and increase knowledge of multiplication and division facts, plus, develop an understanding of fractions and fraction equivalence. -Students will be able to identify a fraction using area, set and linear models through a variety of hands-on activities. -Use of Go Math! Florida will provide the student with an alternative approach and intervention practice for the concepts and skills being taught. -A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models and add and subtract decimals and order fractions. -Students will be provided with the opportunity to compare and order fractions, mixed numbers and decimals in the same or different forms.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### Person or Persons Responsible

Administrators, Math Liaison and classroom teachers

### Target Dates or Schedule

Through data reports and assessments and quarterly data chats

### Evidence of Completion

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G3.B5.S2** Provide opportunities for fourth grade students to: -compare and order fractions, mixed numbers, and decimals in the same or different forms -generate equivalent fractions or simplify fractions to lowest terms -relate halves, fourths, tenths, and hundredths to percents, and vice versa.

### Action Step 1

-Students will be provided with manipulatives and engage in opportunities that will promote mathematical exploration and the development of student understanding. -Students will participate in activities that promote and increase knowledge of multiplication and division facts, plus, develop an understanding of fractions and fraction equivalence. -Students will be able to identify a fraction using area, set and linear models through a variety of hands-on activities. -Use of Go Math! Florida will provide the student with an alternative approach and intervention practice for the concepts and skills being taught. -A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models and add and subtract decimals and order fractions. -Students will be provided with the opportunity to compare and order fractions, mixed numbers and decimals in the same or different forms.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson plans, student work samples, site-generated assessments and benchmark assessments.

### **Plan to Monitor Fidelity of Implementation of G3.B5.S2**

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and observations

### **Plan to Monitor Effectiveness of G3.B5.S2**

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

**Person or Persons Responsible**

Administrators, Math Liaison and classroom teachers

**Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

**Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test



**G3.B6** According to the results of the 2013 FCAT 2.0 Mathematics Test, students in fifth grade experienced difficulty in Reporting Category 3 – Geometry and Measurement. Students need many and varied opportunities to participate in real-world measurement activities and explore geometric relationships. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a Level 3 from 26% to 28%.

**G3.B6.S1** Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

### **Action Step 1**

- Students will engage in weekly measurement and geometry activities that will improve the understanding of the concepts being taught. - Students will develop and understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations. -Students will be provided with the opportunity and activities that will help increase their knowledge on determining the volume of prisms and determine the surface area of prisms given a graphic or net. -Students will perform a two-step unit conversion within the same measurement system and determine elapsed time through a variety of in-class activities and practice. -Students will be provided with opportunities to identify and build three-dimensional objects from two-dimensional representation of the object.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and observations

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### Person or Persons Responsible

Administrators, Math Liason and classroom teachers

### Target Dates or Schedule

Through data reports and assessments and quarterly data chats

### Evidence of Completion

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G3.B7** According to the results of the 2013 FCAT 2.0 Mathematics Test, students in grades third and fourth experienced difficulty in Reporting Category 2 – Number: Fractions and Number: Base Ten and Fractions. In fifth grade, students experienced difficulty in Reporting Category 3 – Geometry and Measurement. Our goal for the 2013-2014 school year is to increase the performance of students scoring at or above Achievement Level 4 from 52% to the target goal of 53%.

**G3.B7.S1** Foster the use of meaning of numbers to create strategies for solving problems and responding to practical situations and provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning.

### Action Step 1

-Engage students in interactive notebooks that will improve and enhance their knowledge of the concepts being taught. -Teachers will provide students with collaborative discussions that center around such questions as “Why?” and “How?”. -Teachers will provide students with the chance to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships. -Teachers will provide students with the opportunity to use different strategies to solve problems and make connections to real-world situations. -Increase the use of Success Maker Math to enhance students' conceptual knowledge of geometry, measurement and fraction skills.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

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

Administrators, Math Liason and classroom teachers

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

Through data reports and assessments and quarterly data chats

#### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Assessment

**G3.B8** According to the results of the 2013 FCAT 2.0 Mathematics Test, the number of students in the Lowest 25% making learning gains decreased by 16 percentage points. The decrease indicates that students are beginning the school year with insufficient knowledge of previously taught skills and concepts, primarily in the Reporting Category 2 for grade levels 3-5. Therefore, our challenge is to bridge the gap between the skills and concepts they have when they begin the academic year and where they need to be as quickly and precisely as possible. Our goal for the 2013-2014 school year is to increase the performance of our students in lowest 25% making learning gains on the FCAT 2.0 from 84% to the target goal of 86%.

**G3.B8.S1** Provide students with the opportunities to work with high complexity word problems and use the Mathematical Practices of the Common Core in order to close the gap between the skills and concepts they have when they begin the academic year and where they need to be.

### **Action Step 1**

-Teachers will implement small group instruction in the classroom and in the after school tutorial programs to reinforce key concepts and skills. -Vertical planning will be conducted to ensure all the skills are pre-taught. -Implement math intervention program throughout the school day to reinforce mathematical concepts taught in the classroom. -Engage students in activities that use technology that include visual stimulus to develop conceptual understanding of numbers and concepts.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.  
Will monitor fidelity through classroom walk-throughs

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

### Person or Persons Responsible

Administrators, Math Liaison and classroom teachers

### Target Dates or Schedule

Through data reports and assessments and quarterly data chats

### Evidence of Completion

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Test

**G3.B9** According to the results of the 2013 FCAT 2.0 Mathematics Test, the percentage of students making Learning Gains increased from 80% to 84%. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of mathematics application and problem solving skills. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of Students making learning gains from 84% to the target goal of 86%.

**G3.B9.S1** Provide students with the opportunities to make meaning of numbers through problem solving, hands-on activities and differentiated instructional groups.

### Action Step 1

-Teachers will be provided with the instructional support needed for students to develop quick recall of addition facts and related subtraction facts. -Instructional support will be given to improve the students' knowledge of multiplication and related division facts and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as, addition and subtraction of fractions and decimals. -Use of computer-based, online assessments and intervention practice related to curriculum, such as Success Maker Math and Think Central. -Use of Differentiated Instruction to identify, review and improve student deficiency.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-through log and Observation

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

Following the FCIM model, the Administrative Team and math leader will analyze data from biweekly assessments from all grade levels in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level meetings will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly.

**Person or Persons Responsible**

Administrators, Math Liason and classroom teachers

**Target Dates or Schedule**

Through data reports and assessments and quarterly data chats

**Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 Mathematics Assessment

**G4.** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement Level 3 or above on the FCAT 2.0 Science Assessment by 3 percentage points from 66% to 69% proficiency.

**G4.B1** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement level 3 from 34% to 36% on the FCAT 2.0 Science Assessment. According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty was in Reporting Category 3 – Physical Science.

**G4.B1.S1** Provide opportunities for teachers to integrate literacy in science classroom in order for students to enhance scientific meaning through writing, talking, and reading science, and provide students with the opportunities to enhance and reinforce their skills through a variety of activities that focus on the skills being taught.

### **Action Step 1**

-Use the data provided by these assessments in order to create flexible, differentiated instructional groups and adjust instruction as needed. -Conduct hands-on activities that promote higher order thinking skills. -Increase rigor in science writing as evidence in science interactive journals and such journals will include reasoning of concepts/ideas, plus concept charts as delineated by the Common Core Standards. -Instructions will include teacher-demonstrated as well as, student-centered activities that apply, analyze and explain concepts related to matter, energy, force and motion. - Integration of Gizmos and FCAT Explorer computer based programs that provides students with interactive simulations of science concepts.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

#### **Facilitator:**

Fernandez

#### **Participants:**

Kindergarten-Fifth science teachers

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

-Conduct classroom visitations to ensure fidelity to the implementation of the plan.

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

Administrative Team

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Utilizing the FCIM, the Administrative Team will schedule quarterly Data Chats to review Interim Assessment data along with monthly and biweekly assessment data in order to monitor students' knowledge and progress. Teachers will use the data provided by these assessments in order to create flexible, differentiated instructional groups and adjust instruction as needed. Teachers and science leader will also review ongoing classroom assessments and activities that focus on students' knowledge of all the Reporting Categories in Science. District pacing guides and resources will be utilized to best meet the needs of the students and enhance instructional strategies. Computer-based programs, such as Gizmos, and FCAT Explorer will also be used in order to support the concepts being taught.

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

Administrative Team, Science Leader and classroom teachers

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

on a quarterly basis through generated reports

#### **Evidence of Completion**

Formative Assessments: School-site assessments, Interims and Baseline Assessments Summative Assessment: 2014 FCAT 2.0 Science Test



**G4.B2** Our goal for the 2013-2014 school year is to increase the number of students scoring an Achievement level 4 or 5 from 32% to 33% on the FCAT 2.0 Science Test. Students need to develop higher order thinking skills and applications in order to increase levels of proficiency in all four Reporting Categories. Students entering fifth grade, vary in experiences and interests in science, furthermore, there is insufficient computer time allotted for Gizmos.

**G4.B2.S1** Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts and provide more frequent use of the science leveled readers to promote reading through content and enhance skills.

### **Action Step 1**

-Teachers will integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. -Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. -Teachers will provide students with the opportunity to utilize instructional technology, such as, Gizmos, Florida Achieve FOCUS, FCAT Explorer and Science Builder, to enhance and remediate students' understanding and retention of topics being taught. -Teachers will assign FCAT Explorer and Florida Achieve FOCUS programs as home learning assignments to promote continuity between home and school.

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

classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

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

Classroom walk-throughs and observations

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

Administration

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

On-going

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

Utilizing the FCIM, the Administrative Team will schedule quarterly Data Chats to review Interim Assessment data along with monthly and biweekly assessment data in order to monitor students' knowledge and progress. Teachers will use the data provided by these assessments in order to create flexible, differentiated instructional groups and adjust instruction as needed. Teachers and science leader will also review ongoing classroom assessments and activities that focus on students' knowledge of all the Reporting Categories in Science. District pacing guides and resources will be utilized to best meet the needs of the students and enhance instructional strategies. Computer-based programs, such as Gizmos, and FCAT Explorer will also be used in order to support the concepts being taught.

### **Person or Persons Responsible**

The Administrative Team, the Science Leader and Classroom Teachers

### **Target Dates or Schedule**

On a quarterly basis

### **Evidence of Completion**

Formative Assessments: School-site assessments, Interims and Baseline Assessments Summative Assessment: 2014 FCAT 2.0

**G5.** Our goal for the 2013-2014 school year is to increase the level of student participation in STEM related activities.

**G5.B1** Students need to be exposed to a variety of instructional strategies, concepts, and activities that will increase rigor through inquiry-based learning that target the areas of science, technology, engineering and mathematics.

**G5.B1.S1** Provide students in Grades K-5 with opportunities to participate in a variety of activities which tackles creative and innovative ways to address environmental issues school-wide.

### **Action Step 1**

-Teachers will provide the students with opportunity to explore the world around them through the use of Discovery Ed. videos. -The students will learn about plants, fruits and vegetables that our native to our state and through this process incorporate the scientific method in order to make observations and draw conclusions. -"Collaborative Nutritional Incentive: The Garden, will expose the students to a variety of science and mathematical skills through observations made from the growth and development of flowers, fruits and vegetables in our in-school garden. -Implementation of inquiry-based activities addressing the necessary benchmarks will be implemented through bi-weekly science lab block in grades 2-5. -Students in grades K-5, will be given the opportunity to participate in the "Fairchild Challenge" which addresses environmental and life science concepts both academically and through the Fine Arts programs at the school. -Interactive Student Notebooks will be maintained in both Science and Mathematics classrooms in order to provide students with the opportunity to reflect on observations made through classroom activities and enhance critical thinking skills.

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

Science Leader, classroom teachers and extracurricular Science Sponsors

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

On-going

#### **Evidence of Completion**

Student work samples, Interactive Student Notebooks, participation certificates from "Fairchild Challenge" and lesson plans

#### **Facilitator:**

Lindner/Lopez/Rodenbeck/Fernandez

#### **Participants:**

K-5 classroom and Special Area teachers

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

Will monitor progress, participation and instruction through classroom visitations and observations.

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

Administrators,

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

On a quarterly basis

#### **Evidence of Completion**

Classroom walk-through log and Observation

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

-Will monitor progress, participation and instruction through meetings and participation logs.

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

Administrators, Leadership Team, Science Leader and extracurricular Science Sponsors

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

During monthly school-wide meetings and grade level meetings.

#### **Evidence of Completion**

Formative Assessments: Student Authentic Work Samples, Interactive Student Notebooks, participation certificates from "Fairchild Challenge". Summative Assessment: 2014 FCAT 2.0 Science and Mathematics Test.

**G6.** Our goal for the 2013-2014 school year is to identify and target at risk students and provide early interventions for them.

**G6.B1** Lack of sufficient parental support and awareness of attendance procedures hinders student attendance and performance.

**G6.B1.S1** Academic performance can only be measured by students who are consistently in attendance throughout the school year. In monitoring our school-wide attendance, our school implements an Attendance Review Committee. It is the committee's responsibility to address students and their families who have five or more unexcused absences or are developing patterns of continuous absences. Students who meet these criteria are referred by their teacher to the Attendance Review Committee (ARC) where a parent conference is scheduled. Parental involvement is a key component in executing the steps to fulfill improved attendance.

### **Action Step 1**

-Students with perfect attendance will be entered in our Monthly Perfect Attendance Lottery and all winners will receive a free McDonald's hamburger. -Our Daily Attendance Lottery will be announced on our closed-circuit television and the students whose names are called from each grade group will receive a self-selected prize from the Treasure Chest. -Attendance will be monitored for effectiveness and progress through the Truancy Referral Report generated by ITS. -Assistance Principal will conduct meeting with the parents who's children have exceeded the allotted tardies/absences.

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

Assistant Principal

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

On-going

#### **Evidence of Completion**

Attendance will be monitored for effectiveness and progress through the Truancy Referral Report generated by ITS.

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

-Will generate report that monitors Attendance -Daily Attendance Lottery will be announced on our closed-circuit television and the students whose names are called from each grade group will receive a self-selected prize from the Treasure Chest.

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

Assistant Principal

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

On-going

#### **Evidence of Completion**

Attendance will be monitored for effectiveness and progress through the Truancy Referral Report generated by ITS

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

monitored for effectiveness and progress through the Truancy Referral Report generated by ITS.

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

On a monthly basis

### Evidence of Completion

Truancy Referral Report Generated by ITS

**G6.B2** Our goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by third grade from 35% to 32%.

**G6.B2.S1** The Reading teacher will implement Differentiated Instruction with students below grade level who are not making satisfactory progress.

### Action Step 1

-Quarterly Data Chats will be scheduled to review and analyze student data. -Students identified as having a reading deficiency will be placed in the school's daily intervention program. -Students identified will be invited to participate in the before or afterschool tutorial program. -Students will begin the RtI process and will be monitored as prescribed by the MTSS/RtI Team. -Students will be placed on a Progress Monitoring Plan in order to document prescriptive strategies.

### Person or Persons Responsible

classroom teachers, hourly personnel, LLT

### Target Dates or Schedule

On-going

### Evidence of Completion

Results from on-site informal and formal assessments, district interim assessments and data reports

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

-Students referred to the MTSS/RtI process will be monitored as prescribed, and their progress recorded  
-Progress monitoring will take place each nine-week period to ensure that students are making satisfactory progress and differentiated instruction strategies will be revised as needed.

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

Administration

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

On a quarterly-basis

#### **Evidence of Completion**

Evaluation of students' cases with the MTSS/RtI team Teachers' lesson plans

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

Analyze student data reports

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

Administration, LLT, and MTSS/RtI team

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

Quarterly-basis and End-of -the-Year

#### **Evidence of Completion**

Summative Assessments: FCAT 2.0 Reading Assessment

**G6.B2.S2** In order to continue to target at-risk students and provide early interventions for them, students not making adequate progress based on the District Interim Assessments will attend the Title I Fast Track After-school Tutorial Program and the Title III After-school Tutorial Program. The tutorial programs will target specific areas in need of improvement based on the Interim assessments and teacher recommendations.

### **Action Step 1**

Identify students not making adequate progress in both District-Wide Fall and Winter Assessments. These students will be provided with the opportunity to attend either a Title I or Title III After School Tutorial Program that will target academic areas in need of improvement.

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

Reading Coach, Lead Teacher, Selected Classroom Teachers, Paraprofessionals

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

Both tutorial programs were implemented at the end of January, 2014 and will run through April 7, 2014. The tutorial programs will be held twice a week for an hour long.

#### **Evidence of Completion**

Attendance Logs, Weekly Assessments

### **Plan to Monitor Fidelity of Implementation of G6.B2.S2**

Attendance rosters will be used in order to monitor students attendance on a weekly basis. Student academic progress will be evaluated by their ability to successfully complete and master the skills presented in the tutorial session as evidenced by the results of their after school assignments.

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

Leadership Team

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

on a weekly basis

#### **Evidence of Completion**

Attendance rosters and student work samples



## Plan to Monitor Effectiveness of G6.B2.S2

Results of the students' FCAT 2.0 Assessments will provide evidence as to the effectiveness of the implemented strategy. Analysis of the students' results will assist the Leadership Team in determining any additional strategies or changes in implementation that need to occur in order to successfully meet the goal.

### Person or Persons Responsible

Leadership Team and selected tutorial program teachers

### Target Dates or Schedule

FCAT 2.0 Reading Assessment

### Evidence of Completion

Results of FCAT 2.0 Reading Assessment and an indication of a reduction of the number of non-proficient students in third grade.

**G6.B3** Our goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals from 4% to 3%.

**G6.B3.S1** Classroom management is a key factor in maintaining students' attention on instruction. As part of our school-wide behavior system, teachers use strategies that support positive behavior in the classroom to deter the issuance of behavior referrals. Negative behaviors are dealt with on an individual basis and behavior referrals are written as warranted.

### Action Step 1

-Students will be given several opportunities to remediate their negative behavior before a referral is made. -Teachers will use positive reinforcements to promote good behavior. -Consequences are implemented in accordance with the student's behavior. -Parent contact is made at the onset of any negative behavior prior to the referral.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On an as-needed basis

### Evidence of Completion

The monthly Student Case Management report will be reviewed to ensure that all courses of action are attempted prior to issuing a student referral.

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

Monitor of implementation of Code of Student Conduct and acceptable classroom behavior rules

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

Administration

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

Walk-throughs

#### **Evidence of Completion**

The monthly Student Case Management report will be reviewed to ensure that all courses of action are attempted prior to issuing a student referral.

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

Review the monthly Student Case Management report

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

Assistant Principal

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

Quartely

#### **Evidence of Completion**

The monthly Student Case Management report will be reviewed to ensure that all courses of action are attempted prior to issuing a student referral.

**G6.B4** Our goal for the 2013-2014 school year is to reduce the amount of retained students in PreK to Grade 5 by one percentage point from 7% to 6%.

**G6.B4.S1** Providing students with early intervention, identify students at risk of being retained and provide them with before and after school tutoring services.

**Action Step 1**

Identify at-risk students, provide them with an additional hour of reading intervention. Provide additional personnel to facilitate differentiated instruction in the classroom through the America Reads Program. Use hourly teachers to provide before and after school tutorial services for at risk students. Students will have access to computer-based software at their instructional level to target individual academic needs.

**Person or Persons Responsible**

Classroom teachers, LLT, hourly teachers, America Reads volunteers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, tutorial rosters, computer-generated data reports

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

Supervise and monitor the correct implementation of intervention and tutorial programs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom walk-throughs, software-generated data reports, and tutorial logs

## **Plan to Monitor Effectiveness of G6.B4.S1**

Following the FCIM model, the Administrative Team and LLT will analyze data from biweekly assessments in order to ensure that students are making adequate progress and that instruction is being modified appropriately. Grade level data chats will be conducted to obtain teacher feedback on the effectiveness of the instructions and adjustments will be made accordingly in order to determine if the MTSS/RtI process must be initiated.

### **Person or Persons Responsible**

Administrators and LLT

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Formative Assessments: Formal and informal assessments including Baseline and Interim Assessments. Summative Assessments: 2014 FCAT 2.0 ReadingTest

## 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

Dr. Carlos J. Finlay Elementary provides services to ensure that students requiring additional remediation are assisted through extended learning opportunities, such as our after school tutorial programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are also provided to students. The Leadership Team including the Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include maintaining a professional development relationship with Florida International University, and providing special support services to our special needs populations. The partnership with Florida International University provides us with resources in the form of university students who work with primary students in reading through a program called “America Reads”. In addition, Florida International

University’s Elementary Education Program students provide us with a Community Literacy Program, which is a tutorial program that targets students in the primary grades who exhibit deficiencies in their reading skills.

#### Title I, Part C- Migrant

Dr. Carlos J. Finlay Elementary does not service a migrant community; as such, we have no special services or programs for a migrant population. However, 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.

Title III funds are used at Dr. Carlos J. Finlay Elementary to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs such as the “Title III Tutorial Academy”. This after school tutorial program targets all levels of ELL students as well as Level 5 students that have been exited within the past two years. Students receive instruction in the areas of Reading, Math, and Science in their home language.

Title III funds are also utilized for the following:

Parent outreach activities (PK-12)

Professional development on best practices for ESOL and content area teachers

Coaching and mentoring for ESOL and content area teachers(PK-5)

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 and immigrant students (PK-5, RFP Process).

Nutrition Programs

1) Dr. Carlos J. Finlay Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) 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.

Head Start

Dr. Carlos J. Finlay currently hosts 36 students enrolled in our Head Start Program. Sixteen students attend the Pre-K 3 program and 20 students attend the Pre-K 4 program. Children who attend our Head Start

program participate in a variety of educational activities that provide early learning experiences in order for them to be successful as they begin their more formal academic career. The students also receive free medical and dental care; have healthy meals and snacks; and enjoy playing indoors and outdoors in a safe learning environment.

Other

Dr. Carlos J. Finlay will involve parents in the planning and implementation of the Title I Program and extend an open invitation

to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights

under No Child Left Behind and other referral services. We will increase parental engagement/involvement through developing

(with on-going parental input) our school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling of Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and

reporting requirements. With the assistance of our Community Involvement Specialist, Dr. Carlos J. Finlay Elementary will conduct informal parent

surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, and monthly parental

involvement activities, with flexible times to accommodate our parents and their work schedules. This impacts our goal to

empower and build their capacity and level of involvement.

In addition, Dr. Carlos J. Finlay Elementary, will complete Title I Administration Parental Involvement Monthly School Reports

and the Title I Parental Involvement Monthly Activities Report, 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 will be used to assist us with revising our Title I parental documents for the following school year.

## 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.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring Level 3 or above on the FCAT 2.0 Reading Assessment by eleven percentage points from 72% to 83%.

**G1.B1** Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 72% of the All Students' subgroup are making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 72% to 83%.

**G1.B1.S2** After reviewing the results of the District Fall and Winter Interim Assessments, "crunch time" materials were provided to the teachers in order to intensify the opportunity to have students read and comprehend literature and informational text at the high end of the grade level complexity band. Data chats were held to determine supplemental materials that would assist in meeting the goal.

### PD Opportunity 1

-Development of intervention programs that will be implemented throughout the school day in order to provide services to those students in need of small group and one on one intervention to address academic deficiencies. - Students will be given practice through level-appropriate text within differentiated instructional groups. - Students will be taught strategies that will help them locate the answer to questions within a given text. - Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details - Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning - Compare and contrast elements in multiple texts (e.g., setting, characters, problems) - Analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in the text.

#### Facilitator

Reading Coach

#### Participants

Reading/Language Art teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans, student work samples, site generated assessments and benchmark assessments.

**G2.** Our goal for the 2013-2014 school year is to increase students scoring at a 3.5 and above from 72% to 75% on the FCAT Writing 2.0.

**G2.B1** According to the results of the 2013 FCAT Writing Test, fourth graders demonstrated an increase in Narrative Writing; however, students need continued reinforcement in writing conventions and organization. They also demonstrate difficulty in elaborating their writing not just as it applies to Narrative, but Expository writing as well.

**G2.B1.S1** Teachers will provide students with the opportunities to enhance and reinforce their skills through a variety of activities that focus on the skills being taught and will be encouraged to develop and maintain a writer's notebook in order to organizing ideas using strategies and tools.

### **PD Opportunity 1**

-Students will develop and maintain a writing notebook to generate ideas during the prewriting activity. The prewriting plan will include items such as, main idea, descriptive details, characters, a sequence of events and setting. -Students will be given the opportunity to generate ideas in response to prompts, pictures and informational text. -Students will apply transitional words/phrases appropriate to the genre of the writing in order to organize and sequence ideas that will promote fluency to the writing. -Teachers will conference with students to assist with elaboration, support, and correct standard language conventions such as, capitalization, punctuation, and spelling). -Students will be given the opportunity to use graphic organizers, such as, timelines and story maps, that will aid in the organization of their writing. -Students will be given the opportunity to have collaborative discussions through the revising portion of the writing process and build from each other's ideas. - Students will use and apply the spelling rules, orthographic patterns and generalizations in order to correct their spelling. -Students will be given the opportunity to utilize the dictionary and thesaurus in order to enhance their vocabulary knowledge. -Students will be given frequent practice on grammar skills in order to promote a better understanding of writing conventions. -Students will be given the opportunity to use a checklist/Writing Rubric in order to review and improve their writing skills.

#### **Facilitator**

Ms. Mari Del Castillo

#### **Participants**

Administrators, Reading Coach, LLT, MTSS/Rtl Team

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

On-going

#### **Evidence of Completion**

Lesson plans, student writing samples, School-wide monthly writing prompts and bi-weekly writing assignments and assessments.



**G3.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring a Level 3 or above on the FCAT 2.0 Mathematics Assessment by four percentage points from 80% to 84%.

**G3.B1** All Students and our Hispanic population need multiple opportunities to use mathematics vocabulary in real world situations and be able to apply their knowledge to solving word problems. Students also need a more hands-on approach to learning the concepts being taught and be able to reinforce and improve their learning through the use of computer based programs that they can log into at home. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 80% of students in grades 3-5 and our Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percent of students in grades 3-5 and our Hispanic subgroup making satisfactory progress from 80% to 84%.

**G3.B1.S1** Students will be provided with the opportunities to engage in grade-level appropriate activities that will promote and enhance their mathematical skills within all Reporting Categories. Students will have the opportunity to work with high complexity word problems and incorporate the use of the Mathematical Practices of the Common Core that supports mathematical fluency and problem solving proficiency in all areas and concepts.

### **PD Opportunity 1**

-Daily use of interactive notebooks will provide students with the opportunity to answer questions about math operations including “how” and “why”, will assist in the development of mathematical skills. -Small and differentiated groups will be developed in order to facilitate instruction and provide students with the practice needed on a daily basis. -Online intervention programs, such as Think Central and Success Maker Math, will be used within the classroom and as home learning in order to reinforce concepts taught.

#### **Facilitator**

Enrique Lopez

#### **Participants**

Math teachers in grades kindergarten through fifth

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

On-going

#### **Evidence of Completion**

Lesson Plans, student work samples and site generated assessments including benchmark assessments

**G4.** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement Level 3 or above on the FCAT 2.0 Science Assessment by 3 percentage points from 66% to 69% proficiency.

**G4.B1** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement level 3 from 34% to 36% on the FCAT 2.0 Science Assessment. According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty was in Reporting Category 3 – Physical Science.

**G4.B1.S1** Provide opportunities for teachers to integrate literacy in science classroom in order for students to enhance scientific meaning through writing, talking, and reading science, and provide students with the opportunities to enhance and reinforce their skills through a variety of activities that focus on the skills being taught.

### **PD Opportunity 1**

-Use the data provided by these assessments in order to create flexible, differentiated instructional groups and adjust instruction as needed. -Conduct hands-on activities that promote higher order thinking skills. -Increase rigor in science writing as evidence in science interactive journals and such journals will include reasoning of concepts/ideas, plus concept charts as delineated by the Common Core Standards. -Instructions will include teacher-demonstrated as well as, student-centered activities that apply, analyze and explain concepts related to matter, energy, force and motion. - Integration of Gizmos and FCAT Explorer computer based programs that provides students with interactive simulations of science concepts.

#### **Facilitator**

Fernandez

#### **Participants**

Kindergarten-Fifth science teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, student work samples, site generated assessments and benchmark assessments.

**G5.** Our goal for the 2013-2014 school year is to increase the level of student participation in STEM related activities.

**G5.B1** Students need to be exposed to a variety of instructional strategies, concepts, and activities that will increase rigor through inquiry-based learning that target the areas of science, technology, engineering and mathematics.

**G5.B1.S1** Provide students in Grades K-5 with opportunities to participate in a variety of activities which tackles creative and innovative ways to address environmental issues school-wide.

### **PD Opportunity 1**

-Teachers will provide the students with opportunity to explore the world around them through the use of Discovery Ed. videos. -The students will learn about plants, fruits and vegetables that our native to our state and through this process incorporate the scientific method in order to make observations and draw conclusions. -"Collaborative Nutritional Incentive: The Garden, will expose the students to a variety of science and mathematical skills through observations made from the growth and development of flowers, fruits and vegetables in our in-school garden. -Implementation of inquiry-based activities addressing the necessary benchmarks will be implemented through bi-weekly science lab block in grades 2-5. -Students in grades K-5, will be given the opportunity to participate in the "Fairchild Challenge" which addresses environmental and life science concepts both academically and through the Fine Arts programs at the school. -Interactive Student Notebooks will be maintained in both Science and Mathematics classrooms in order to provide students with the opportunity to reflect on observations made through classroom activities and enhance critical thinking skills.

#### **Facilitator**

Lindner/Lopez/Rodenbeck/Fernandez

#### **Participants**

K-5 classroom and Special Area teachers

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

On-going

#### **Evidence of Completion**

Student work samples, Interactive Student Notebooks, participation certificates from "Fairchild Challenge" and lesson plans

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase the percentage of all students scoring Level 3 or above on the FCAT 2.0 Reading Assessment by eleven percentage points from 72% to 83%.	\$5,000
G2.	Our goal for the 2013-2014 school year is to increase students scoring at a 3.5 and above from 72% to 75% on the FCAT Writing 2.0.	\$650
G3.	Our goal for the 2013-2014 school year is to increase the percentage of all students scoring a Level 3 or above on the FCAT 2.0 Mathematics Assessment by four percentage points from 80% to 84%.	\$3,000
G4.	Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement Level 3 or above on the FCAT 2.0 Science Assessment by 3 percentage points from 66% to 69% proficiency.	\$1,500
G6.	Our goal for the 2013-2014 school year is to identify and target at risk students and provide early interventions for them.	\$18,000
Total		\$28,150

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development		Total
Title I	\$23,650	\$0	\$0	\$23,650
Title I funds	\$2,500	\$0	\$0	\$2,500
School-Based	\$1,000	\$0	\$0	\$1,000
School Based Funding	\$0	\$1,000	\$0	\$1,000
School-based	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Total	\$27,150	\$1,000	\$0	\$28,150

### Budget Details

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

**G1.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring Level 3 or above on the FCAT 2.0 Reading Assessment by eleven percentage points from 72% to 83%.

**G1.B1** Results from the 2013-2014 FCAT 2.0 Reading Assessment indicate that 72% of the All Students' subgroup are making adequate progress. The students demonstrate a weakness in Category 2: Reading Application. In addition, the students demonstrate a weakness in the ability to read and comprehend complex texts. Our goal for the 2013-2014 school year is to provide appropriate interventions and remediation to increase the percentage of all students in this subgroup making adequate progress from 72% to 83%.

**G1.B1.S2** After reviewing the results of the District Fall and Winter Interim Assessments, "crunch time" materials were provided to the teachers in order to intensify the opportunity to have students read and comprehend literature and informational text at the high end of the grade level complexity band. Data chats were held to determine supplemental materials that would assist in meeting the goal.

### **Action Step 1**

-Development of intervention programs that will be implemented throughout the school day in order to provide services to those students in need of small group and one on one intervention to address academic deficiencies. - Students will be given practice through level-appropriate text within differentiated instructional groups. - Students will be taught strategies that will help them locate the answer to questions within a given text. - Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details - Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning - Compare and contrast elements in multiple texts (e.g., setting, characters, problems) - Analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in the text.

#### **Resource Type**

#### **Resource**

#### **Funding Source**

#### **Amount Needed**

**G1.B8** The percentage of students in the Lowest 25% Making Learning Gains increased by seven percentage points from 71% to 78% as noted on the 2013 FCAT 2.0 Reading Assessment. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of vocabulary, reading fluency, comprehension, and application in complex texts. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of the Lowest 25% Making Learning Gains from 78% to the target goal of 80%.

**G1.B8.S1** Utilize McGraw Hill Wonder Works intervention for thirty minutes daily. Continue the implementation of differentiated instruction daily, focusing instruction on specific areas of deficiency.

**Action Step 1**

Implement Wonder Works daily for 30 minutes as an intervention. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.

**Resource Type**

Personnel

**Resource**

**Funding Source**

Title I

**Amount Needed**

\$3,000

**G1.B9** Results from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicate that 59% of our students scored proficiently in the areas of Listening/Speaking. An anticipated barrier to increasing the percentage of students scoring proficient in this area is the students' lack of opportunities to conduct meaning language practice. Our goal for the 2014 CELLA is to increase the percentage of students scoring at a proficient level from 59% to our target goal of 63%, an increase of four percent.

**G1.B9.S1** Incorporate more opportunities in the classroom for ELL students to use the Language Experience Approach through reading and meaningful language practice through teacher-led groups, teacher-student modeling, and cooperative learning.

### **Action Step 1**

-Encourage English Language Learners (ELLs) to speak in class as much as possible. -Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" -Learners should be exposed to new vocabulary and structures so they can expand their knowledge of the English language by working with a variety of materials. Students should have experience with different written and spoken styles. For example, students can read texts from a variety of sources such as newspapers, maps, restaurant menus, academic texts, and scientific reports. When listening to language, learners can listen to conversations, news reports, academic lectures, or popular music and can listen to speakers of differing dialects of the language.

#### **Resource Type**

Personnel

#### **Resource**

#### **Funding Source**

Title I

#### **Amount Needed**

\$2,000

**G2.** Our goal for the 2013-2014 school year is to increase students scoring at a 3.5 and above from 72% to 75% on the FCAT Writing 2.0.

**G2.B1** According to the results of the 2013 FCAT Writing Test, fourth graders demonstrated an increase in Narrative Writing; however, students need continued reinforcement in writing conventions and organization. They also demonstrate difficulty in elaborating their writing not just as it applies to Narrative, but Expository writing as well.

**G2.B1.S1** Teachers will provide students with the opportunities to enhance and reinforce their skills through a variety of activities that focus on the skills being taught and will be encouraged to develop and maintain a writer's notebook in order to organizing ideas using strategies and tools.

### **Action Step 1**

-Students will develop and maintain a writing notebook to generate ideas during the prewriting activity. The prewriting plan will include items such as, main idea, descriptive details, characters, a sequence of events and setting. -Students will be given the opportunity to generate ideas in response to prompts, pictures and informational text. -Students will apply transitional words/phrases appropriate to the genre of the writing in order to organize and sequence ideas that will promote fluency to the writing. -Teachers will conference with students to assist with elaboration, support, and correct standard language conventions such as, capitalization, punctuation, and spelling). -Students will be given the opportunity to use graphic organizers, such as, timelines and story maps, that will aid in the organization of their writing. -Students will be given the opportunity to have collaborative discussions through the revising portion of the writing process and build from each other's ideas. - Students will use and apply the spelling rules, orthographic patterns and generalizations in order to correct their spelling. -Students will be given the opportunity to utilize the dictionary and thesaurus in order to enhance their vocabulary knowledge. -Students will be given frequent practice on grammar skills in order to promote a better understanding of writing conventions. -Students will be given the opportunity to use a checklist/Writing Rubric in order to review and improve their writing skills.

#### **Resource Type**

Personnel

#### **Resource**

Hourly Teachers for Tutorial Programs

#### **Funding Source**

Title I

#### **Amount Needed**

\$650



**G3.** Our goal for the 2013-2014 school year is to increase the percentage of all students scoring a Level 3 or above on the FCAT 2.0 Mathematics Assessment by four percentage points from 80% to 84%.

**G3.B1** All Students and our Hispanic population need multiple opportunities to use mathematics vocabulary in real world situations and be able to apply their knowledge to solving word problems. Students also need a more hands-on approach to learning the concepts being taught and be able to reinforce and improve their learning through the use of computer based programs that they can log into at home. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 80% of students in grades 3-5 and our Hispanic subgroup are making satisfactory progress. Our goal for the 2013-2014 school year is to provide appropriate intervention and remediation to increase the percent of students in grades 3-5 and our Hispanic subgroup making satisfactory progress from 80% to 84%.

**G3.B1.S1** Students will be provided with the opportunities to engage in grade-level appropriate activities that will promote and enhance their mathematical skills within all Reporting Categories. Students will have the opportunity to work with high complexity word problems and incorporate the use of the Mathematical Practices of the Common Core that supports mathematical fluency and problem solving proficiency in all areas and concepts.

### **Action Step 1**

-Daily use of interactive notebooks will provide students with the opportunity to answer questions about math operations including “how” and “why”, will assist in the development of mathematical skills. -Small and differentiated groups will be developed in order to facilitate instruction and provide students with the practice needed on a daily basis. -Online intervention programs, such as Think Central and Success Maker Math, will be used within the classroom and as home learning in order to reinforce concepts taught.

#### **Resource Type**

Personnel

#### **Resource**

Mathematics Leader

#### **Funding Source**

Title I funds

#### **Amount Needed**

\$2,500

**G3.B9** According to the results of the 2013 FCAT 2.0 Mathematics Test, the percentage of students making Learning Gains increased from 80% to 84%. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of mathematics application and problem solving skills. In addition, there is a need for an increase of differentiated instruction to target a variety of students learning modalities. Our goal for the 2013-2014 school year is to increase the performance of Students making learning gains from 84% to the target goal of 86%.

**G3.B9.S1** Provide students with the opportunities to make meaning of numbers through problem solving, hands-on activities and differentiated instructional groups.

### **Action Step 1**

-Teachers will be provided with the instructional support needed for students to develop quick recall of addition facts and related subtraction facts. -Instructional support will be given to improve the students' knowledge of multiplication and related division facts and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as, addition and subtraction of fractions and decimals. -Use of computer-based, online assessments and intervention practice related to curriculum, such as Success Maker Math and Think Central. -Use of Differentiated Instruction to identify, review and improve student deficiency.

#### **Resource Type**

Personnel

#### **Resource**

periodicals and magazines

#### **Funding Source**

School-Based

#### **Amount Needed**

\$500

**G4.** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement Level 3 or above on the FCAT 2.0 Science Assessment by 3 percentage points from 66% to 69% proficiency.

**G4.B1** Our goal for the 2013-2014 school year is to increase the amount of students scoring an Achievement level 3 from 34% to 36% on the FCAT 2.0 Science Assessment. According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty was in Reporting Category 3 – Physical Science.

**G4.B1.S1** Provide opportunities for teachers to integrate literacy in science classroom in order for students to enhance scientific meaning through writing, talking, and reading science, and provide students with the opportunities to enhance and reinforce their skills through a variety of activities that focus on the skills being taught.

### **Action Step 1**

-Use the data provided by these assessments in order to create flexible, differentiated instructional groups and adjust instruction as needed. -Conduct hands-on activities that promote higher order thinking skills. -Increase rigor in science writing as evidence in science interactive journals and such journals will include reasoning of concepts/ideas, plus concept charts as delineated by the Common Core Standards. -Instructions will include teacher-demonstrated as well as, student-centered activities that apply, analyze and explain concepts related to matter, energy, force and motion. - Integration of Gizmos and FCAT Explorer computer based programs that provides students with interactive simulations of science concepts.

#### **Resource Type**

Professional Development

#### **Resource**

Hourly Teachers for Tutorial Services

#### **Funding Source**

School Based Funding

#### **Amount Needed**

\$1,000

**G4.B2** Our goal for the 2013-2014 school year is to increase the number of students scoring an Achievement level 4 or 5 from 32% to 33% on the FCAT 2.0 Science Test. Students need to develop higher order thinking skills and applications in order to increase levels of proficiency in all four Reporting Categories. Students entering fifth grade, vary in experiences and interests in science, furthermore, there is insufficient computer time allotted for Gizmos.

**G4.B2.S1** Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts and provide more frequent use of the science leveled readers to promote reading through content and enhance skills.

### **Action Step 1**

-Teachers will integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. -Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. -Teachers will provide students with the opportunity to utilize instructional technology, such as, Gizmos, Florida Achieve FOCUS, FCAT Explorer and Science Builder, to enhance and remediate students' understanding and retention of topics being taught. -Teachers will assign FCAT Explorer and Florida Achieve FOCUS programs as home learning assignments to promote continuity between home and school.

#### **Resource Type**

Personnel

#### **Resource**

Substitute coverage

#### **Funding Source**

School-based

#### **Amount Needed**

\$500

**G6.** Our goal for the 2013-2014 school year is to identify and target at risk students and provide early interventions for them.

**G6.B4** Our goal for the 2013-2014 school year is to reduce the amount of retained students in PreK to Grade 5 by one percentage point from 7% to 6%.

**G6.B4.S1** Providing students with early intervention, identify students at risk of being retained and provide them with before and after school tutoring services.

**Action Step 1**

Identify at-risk students, provide them with an additional hour of reading intervention. Provide additional personnel to facilitate differentiated instruction in the classroom through the America Reads Program. Use hourly teachers to provide before and after school tutorial services for at risk students. Students will have access to computer-based software at their instructional level to target individual academic needs.

**Resource Type**

Personnel

**Resource**

Hourly teacher for tutorial programs

**Funding Source**

Title I

**Amount Needed**

\$18,000