



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Snapper Creek Elementary School

10151 SW 64TH ST

Miami, FL 33173

305-271-2111

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 66%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 95%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</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

Snapper Creek Elementary Schl

##### Principal

Mirta Segredo R.

##### School Advisory Council chair

Roseanna Medrano

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

Name	Title
Mirta Segredo	Principal
Elizabeth Lozano-Rodriguez	Assistant Principal
Roseanna Medrano	Guidance Counselor
Alicia Soeder	Media Specialist
Vivian Badillo	Union Steward
Rosa Cabrera	SPED Chairperson
Mayelin Santana	Intermediate Teacher
Julia Moreno	Primary Teacher

#### 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

Our EESAC includes the following members: principal -1, UTD steward – 1, teachers – 5, parents – 7, educational support - 1, student – 1, business community representatives – 1, alternate principal – 1, alternate teacher – 1, alternate parent – 1, alternate educational support – 1, alternate student – 1.

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

The Educational Excellence School Advisory Council (SAC) committee was actively involved in the evaluation of school performance data and the preparation of the school's improvement plan. At each monthly meeting, the SAC discussed current performance data and analyzed how these indicators

related to the goals of the SIP. Based on the findings that had been noted throughout the 2012-2013 school year, the SAC reviewed the recommendations made by each grade level for the development of the 2013-2014 school improvement plan. Each recommendation was considered and suggestions were made when necessary.

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

The Educational Excellence School Advisory Council (SAC) will meet as required to review the ongoing status of students identified as being in need of interventions and will support the needs of the teachers by actively finding several resources to support these students and their interventions.

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

School improvement funds will be utilized for the procurement of substitute coverage for the Reading, Mathematics and Science Liaisons to attend trainings.

**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**

N/A

**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:**

**Mirta Segredo R.**

Principal

Years as Administrator: 21

Years at Current School: 4

**Credentials**

Early Childhood Education, Elementary Education, English, Gifted, Educational Leadership

**Performance Record**

2013 – School Grade=B  
 Rdg. Proficiency, 68%  
 Math Proficiency, 72%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 58 points  
 Rdg. Imp. of Lowest 25% ,  
 63 points  
 Math Imp. of Lowest 25% -  
 52 points  
 Rdg. AMO –75  
 Math AMO–73  
 2012-School Grade=A  
 Rdg. Proiciency, 73%  
 Math Proficiency, 70%  
 Rdg. Lrg. Gains, 76 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. Of Lowest 25%, 90 points  
 Math Imp. Of Lowest 25%, 60 points  
 Rdg. AMO- 73  
 Math AMO- 71  
 '11 '10 '09  
 School Grade A A A  
 AYP N Y N  
 High Standards Rdg. 85 87 95  
 High Standards Math 87 85 92  
 Lrng Gains-Rdg. 73 76 75  
 Lrng Gains-Math 68 57 81  
 Gains-Rdg-25% 68 71 63  
 Gains-Math-25% 70 50 59



**Elizabeth Lozano-Rodriguez**

Asst Principal                                      Years as Administrator: 2                                      Years at Current School: 1

**Credentials**                                      Early Childhood Education, Elementary Education, Reading Endorsement, Educational Leadership

**Performance Record**

2013—School Grade=A  
 Rdg. Proiciency, 73%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 78 points  
 Math Lrg. Gains, 86 points  
 Rdg. Imp. Of Lowest 25%,  
 79 points  
 Math Imp. Of Lowest 25%-  
 92 points  
 Rdg. AMO-78  
 Math AMO-78  
 2012-School Grade=A  
 Rdg. Proficiency, 74%  
 Math Proficiency, 70%  
 Rdg. Lrg. Gains, 81 points  
 Math Lrg. Gains, 78 points  
 Rdg. Imp. Of Lowest 25%- 73 points  
 Math Imp. of Lowest 25%- 71 points  
 Rdg. AMO—75  
 Math AMO-76  
 11 '10 '09  
 School Grade A A A  
 AYP N Y N  
 High Standards Rdg. 92 91 87  
 High Standards Math 89 84 87  
 Lrng Gains-Rdg. 69 79 80  
 Lrng Gains-Math 72 57 66  
 Gains-Rdg-25% 74 65 81  
 Gains-Math-25% 66 50 70

**Instructional Coaches**

# of instructional coaches

# receiving effective rating or higher

**Instructional Coach Information:**

Part-time / District-based                                      Years as Coach:                                      Years at Current School:

**Areas**                                      [none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

44

**# receiving effective rating or higher**

42, 95%

**# Highly Qualified Teachers**

70%

**# certified in-field**

43, 98%

**# ESOL endorsed**

30, 68%

**# reading endorsed**

2, 5%

**# with advanced degrees**

13, 30%

**# National Board Certified**

1, 2%

**# first-year teachers**

3, 7%

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

3, 7%

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

22, 50%

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

16, 36%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

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

7

**# 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**

Strategies:

1. Regular meetings of new teachers with Administration
2. Partnering of new teachers with mentoring staff
3. Monitoring and mentoring of pre-service teachers assigned to the school

### **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**

Beginning teachers participate in the District's MINT program and are assigned a mentor. New teachers are usually paired with an expert teacher in their grade level or department, typically the grade/department chair. The mentor must meet the following criteria:

- Mastery of pedagogical and subject matter skills;
  - Evidence of strong interpersonal skills;
  - Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
  - Evidence of effective teaching and student achievement gains;
  - Credibility with colleagues;
  - Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Expertise in accessing data resources and using data to analyze instruction.

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

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

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

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

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

Tier 2

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

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

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

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

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

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

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

Tier 1 (Leadership Team)

- Administrator(s): Mirta Segredo and Elizabeth Lozano-Rodriguez who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

- Primary Teacher (Annerys Santana)
- Mathematics & Science Intermediate Teacher (Shandra Colzie)
- Reading/Language Arts Intermediate Teacher (Mayelin Santana)
- Special education personnel (Karen Brown)
- School guidance counselor (Roseanna Medrano)
- School psychologist (Yania Gomez)
- School social worker (Raiza Soler)

- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (specify) members of the MTSS Leadership Team 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

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step

problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

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

Snapper Creek Elementary School's MTSS/RtI Leadership Team will engage in data-driven decision-making. To this end, progress will be determined through assessment systems administered throughout the school year as follows:

- Baseline data consists of the following assessment systems (a) Progress Monitoring and Reporting Network (PMRN); (b) Florida Assessments for Instruction in Reading (FAIR), including Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory; (c) Stanford Achievement Test (SAT); (d) Florida Comprehensive Assessment Test (FCAT); (e) STAR Reading Assessment; and (f) the District's baseline assessments (analyzed through Edusoft)
- Progress Monitoring is conducted through the following systems: (a) PMRN, (b) Oral Fluency Measures, (c) Wonderworks Progress Monitoring, (d) Success Maker Utilization and Progress Reports, (e) student grades, (f) school site specific assessments and (g) Interim Assessments (analyzed through Edusoft)
- End of year assessments include the following (a) FAIR, (b) FCAT, (c) SAT, and (d) the District's baseline assessments administered as a post-assessment (analyzed through Edusoft)
- Student behavior will be monitored through the following systems (a) Student Case Management System, (b) Suspensions/expulsions, (c) Referrals by student behavior, staff behavior, and administrative context, (d) Attendance, (e) Functional Assessment, and (f) frequency monitoring

Data are used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction to meet the specific needs of students, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions. Results are evaluated to determine whether student response to an intervention is adequate or not. Results are regularly charted/ graphed/ analyzed by the MTSS/RtI Leadership team to determine student progress.

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

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

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

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

A description of MTSS and MTSS parent resources will be available on the school's web site.

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

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,520

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

#### **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?**

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

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

Snapper Creek Elementary's Literacy Leadership Team (LLT) consists of the Principal (Mirta Segredo), Assistant Principal (Elizabeth Lozano-Rodriguez), School Counselor (Roseanne Medrano), Media Specialist (Alicia Soeder), United Teachers of Dade Steward (Vivian Badillo), SPED Chairperson (Rosa Cabrera), Intermediate Teacher (Mayelin Santana), and Primary Teacher (Julia Moreno).

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Mirta Segredo	Principal
Elizabeth Lozano-Rodriguez	Assistant Principal
Roseanna Medrano	Guidance Counselor
Alicia Soeder	Media Specialist
Vivian Badillo	Union Steward
Rosa Cabrera	SPED Chairperson
Mayelin Santana	Intermediate Teacher
Julia Moreno	Primary Teacher

## How the school-based LLT functions

Snapper Creek Elementary's Literacy Leadership Team (LLT) consists of the Principal (Mirta Segredo), Assistant Principal (Elizabeth Lozano-Rodriguez), School Counselor (Roseanne Medrano), Media Specialist (Alicia Soeder), United Teachers of Dade Steward (Vivian Badillo), SPED Chairperson (Rosa Cabrera), Intermediate Teacher (Mayelin Santana), and Primary Teacher (Julia Moreno).

## Major initiatives of the LLT

The goal of the LLT is to ensure that all students at Snapper Creek Elementary have the opportunity to benefit from all programs that enhance reading across all curricular subjects. The team will take a proactive approach to the needs and strengths of all students by surveying teachers on their professional development needs, offer teachers professional development opportunities in programs that might enhance proficiency in reading, and analyze results of content clusters from the FCAT to target student needs and strengths in the classroom. In addition, another primary focus of the team will be to assist in facilitating understanding the Common Core State Standards and merging it to the Next Generation Sunshine State Standards and ensure alignment with all curricular requirements. The LLT will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

## 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

Efforts will be made to make contact and maintain positive relationships with several daycare providers in the community. These efforts will include having the managers visit the school site and meet with the Pre-Kindergarten and Kindergarten teachers to review expectations and how their organization can support the school in various forms. School pamphlets describing the many programs such as full time Gifted and Extended Foreign Language (EFL) classes will be advertised and described. Pre-Kindergarten and Kindergarten teachers will provide an end of year and beginning of year orientation describing the programs and curriculum offered at the school. Additionally, parents will be invited to the school's Open House for added information regarding the school. Parents will be informed of the policies and procedures at the school site that involve lunch, arrival/dismissal, and volunteer requirements. Parents will also be apprised of the opportunities to become actively involved in the school life of their children with activities such as "Lunch Bunch" and "Grandparents' Day". The Parent Resource Center in the school's main office will provide various sources of information that support student and family needs. Some of these sources come from local agencies such as the UM Card Center and other behavior therapy agencies that work directly with Snapper Creek Elementary.

## College and Career Readiness

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

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

Throughout the school year teachers will involve students in recognizing the relationship between what is expected of them in school and what will be expected of them in their future lives and careers. Teachers

will impress this upon them by providing real world opportunities to make connections in meaningful and age appropriate ways.

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

The school counselor works closely with community business and parents to incorporate a school-home-work relationship throughout the curriculum and school year and this culminates in a Career Day celebration.

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



## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	68%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	74%	68%	No	77%
White	78%	87%	Yes	80%
English language learners	49%	46%	No	54%
Students with disabilities	49%	29%	No	54%
Economically disadvantaged	70%	64%	No	73%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	25%	31%
Students scoring at or above Achievement Level 4	115	45%	47%

#### 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			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

**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)	83	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	30	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	21%	29%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	27	40%	46%
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	73%	72%	No	76%
American Indian				
Asian				
Black/African American				
Hispanic	73%	70%	No	76%
White	78%	87%	Yes	80%
English language learners	51%	63%	Yes	56%
Students with disabilities	54%	29%	No	59%
Economically disadvantaged	68%	69%	Yes	72%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	35%	38%
Students scoring at or above Achievement Level 4	96	37%	38%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

**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	24	26%	29%
Students scoring at or above Achievement Level 4	35	37%	38%

**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)	2		5
Participation in STEM-related experiences provided for students	125	25%	200%

**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	21	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	35	37%	33%
Students who receive two or more behavior referrals	53	10%	9%
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**

Several opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, many parents are unable to attend.

? Strategy(ies)

Apprise parents of the different opportunities to volunteer at the school site such as the Media Center, "Lunch Bunch" and other events the school sponsors.

Encourage parents to become approved school volunteers

? Action Steps

Announce all school activities via school calendar, newsletter, Connect-Ed announcements.

? How to monitor for fidelity

The administration will monitor school volunteer logs on a quarterly basis and will monitor the school calendar to ensure it provides information regarding school events parents can attend. Additionally, the administration will target students identified at risk and involved in interventions to ensure their parents are encouraged to participate in school volunteer opportunities or referred to appropriate agencies that can assist them in providing assistance for their children. The MTSSVRtl team will also assist in providing parents of targeted students' information to facilitate more parental involvement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation schoolwide	5	1%	8%

## Goals Summary

- G1.** On the 2013 Reading FCAT 2.0, 68% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Reading FCAT 2.0 is for 78% of the students to achieve Level 3 or above.
- G2.** On the 2013 Writing FCAT 2.0, 40% of students at Snapper Creek Elementary School attained proficiency level or above. Our goal for the 2014 administration of the Writing FCAT 2.0 is 46% of the students will achieve 3.5 or above in Writing.
- G3.** On the 2013 Mathematics FCAT 2.0, 73% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Mathematics FCAT 2.0 is 76% of the students will achieve at or above proficiency.
- G4.** On the 2013 Science FCAT 2.0, 26% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Science FCAT 2.0 is 29% of the students will achieve at or above proficiency.
- G5.** Provide additional opportunities for students to participate in S.T.E.M. activities for the 2013-2014 school year.
- G6.** Our goal for the 2013-2014 school year is to maintain the number of students with excessive absences at 3% or less and maintain the number of referrals leading to suspensions at 0%. We will increase the effectiveness of identifying at-risk students.
- G7.** Several opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, many parents are unable to attend.

## Goals Detail

**G1.** On the 2013 Reading FCAT 2.0, 68% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Reading FCAT 2.0 is for 78% of the students to achieve Level 3 or above.

### **Targets Supported**

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

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

- Resources that will be used to support achievement of the goal will include, but not limited to: best practices, Florida Continuous Improvement Model, Research based instructional materials and newly adopted reading basal.

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

- Results from the Reading FCAT 2.0 assessment indicate that 68% of the Hispanic subgroup scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 is 77%, an increase of 9 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the Hispanic subgroup demonstrate difficulties when asked to identify Author's Purpose, Main Idea, Cause/Effect Relationships and Identifying text structure to explain how it impacts meaning (i.e., Category 2: Reading Application). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned category, especially as it pertains to the following: relevant details, chronological order, conclusions/inferences, sequence of events, theme/topic (grade 3 within text and grades 4 and 5 within and across text).
- Results from the Reading FCAT 2.0 assessment indicate that 46% of the English Language Learner and 64% of the Economically Disadvantaged subgroups scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 (English Language Learner subgroup ) is 54%, an increase of 8 percentage points. The goal for the 2014 Reading FCAT 2.0 (Economically Disadvantaged subgroup ) is 73%, an increase of 9 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the English Language Learners and Economically Disadvantaged subgroups in grade 3 experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.
- Results from the Reading FCAT 2.0 assessment indicate that 29% of the Students with Disabilities subgroup scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 is 54%, an increase of 25 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the English Language Learners subgroup in grade 3 experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.
- Results from the Reading FCAT 2.0 assessment indicate that 25% of the students scored at Level 3. The goal for the 2014 Reading FCAT 2.0 is 31%, an increase of 6 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1).

- Results from the Reading FCAT 2.0 assessment indicate that 45% of the students scored at a Level 4 or above. The goal for the 2014 Reading FCAT 2.0 is 47%, an increase of 2 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading test, students scoring at Achievement Levels 4 and 5 demonstrated substantial levels of proficiency when it came to reading application (i.e., Category 2) in grade four. This would require students to maintain or improve performance, including the following: chronological order, conclusions/inferences, and relevant details (grades 3-5) and cause and effect (grades 4 and 5). Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency.
- Results from the Reading FCAT 2.0 assessment indicate that 62% of the students demonstrated learning gains. The goal for the 2014 Reading FCAT 2.0 is 66%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.
- Results from the Reading FCAT 2.0 assessment indicate that 63% of the students in the lowest 25% demonstrated learning gains. The goal for the 2014 Reading FCAT 2.0 is 67%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.
- Results from the CELLA (Listening/Speaking) assessment indicate that 72% of the students scored at proficiency or above. The goal for the 2014 CELLA (Listening/Speaking) is 75%, an increase of 3 percentage points. Due to limited opportunities for practice, the students need to develop listening comprehension skills and speaking abilities, including the use of proper syntax, vocabulary, and usage.
- Results from the CELLA (Reading) assessment indicate that 26% of the students scored at proficiency or above. The goal for the 2014 CELLA (Reading) is 33%, an increase of 7 percentage points. Anticipated barriers include lack of scaffolding of grade level content. The students need to develop reading comprehension skills through the implementation of ESOL strategies and accommodations.
- Results from the CELLA (Writing) assessment indicate that 21% of the students scored at proficiency or above. The goal for the 2014 CELLA (Writing) is 29%, an increase of 8 percentage points. Due to lack of direct instruction on the components of CELLA writing, the students need to develop writing skills, including process writing.

## Plan to Monitor Progress Toward the Goal

Following the FCIM, the MTSS/Rtl team, and administration will review assessment Interim data and FCAT 2.0 data.

### Person or Persons Responsible

Leadership Team MTSS/Rtl Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

District Interim Assessment Summative CELLA 2013 reports Summative FCAT Scores

**G2.** On the 2013 Writing FCAT 2.0, 40% of students at Snapper Creek Elementary School attained proficiency level or above. Our goal for the 2014 administration of the Writing FCAT 2.0 is 46% of the students will achieve 3.5 or above in Writing.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Resources that will be used to support achievement of the goal will include, but not limited to: best practices, Florida Continuous Improvement Model, Research based instructional materials and newly adopted reading basal.

### Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing 2.0 indicates that students in fourth grade lack the ability to elaborate and support their ideas while using appropriate writing conventions.

## Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

MTSS/Rtl Team Leadership Team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

District Writing Pre, Mid and Post Test Monthly Writing Prompts S.W.I.M. Folders 2014 FCAT 2.0 Writing Test



**G3.** On the 2013 Mathematics FCAT 2.0, 73% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Mathematics FCAT 2.0 is 76% of the students will achieve at or above proficiency.

### Targets Supported

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

### Resources Available to Support the Goal

- Resources that will be used to support achievement of the goal will include, but not limited to: best practices, Florida Continuous Improvement Model, District Pacing Guide, Research based instructional materials and newly adopted Go Math with CCSS alignment.

### Targeted Barriers to Achieving the Goal

- Results from the Mathematics FCAT 2.0 assessment indicate that 70% of the Hispanic subgroup scored at a Level 3 or above. The goal for the 2014 Mathematics FCAT 2.0 is 76%, an increase of 6 percentage points. As noted on the 2013 administration of the FCAT 2.0 Mathematics assessment, students in the Hispanic subgroup demonstrate difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3).
- Results from the Mathematics FCAT 2.0 assessment indicate that 29% of the Student with Disabilities subgroup scored at a Level 3 or above. The goal for the 2014 Mathematics FCAT 2.0 is 59%, an increase of 30 percentage points. As noted on the 2013 administration of the FCAT 2.0 Mathematics assessment, students in the Student with Disabilities subgroup demonstrate difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3).
- Results from the Mathematics FCAT 2.0 assessment indicate that 35% of the students scored at a Level 3. The goal for the 2014 Mathematics FCAT 2.0 is 38%, an increase of 3 percentage points. For students scoring at Achievement Level 3, the areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, varied across the grade levels. The students in third grade experienced difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3).
- Results from the Mathematics FCAT 2.0 assessment indicate that 37% of the students scored at a Level 3 or above. The goal for the 2014 Mathematics FCAT 2.0 is 38%, an increase of 1 percentage point. As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, students scoring at Achievement Levels 4 and 5 showed substantial levels of proficiency in the areas of geometry and measurement (i.e., Category 3). This would require students to maintain or improve performance, including the following: perimeter, area, measurement (both customary and metric), time (including elapsed time), angles, rotations, translations, vertices, and surface area. Students require enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency.
- Results from the Mathematics FCAT 2.0 assessment indicate that 58% of the students demonstrated learning gains. The goal for the 2014 Mathematics FCAT 2.0 is 62%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, depended on the grade level. The students in fourth grade and fifth grade experienced difficulties with base ten numbers and fractions (Category 2), while the fifth graders also experienced difficulties with geometry and measurement (Category 3).

- Results from the Mathematics FCAT 2.0 assessment indicate that 52% of the students in the lowest 25% demonstrated learning gains. The goal for the 2014 Mathematics FCAT 2.0 is 57%, an increase of 5 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics test were base ten numbers and fractions in fourth grade and geometry and measurement in fifth grade. Students identified in this target area are in need of more direct instructional contact in the area of mathematics.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/Rtl team, and administrators will review assessment interim data and FCAT 2.0 data.

#### Person or Persons Responsible

MTSS/Rtl Team Leadership Team

#### Target Dates or Schedule:

Bi-Weekly

#### Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Results for the 2014 FCAT 2.0 Mathematics

**G4.** On the 2013 Science FCAT 2.0, 26% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Science FCAT 2.0 is 29% of the students will achieve at or above proficiency.

#### Targets Supported

- Science - Elementary School

#### Resources Available to Support the Goal

- Resources that will used to support achievement of the goal will include, but not limited to, P-Sell Science Curriculum, visuals, District Pacing Guides, hands-on science experiment opportunities and technology.

#### Targeted Barriers to Achieving the Goal

- Results from the Science FCAT 2.0 assessment indicate that 26% of the students scored at a Level 3 or above. The goal for the 2014 Science FCAT 2.0 is 29%, an increase of 3 percentage points. For students scoring at Achievement Level 3, the areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science Test, was Physical Science (Category 3).
- Results from the Science FCAT 2.0 assessment indicate that 37% of the students scored at a Level 4 or above. The goal for the 2014 Science FCAT 2.0 is 38%, an increase of 1 percentage points. As noted on the 2013 administration of the FCAT 2.0 Science Test, students scoring at Achievement Levels 4 and 5 showed substantial levels of proficiency in the area of Earth and Space Science. This would require students to maintain or improve performance. Therefore, students need enrichment in the aforementioned category in order to maintain, or increase the current level of proficiency.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/Rtl team, and administrators will review assessment interim data and FCAT 2.0 data.

**Person or Persons Responsible**

MTSS/Rtl Team Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student Work Folder IAN Science Journal District Interim Assessments Formal Classroom Assessment Formative Assessments- District Interim Assessments Summative- Results for the 2014 FCAT 2.0 Science

**G5.** Provide additional opportunities for students to participate in S.T.E.M. activities for the 2013-2014 school year.

**Targets Supported**

- STEM - All Levels

**Resources Available to Support the Goal**

- Resources that will used to support achievement of the goal will include, but not limited to, District Pacing Guides, Gizmos, workbooks, visuals, professional development, and technology.

**Targeted Barriers to Achieving the Goal**

- Snapper Creek Elementary School will initiate the IMAGES STEM Academy for the first time during the 2013-2014 school year.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/Rtl team, and administrators will review assessment interim data and FCAT 2.0 data.

**Person or Persons Responsible**

MTSS/Rtl Team Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

STEM Participation Logs Formative Assessments- District Interim Assessments Summative- Results for the 2014 FCAT 2.0 Mathematics

**G6.** Our goal for the 2013-2014 school year is to maintain the number of students with excessive absences at 3% or less and maintain the number of referrals leading to suspensions at 0%. We will increase the effectiveness of identifying at-risk students.

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

- Resources that will be used to support attainment of the goal will include, but not limited to, recognition for attendance, attendance incentive program, Attendance Review Committee Alternate to Suspension Plan, Response to Intervention Log, Interim Progress Report, Academic Failure Report and Academic Review Documents.

**Targeted Barriers to Achieving the Goal**

- One barrier that may impact the attendance rate at the school site is the parents' lack of information regarding district attendance policies and how this may affect student performance at school.
- We understand that student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.
- We understand that student academic development is correlated to the number of students failing in the core subjects.

**Plan to Monitor Progress Toward the Goal**

The Attendance Review Committee will monitor students' attendance on a monthly basis and conduct conferences with parents regarding excessive absences. Truancy letters will be presented to parents that do not comply with the attendance policies.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team Teachers Guidance Counselor Attendance Review Committee Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Attendance Report

**G7.** Several opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, many parents are unable to attend.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Resources that will be used to attain the goal will include, but not limited to, PTSA, Volunteer Liaison

**Targeted Barriers to Achieving the Goal**

- Several opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, many parents are unable to attend.

## Plan to Monitor Progress Toward the Goal

The administration will conduct a yearly review of volunteer logs.

**Person or Persons Responsible**

Volunteer Liaison Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Year end evaluation of Volunteer Hours

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 Reading FCAT 2.0, 68% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Reading FCAT 2.0 is for 78% of the students to achieve Level 3 or above.

**G1.B1** Results from the Reading FCAT 2.0 assessment indicate that 68% of the Hispanic subgroup scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 is 77%, an increase of 9 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the Hispanic subgroup demonstrate difficulties when asked to identify Author's Purpose, Main Idea, Cause/Effect Relationships and Identifying text structure to explain how it impacts meaning (i.e., Category 2: Reading Application). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned category, especially as it pertains to the following: relevant details, chronological order, conclusions/inferences, sequence of events, theme/topic (grade 3 within text and grades 4 and 5 within and across text).

**G1.B1.S1** Provide opportunities for students to practice comparing and contrasting across a variety of texts.

### Action Step 1

Instruct students in the process of using graphic organizers to visualize the similarities and differences between paired texts.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Folder Formative Classroom Assessment SuccessMaker Report District Interim Assessment

#### Facilitator:

Nanette Raska

#### Participants:

School-Wide

**Action Step 2**

Provide additional opportunities for practice through re-teaching skills employing ELL strategies within a before and after school tutoring program.

**Person or Persons Responsible**

Tutoring Program Teacher

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Student Attendance Logs Benchmark Assessments

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

Utilizing the FCIM, review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder Formative Classroom Assessment SuccessMaker Report District Interim Assessment

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

Utilizing the FCIM review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team MTSS/Rtl Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder Formative Classroom Assessment SuccessMaker Report Benchmark Assessment

**G1.B2** Results from the Reading FCAT 2.0 assessment indicate that 46% of the English Language Learner and 64% of the Economically Disadvantaged subgroups scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 (English Language Learner subgroup ) is 54%, an increase of 8 percentage points. The goal for the 2014 Reading FCAT 2.0 (Economically Disadvantaged subgroup ) is 73%, an increase of 9 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the English Language Learners and Economically Disadvantaged subgroups in grade 3 experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B2.S1** Provide opportunities for students to experience a variety of texts of varying difficulties. Familiarize students with text structures such as cause/effect, compare/contrast, and chronological order. Provide students with practice in identifying topics and theme within texts.

### **Action Step 1**

Teach students to effectively use text features such as readings, charts, graphs and diagrams.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments SuccessMaker Reports

#### **Facilitator:**

Nanette Raska

#### **Participants:**

School-Wide



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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administration will be able to gage the extent and ease of implementation.

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

MTSS/Rtl Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments SuccessMaker Reports

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

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

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

MTSS/Rtl Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Benchmark Assessments Formal Classroom Assessment

**G1.B3** Results from the Reading FCAT 2.0 assessment indicate that 29% of the Students with Disabilities subgroup scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 is 54%, an increase of 25 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the English Language Learners subgroup in grade 3 experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B3.S1** Provide opportunities for students to refer to details and examples in a text where text says explicitly and when drawing inferences from text. Provide students grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

### **Action Step 1**

Instruct students in the process of using graphic organizers to visualize the similarities and differences between paired texts.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

#### **Facilitator:**

Nanette Raska

#### **Participants:**

School-Wide

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administration will be able to gage the extent and ease of implementation.

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

MTSS/Rtl Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

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

MTSS/Rtl Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Benchmark Assessments Formal Classroom Assessment

**G1.B4** Results from the Reading FCAT 2.0 assessment indicate that 25% of the students scored at Level 3. The goal for the 2014 Reading FCAT 2.0 is 31%, an increase of 6 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1).

**G1.B4.S1** Expose students to grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide students with opportunities to practice in making inferences and drawing conclusions within and across texts.

### **Action Step 1**

Teach students to effectively use text features such as readings, charts, graphs and diagrams.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

#### **Facilitator:**

Nanette Raska

#### **Participants:**

School-Wide

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administration will be able to gage the extent and ease of implementation.

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

MTSS/Rtl Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

### **Person or Persons Responsible**

MTSS/RtI Team Leadership Team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student Work Folder Benchmark Assessments Formal Classroom Assessment

**G1.B5** Results from the Reading FCAT 2.0 assessment indicate that 45% of the students scored at a Level 4 or above. The goal for the 2014 Reading FCAT 2.0 is 47%, an increase of 2 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading test, students scoring at Achievement Levels 4 and 5 demonstrated substantial levels of proficiency when it came to reading application (i.e., Category 2) in grade four. This would require students to maintain or improve performance, including the following: chronological order, conclusions/inferences, and relevant details (grades 3-5) and cause and effect (grades 4 and 5). Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency.

**G1.B5.S1** Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### **Action Step 1**

Teach students to effectively use: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, time line, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

#### **Facilitator:**

Nanette Raska

#### **Participants:**

School-Wide

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administration will be able to gage the extent and ease of implementation.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

The effectiveness of the implementation will be monitored through ongoing classroom assessments/ observations focusing on the students' ability to complete assignments as teachers become facilitators, thereby guiding their students to become independent learners.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Benchmark Assessments Formal Classroom Assessment

**G1.B6** Results from the Reading FCAT 2.0 assessment indicate that 62% of the students demonstrated learning gains. The goal for the 2014 Reading FCAT 2.0 is 66%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B6.S1** Provide opportunities for students to identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide opportunities for students to experience a variety of figurative language and why authors use it. Teach students to focus on what the author thinks and feels. Main idea may be stated or implied.

### **Action Step 1**

Teach students to effectively use: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, time line, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

#### **Facilitator:**

Nanette Raska

#### **Participants:**

School-Wide



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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder District Interim Assessments Benchmark Assessment

**G1.B7** Results from the Reading FCAT 2.0 assessment indicate that 63% of the students in the lowest 25% demonstrated learning gains. The goal for the 2014 Reading FCAT 2.0 is 67%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B7.S1** Provide opportunities for students to experience a variety of text structures such as cause/effect, compare/contrast, and chronological order. Provide students with practice in identifying topics and theme within texts. Teach students to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently.

### **Action Step 1**

Instruct students to effectively utilize: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, time line, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Evidence Reading Student Work Folder District Interim Assessments Formal Classroom Assessment

#### **Facilitator:**

Nanette Raska

#### **Participants:**

School-Wide

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder District Interim Assessments Benchmark Assessment

**G1.B8** Results from the CELLA (Listening/Speaking) assessment indicate that 72% of the students scored at proficiency or above. The goal for the 2014 CELLA (Listening/Speaking) is 75%, an increase of 3 percentage points. Due to limited opportunities for practice, the students need to develop listening comprehension skills and speaking abilities, including the use of proper syntax, vocabulary, and usage.

**G1.B8.S1** Provide students with the opportunity to develop listening/speaking skills by the use of read alouds, collaborative collaboration and role playing.

### **Action Step 1**

To develop listening skills the following strategies will be implemented: use of listening centers, Language Experience Approach (LEA), Total Physical Response (TPR), use of illustrations and simple, direct language, with repetition and read alouds.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Formal Classroom Assessment

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

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

MTSS/Rtl Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Formal Classroom Assessment Listening and speaking tasks will be developed to monitor student progress throughout the school year. Use of rubrics to assess the development of the students' listening and speaking skills.

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

### Person or Persons Responsible

MTSS/RtI Team Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Folder Benchmark Assessment Listening and speaking tasks will be developed to monitor student progress throughout the school year. Use of rubrics to assess the development of the students' listening and speaking skills.

**G1.B9** Results from the CELLA (Reading) assessment indicate that 26% of the students scored at proficiency or above. The goal for the 2014 CELLA (Reading) is 33%, an increase of 7 percentage points. Anticipated barriers include lack of scaffolding of grade level content. The students need to develop reading comprehension skills through the implementation of ESOL strategies and accommodations.

**G1.B9.S1** Provide opportunities for students to read in English.

### Action Step 1

The development of reading skills will be enhanced through the implementation of the following strategies: activating prior knowledge, prediction, QAR, use of Task Cards, Reader's Theater, chunking, focus on key vocabulary, graphic organizers, reciprocal reading and cloze.

### Person or Persons Responsible

MTSS/RtI Team Leadership Team Teachers Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

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

MTSS/Rtl Team Leadership Team Teachers Administration

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

The MTSS/Rtl Leadership Team will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

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

MTSS/Rtl Team Leadership Team Teachers Administration

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Formal Classroom Assessment Listening and speaking tasks will be developed to monitor student progress throughout the school year. Use of rubrics to assess the development of the students' listening and speaking skills. Summative CELLA 2013 reports

**G1.B10** Results from the CELLA (Writing) assessment indicate that 21% of the students scored at proficiency or above. The goal for the 2014 CELLA (Writing) is 29%, an increase of 8 percentage points. Due to lack of direct instruction on the components of CELLA writing, the students need to develop writing skills, including process writing.

**G1.B10.S1** Provide the student with the opportunity to practice academic writing through the implementation of the following strategies: the use of graphic organizers, illustrating and labeling, process writing, journals, spelling strategies, writing prompts, instruction on the rubrics.

**Action Step 1**

Instruct students in the development and use of graphic organizers to help plan a writing piece.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder Formal Classroom Assessment Listening and speaking tasks will be developed to monitor student progress throughout the school year. Use of rubrics to assess the development of the students' listening and speaking skills.

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder Formal Classroom Assessment Listening and speaking tasks will be developed to monitor student progress throughout the school year. Use of rubrics to assess the development of the students' listening and speaking skills.

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

### **Person or Persons Responsible**

MTSS/RtI Team Leadership Team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student Work Folder Benchmark Assessment Listening and speaking tasks will be developed to monitor student progress throughout the school year. Use of rubrics to assess the development of the students' listening and speaking skills.



**G2.** On the 2013 Writing FCAT 2.0, 40% of students at Snapper Creek Elementary School attained proficiency level or above. Our goal for the 2014 administration of the Writing FCAT 2.0 is 46% of the students will achieve 3.5 or above in Writing.

**G2.B1** Students' performance data from the 2013 FCAT Writing 2.0 indicates that students in fourth grade lack the ability to elaborate and support their ideas while using appropriate writing conventions.

**G2.B1.S1** Provide opportunities for students to practice elaborating and supporting their ideas using appropriate writing conventions. Provide CRISS training school wide.

### **Action Step 1**

At grade level meetings, teachers, with the assistance of the administration, will disaggregate data to identify students in each of the target groups. Emphasize FCAT Writing 2.0 strategies while introducing the utilization of text-supported writing to identify the author's purpose and to justify arguments through text evidence.

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

Teachers CRISS trainer

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

Ongoing

#### **Evidence of Completion**

Student Work Samples Editing/Revising Conferencing Writer's Notebook S.W.I.M. Folders CRISS Training Sign In Logs

#### **Facilitator:**

Mirta Segredo Nanette Rasko

#### **Participants:**

School-Wide

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative fourth grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Monthly Writing Prompts S.W.I.M. Folders

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Monthly Writing Prompt Writer's Notebook S.W.I.M. Folders

**G3.** On the 2013 Mathematics FCAT 2.0, 73% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Mathematics FCAT 2.0 is 76% of the students will achieve at or above proficiency.

**G3.B1** Results from the Mathematics FCAT 2.0 assessment indicate that 70% of the Hispanic subgroup scored at a Level 3 or above. The goal for the 2014 Mathematics FCAT 2.0 is 76%, an increase of 6 percentage points. As noted on the 2013 administration of the FCAT 2.0 Mathematics assessment, students in the Hispanic subgroup demonstrate difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3).

**G3.B1.S1** Provide additional opportunities for students to practice number operations, problems and statistics.

### **Action Step 1**

Provide additional opportunities for students to practice number operations, problems and statistics by providing additional assistance to students who demonstrate difficulties on interim assessments and / or measures or who demonstrate limited progress.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folders District Interim Assessments SuccessMaker Reports CRISS Training Sign In Logs

### **Action Step 2**

Provide additional opportunities for students to explore and develop understanding of fractions through identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

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

MTSS/Rtl team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Classroom Assessments District Interim Assessments SuccessMaker Reports CRISS Training Sign In Logs

### **Action Step 3**

Provide additional opportunities for students to explore and develop understanding of multiplication and division through the use of base ten blocks and alternate strategies such as repeated addition and repeated subtraction.

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

MTSS/Rtl team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folders Benchmark Assessments SuccessMaker Reports CRISS Training Sign In Logs

### **Action Step 4**

Provide additional opportunities for practice through reteaching skills implementing ELL strategies within a before and after school tutoring program.

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

Tutoring Program Teacher

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

Weekly

#### **Evidence of Completion**

Student Attendance Logs Benchmark Assessments

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation. Provide CRISS training school wide.

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

MTSS/Rtl Team Leadership Team Teachers Administration CRISS Trainer

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

Daily

#### **Evidence of Completion**

Student Work District Interim Assessments SuccessMaker Reports CRISS Training Sign In Logs

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

#### Person or Persons Responsible

MTSS/RtI Team Leadership Team Teachers Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student Work Folders Math Journals Formative Assessments Benchmark Assessments

**G3.B2** Results from the Mathematics FCAT 2.0 assessment indicate that 29% of the Student with Disabilities subgroup scored at a Level 3 or above. The goal for the 2014 Mathematics FCAT 2.0 is 59%, an increase of 30 percentage points. As noted on the 2013 administration of the FCAT 2.0 Mathematics assessment, students in the Student with Disabilities subgroup demonstrate difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3).

**G3.B2.S1** Provide opportunities for students to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division, Provide opportunities for 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

At grade level meetings, teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. Provide opportunities for students to develop skills in inverse operations, manipulating fractions using fraction tiles and compose and decompose polygons.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Folders District Interim Assessments SuccessMaker Reports

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folders District Interim Assessments SuccessMaker Reports

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team Teachers Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folders, Math Journals, Benchmark Assessments

**G3.B3** Results from the Mathematics FCAT 2.0 assessment indicate that 35% of the students scored at a Level 3. The goal for the 2014 Mathematics FCAT 2.0 is 38%, an increase of 3 percentage points. For students scoring at Achievement Level 3, the areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, varied across the grade levels. The students in third grade experienced difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3).

**G3.B3.S1** Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms and generate equivalent fractions or simplify fractions to lowest terms.

### **Action Step 1**

At grade level meetings, teachers, with the assistance of the administrative team, will disaggregate data to identify students in each of the target groups. Provide opportunities for the students to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real world situations.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments SuccessMaker Reports

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gauge the extent and ease of implementation.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work District Interim Assessments SuccessMaker Reports

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

#### Person or Persons Responsible

MTSS/RtI Team Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work District Benchmark Assessments SuccessMaker Reports

**G3.B4** Results from the Mathematics FCAT 2.0 assessment indicate that 37% of the students scored at a Level 3 or above. The goal for the 2014 Mathematics FCAT 2.0 is 38%, an increase of 1 percentage point. As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, students scoring at Achievement Levels 4 and 5 showed substantial levels of proficiency in the areas of geometry and measurement (i.e., Category 3). This would require students to maintain or improve performance, including the following: perimeter, area, measurement (both customary and metric), time (including elapsed time), angles, rotations, translations, vertices, and surface area. Students require enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency.

**G3.B4.S1** Provide students the opportunities to increase student exposure and practice in measurement and geometry.

#### Action Step 1

Provide opportunities for students to explore and develop understanding of the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape. Identify and classify angles using benchmark angle measurements that may include geometric notation

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work District Interim Assessments SuccessMaker Reports



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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work District Interim Assessments SuccessMaker Reports

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

The effectiveness of the implementation will be monitored through ongoing classroom assessments/ observations focusing on the students' ability to complete assignments as teachers become facilitators, thereby guiding their students to become independent learners.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folders Benchmark Assessments SuccessMaker Reports

**G3.B5** Results from the Mathematics FCAT 2.0 assessment indicate that 58% of the students demonstrated learning gains. The goal for the 2014 Mathematics FCAT 2.0 is 62%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, depended on the grade level. The students in fourth grade and fifth grade experienced difficulties with base ten numbers and fractions (Category 2), while the fifth graders also experienced difficulties with geometry and measurement (Category 3).

**G3.B5.S1** Provide opportunities to increase student exposure and practice in mathematical procedural fluency and problem solving skills.

**Action Step 1**

At grade level meetings, teachers, with the assistance of the administration will disaggregate data to identify students in each of the target groups. Provide opportunities for students to explore and develop understanding of in the areas of multiplication and division through the use of base ten blocks and alternate strategies such as repeated addition and repeated subtraction. .

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder District Interim Assessments SuccessMaker Reports

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administrative team will be able to gage the extent and ease of implementation.

**Person or Persons Responsible**

MTSS/RtI Team Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work District Interim Assessments SuccessMaker Reports

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

#### Person or Persons Responsible

MTSS/RtI Team Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work District Benchmark Assessments SuccessMaker Reports

**G3.B6** Results from the Mathematics FCAT 2.0 assessment indicate that 52% of the students in the lowest 25% demonstrated learning gains. The goal for the 2014 Mathematics FCAT 2.0 is 57%, an increase of 5 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics test were base ten numbers and fractions in fourth grade and geometry and measurement in fifth grade. Students identified in this target area are in need of more direct instructional contact in the area of mathematics.

**G3.B6.S1** Provide opportunities for students to practice analyzing and solving problems related to perimeter and area, volume, and two and three-dimensional figures.

#### Action Step 1

At grade level meetings, teachers, with the assistance of the administration, will disaggregate data to identify students in each of the target groups. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work District Interim Assessments SuccessMaker Reports

## **Action Step 2**

At grade level meetings, teachers, with the assistance of the administration, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

### **Person or Persons Responsible**

MTSS/RtI Team Leadership Team Teachers Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student Work District Interim Assessments SuccessMaker Reports

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. This will include small group instruction. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administration will be able to gage the extent and ease of implementation.

### **Person or Persons Responsible**

MTSS/RtI Team Leadership Team Teachers Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student Work Folder District Interim Assessments SuccessMaker Reports

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

#### Person or Persons Responsible

MTSS/RtI Team Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Folder Benchmark Assessments SuccessMaker Reports

**G4.** On the 2013 Science FCAT 2.0, 26% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Science FCAT 2.0 is 29% of the students will achieve at or above proficiency.

**G4.B1** Results from the Science FCAT 2.0 assessment indicate that 26% of the students scored at a Level 3 or above. The goal for the 2014 Science FCAT 2.0 is 29%, an increase of 3 percentage points. For students scoring at Achievement Level 3, the areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Science Test, was Physical Science (Category 3).

**G4.B1.S1** Provide opportunities for students to identify control groups and defend scientific conclusions.

#### Action Step 1

At grade level meetings, teachers, with the assistance of the administration, will disaggregate data to identify students in each of the target groups. Provide students the opportunity to formulate/answer high order questions, evaluate investigations and experiments, organize data, identify control groups, interpret data, analyze information, distinguish between observations and opinions and defend conclusions.

#### Person or Persons Responsible

Teacher CRISS Trainer

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work Classroom Assessments Benchmark Assessment IAN Science Journal District Interim Assessments CRISS Training Sign In Logs

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administration will be able to gage the extent and ease of implementation.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folders IAN Science Journal District Interim Assessments Classroom Assessments

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

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student Work Folders IAN Science Journal Formative Assessments Benchmark Assessments Summative- Results for the 2014 FCAT 2.0 Science

**G4.B2** Results from the Science FCAT 2.0 assessment indicate that 37% of the students scored at a Level 4 or above. The goal for the 2014 Science FCAT 2.0 is 38%, an increase of 1 percentage points. As noted on the 2013 administration of the FCAT 2.0 Science Test, students scoring at Achievement Levels 4 and 5 showed substantial levels of proficiency in the area of Earth and Space Science. This would require students to maintain or improve performance. Therefore, students need enrichment in the aforementioned category in order to maintain, or increase the current level of proficiency.

**G4.B2.S1** Provide opportunities for students to develop arguments, design experiments, apply concepts and interpret data when conducting experiments.

### **Action Step 1**

At grade level meetings, teachers, with the assistance of the administration , will disaggregate data to identify students in each of the target groups. Provide classroom and Super Saturday Science opportunities to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use through a Science Fair and participation in the SECME Competition.

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

MTSS/Rtl Team Leadership Team Teachers Administration

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

### **Action Step 2**

At grade level meetings, teachers, with the assistance of the administration , will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs, if applicable. After the administration of each ongoing progress monitoring tool, the teams will reconvene to review current trends and determine whether progress is being made. Additional strategies will be identified, if necessary.

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

MTSS/Rtl Team Leadership Team Teachers Administration

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support, whereby the administration will be able to gage the extent and ease of implementation.

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

MTSS/RtI Team Leadership Team Teachers Administration

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Science Journal District Interim Assessments Formal Classroom Assessment

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

The effectiveness of the implementation will be monitored through ongoing classroom assessments/ observations focusing on the students' ability to complete assignments as teachers become facilitators, thereby guiding their students to become independent learners.

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

MTSS/RtI Team Leadership Team Teachers Administration

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

Ongoing

#### **Evidence of Completion**

Student Work Folder Science Journal District Interim Assessments Formal Classroom Assessment



**G5.** Provide additional opportunities for students to participate in S.T.E.M. activities for the 2013-2014 school year.

**G5.B1** Snapper Creek Elementary School will initiate the IMAGES STEM Academy for the first time during the 2013-2014 school year.

**G5.B1.S1** Provide opportunities for students to participate in the scientific inquiry process.

**Action Step 1**

Provide opportunities for students to: participate in ongoing science lab experiments, maintain science journals to reflect on their scientific inquiries, participate in grade level science experiments to engage in ample opportunities to observe the scientific process and participate in “Super Science Saturday.”

**Person or Persons Responsible**

MTSS/Rtl Team Leadership Team Teachers Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Folder Science journal District Interim Assessments Classroom Assessments Science Logs

**Action Step 2**

Establish a STEM committee to identify, plan, coordinate, and monitor the implementation of various STEM-related experiences along with the Middle School the program feeds into (Glades Middle School).

**Person or Persons Responsible**

MTSS/Rtl Team Leadership Team Teachers Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments Classroom Assessments Science Logs

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

Fidelity will be monitored through classroom walk-throughs, as the administration observes classroom instruction to determine whether these strategies are being implemented.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student work Classroom Assessments District Interim Assessments

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

The administration and grade level chairpersons will monitor use of Science Lab/ hands-on inquiry-based activities. Experiments will be logged by grade level to ensure all Science standards are covered. Attendance rosters of students participating in "Super Science Saturday" sessions and Student science journals.

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

MTSS/RtI Team Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student work Classroom Assessments Benchmark Assessments

**G6.** Our goal for the 2013-2014 school year is to maintain the number of students with excessive absences at 3% or less and maintain the number of referrals leading to suspensions at 0%. We will increase the effectiveness of identifying at-risk students.

**G6.B1** One barrier that may impact the attendance rate at the school site is the parents' lack of information regarding district attendance policies and how this may affect student performance at school.

**G6.B1.S1** Identify students who accumulate more than five absences.

**Action Step 1**

Establish a reward system has been established to recognize students for perfect attendance.

**Person or Persons Responsible**

MTSS/Rtl Team Leadership Team Teachers Attendance Review Committee Guidance Counselor Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Attendance Report

**Action Step 2**

Monitors attendance on a daily basis, sending absentee letters home. Convene the Attendance Review Committee (A.R.C.) once a month for students with excessive tardies or absences. Ensure teachers contact parents of children with excessive tardies or absences. The school will send parents a letter explaining the district policy regarding the number of hours needed to be acknowledged as being present at school. Additionally, the school social worker will assist in identifying students in need and will arrange to meet with parents.

**Person or Persons Responsible**

MTSS/Rtl Team Leadership Team Teachers Attendance Review Committee Guidance Counselor Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Attendance Report

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

The administration will monitor the implementation of identified activities, as well as daily attendance reported on the attendance bulletin.

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

MTSS/RtI Team Leadership Team Teachers Attendance Review Committee Guidance Counselor Administration

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

Ongoing

#### **Evidence of Completion**

Daily Attendance Bulletin

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

The attendance bulletin will be monitored daily.

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

MTSS/RtI Team Leadership Team Teachers Attendance Review Committee Guidance Counselor Administration

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

Ongoing

#### **Evidence of Completion**

Attendance Bulletin

**G6.B2** We understand that student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.

**G6.B2.S1** Identify students receiving two or more behavioral referrals and suspensions.

**Action Step 1**

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

**Person or Persons Responsible**

Guidance Counselor Teacher Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Behavior referral and Suspension reports

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

Monitor behavior referral and suspension reports.

**Person or Persons Responsible**

Guidance Counselor Teacher Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Monitor number of referrals and suspensions.

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

Monitor number of referrals and suspensions.

**Person or Persons Responsible**

Guidance Counselor Teacher Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Monitor number of referrals and suspensions

**G6.B3** We understand that student academic development is correlated to the number of students failing in the core subjects.

**G6.B3.S1** Identify students in danger of failing core subjects.

**Action Step 1**

Monitor students failing core subjects and conduct academic review meetings with teachers to discuss struggling students, review effectiveness of interventions and progress in interventions.

**Person or Persons Responsible**

Teacher MTSS/Rtl Team Administrator

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Intervention Log Successmaker Reports On-going Progress Monitoring Reports

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

Utilize FCIM to monitor student progress.

**Person or Persons Responsible**

MTSS/Rtl Team Teacher Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

SuccessMaker Reports Intervention Log Interim Progress Report Report Card

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

Utilize FCIM to monitor student progress.

**Person or Persons Responsible**

MTSS/Rtl Team Teacher Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Progress Report Report Card

**G7.** Several opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, many parents are unable to attend.

**G7.B1** Several opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, many parents are unable to attend.

**G7.B1.S1** Apprise parents of the different opportunities to volunteer at the school site such as the Media Center, "Lunch Bunch" and other events the school sponsors. Encourage parents to become approved school volunteers

**Action Step 1**

Announce all school activities via school calendar, newsletter, Connect-Ed announcements.

**Person or Persons Responsible**

Volunteer Liaison Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Volunteer Sign-In Logs PTSA

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

The administration will monitor school volunteer logs on a quarterly basis and will monitor the school calendar to ensure it provides information regarding school events parents can attend. Additionally, the administration will target students identified at risk and involved in interventions to ensure their parents are encouraged to participate in school volunteer opportunities or referred to appropriate agencies that can assist them in providing assistance for their children. The MTSSVRtl team will also assist in providing parents of targeted students' information to facilitate more parental involvement.

**Person or Persons Responsible**

Volunteer Liaison Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Volunteer Sign-in Log PTSA

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

The administration will monitor the effectiveness of the process by review of volunteer logs.

### **Person or Persons Responsible**

Volunteer Liaison Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Volunteer Sign-In Log



## 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 C- Migrant

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

#### Title I, Part D

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

#### Title II

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

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

#### Title III

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

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

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

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

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated,

segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Violence Prevention Programs

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

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school 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.

#### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

#### Miami Lighthouse / Heiken Children's Vision Program

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

## 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.** On the 2013 Reading FCAT 2.0, 68% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Reading FCAT 2.0 is for 78% of the students to achieve Level 3 or above.

**G1.B1** Results from the Reading FCAT 2.0 assessment indicate that 68% of the Hispanic subgroup scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 is 77%, an increase of 9 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the Hispanic subgroup demonstrate difficulties when asked to identify Author's Purpose, Main Idea, Cause/Effect Relationships and Identifying text structure to explain how it impacts meaning (i.e., Category 2: Reading Application). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned category, especially as it pertains to the following: relevant details, chronological order, conclusions/inferences, sequence of events, theme/topic (grade 3 within text and grades 4 and 5 within and across text).

**G1.B1.S1** Provide opportunities for students to practice comparing and contrasting across a variety of texts.

### PD Opportunity 1

Instruct students in the process of using graphic organizers to visualize the similarities and differences between paired texts.

#### Facilitator

Nanette Raska

#### Participants

School-Wide

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Folder Formative Classroom Assessment SuccessMaker Report District Interim Assessment

**G1.B2** Results from the Reading FCAT 2.0 assessment indicate that 46% of the English Language Learner and 64% of the Economically Disadvantaged subgroups scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 (English Language Learner subgroup ) is 54%, an increase of 8 percentage points. The goal for the 2014 Reading FCAT 2.0 (Economically Disadvantaged subgroup ) is 73%, an increase of 9 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the English Language Learners and Economically Disadvantaged subgroups in grade 3 experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B2.S1** Provide opportunities for students to experience a variety of texts of varying difficulties. Familiarize students with text structures such as cause/effect, compare/contrast, and chronological order. Provide students with practice in identifying topics and theme within texts.

### **PD Opportunity 1**

Teach students to effectively use text features such as readings, charts, graphs and diagrams.

#### **Facilitator**

Nanette Raska

#### **Participants**

School-Wide

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments SuccessMaker Reports

**G1.B3** Results from the Reading FCAT 2.0 assessment indicate that 29% of the Students with Disabilities subgroup scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 is 54%, an increase of 25 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the English Language Learners subgroup in grade 3 experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B3.S1** Provide opportunities for students to refer to details and examples in a text where text says explicitly and when drawing inferences from text. Provide students grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

### **PD Opportunity 1**

Instruct students in the process of using graphic organizers to visualize the similarities and differences between paired texts.

#### **Facilitator**

Nanette Raska

#### **Participants**

School-Wide

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

**G1.B4** Results from the Reading FCAT 2.0 assessment indicate that 25% of the students scored at Level 3. The goal for the 2014 Reading FCAT 2.0 is 31%, an increase of 6 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1).

**G1.B4.S1** Expose students to grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide students with opportunities to practice in making inferences and drawing conclusions within and across texts.

### **PD Opportunity 1**

Teach students to effectively use text features such as readings, charts, graphs and diagrams.

#### **Facilitator**

Nanette Raska

#### **Participants**

School-Wide

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

**G1.B5** Results from the Reading FCAT 2.0 assessment indicate that 45% of the students scored at a Level 4 or above. The goal for the 2014 Reading FCAT 2.0 is 47%, an increase of 2 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading test, students scoring at Achievement Levels 4 and 5 demonstrated substantial levels of proficiency when it came to reading application (i.e., Category 2) in grade four. This would require students to maintain or improve performance, including the following: chronological order, conclusions/inferences, and relevant details (grades 3-5) and cause and effect (grades 4 and 5). Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency.

**G1.B5.S1** Provide opportunities for students to read and comprehend literature and informational text at the high end of the 4-5 text complexity band, independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### **PD Opportunity 1**

Teach students to effectively use: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, time line, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

#### **Facilitator**

Nanette Raska

#### **Participants**

School-Wide

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment

**G1.B6** Results from the Reading FCAT 2.0 assessment indicate that 62% of the students demonstrated learning gains. The goal for the 2014 Reading FCAT 2.0 is 66%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B6.S1** Provide opportunities for students to identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide opportunities for students to experience a variety of figurative language and why authors use it. Teach students to focus on what the author thinks and feels. Main idea may be stated or implied.

### **PD Opportunity 1**

Teach students to effectively use: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, time line, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

#### **Facilitator**

Nanette Raska

#### **Participants**

School-Wide

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

Ongoing

#### **Evidence of Completion**

Student Work Folder District Interim Assessments Formal Classroom Assessment



**G1.B7** Results from the Reading FCAT 2.0 assessment indicate that 63% of the students in the lowest 25% demonstrated learning gains. The goal for the 2014 Reading FCAT 2.0 is 67%, an increase of 4 percentage points. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, depended on the grade level. Students in grade three experienced difficulties in the areas of Reading Application (Category 2) and Literary Analysis (Category 3), students in grade four demonstrated difficulties in Vocabulary (Category 1), while the fifth graders experienced difficulties with Reading Application (Category 2) as well as Vocabulary (Category 1). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

**G1.B7.S1** Provide opportunities for students to experience a variety of text structures such as cause/effect, compare/contrast, and chronological order. Provide students with practice in identifying topics and theme within texts. Teach students to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently.

### **PD Opportunity 1**

Instruct students to effectively utilize: author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect; main idea table, gist, summary pyramid, time line, sequence chain, time line, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

#### **Facilitator**

Nanette Raska

#### **Participants**

School-Wide

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

Ongoing

#### **Evidence of Completion**

Evidence Reading Student Work Folder District Interim Assessments Formal Classroom Assessment

**G2.** On the 2013 Writing FCAT 2.0, 40% of students at Snapper Creek Elementary School attained proficiency level or above. Our goal for the 2014 administration of the Writing FCAT 2.0 is 46% of the students will achieve 3.5 or above in Writing.

**G2.B1** Students' performance data from the 2013 FCAT Writing 2.0 indicates that students in fourth grade lack the ability to elaborate and support their ideas while using appropriate writing conventions.

**G2.B1.S1** Provide opportunities for students to practice elaborating and supporting their ideas using appropriate writing conventions. Provide CRISS training school wide.

### **PD Opportunity 1**

At grade level meetings, teachers, with the assistance of the administration, will disaggregate data to identify students in each of the target groups. Emphasize FCAT Writing 2.0 strategies while introducing the utilization of text-supported writing to identify the author's purpose and to justify arguments through text evidence.

#### **Facilitator**

Mirta Segredo Nanette Rasko

#### **Participants**

School-Wide

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

Ongoing

#### **Evidence of Completion**

Student Work Samples Editing/Revising Conferencing Writer's Notebook S.W.I.M. Folders CRISS Training Sign In Logs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT 2.0, 68% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Reading FCAT 2.0 is for 78% of the students to achieve Level 3 or above.	\$3,000
G3.	On the 2013 Mathematics FCAT 2.0, 73% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Mathematics FCAT 2.0 is 76% of the students will achieve at or above proficiency.	\$2,000
Total		\$5,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Total
EESAC	\$1,000	\$0	\$1,000
Title III Grant	\$0	\$4,000	\$4,000
Total	\$1,000	\$4,000	\$5,000

### Budget Details

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

**G1.** On the 2013 Reading FCAT 2.0, 68% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Reading FCAT 2.0 is for 78% of the students to achieve Level 3 or above.

**G1.B1** Results from the Reading FCAT 2.0 assessment indicate that 68% of the Hispanic subgroup scored at proficiency or above. The goal for the 2014 Reading FCAT 2.0 is 77%, an increase of 9 percentage points. As noted on the 2013 administration of the FCAT 2.0 Reading assessment, students in the Hispanic subgroup demonstrate difficulties when asked to identify Author's Purpose, Main Idea, Cause/Effect Relationships and Identifying text structure to explain how it impacts meaning (i.e., Category 2: Reading Application). The students have had insufficient exposure to direct instruction, and practice, in the aforementioned category, especially as it pertains to the following: relevant details, chronological order, conclusions/inferences, sequence of events, theme/topic (grade 3 within text and grades 4 and 5 within and across text).

**G1.B1.S1** Provide opportunities for students to practice comparing and contrasting across a variety of texts.

**Action Step 1**

Instruct students in the process of using graphic organizers to visualize the similarities and differences between paired texts.

**Resource Type**

Evidence-Based Materials

**Resource**

Funds to purchase CRISS Manuals for Professional Development

**Funding Source**

EESAC

**Amount Needed**

\$1,000

### Action Step 2

Provide additional opportunities for practice through re-teaching skills employing ELL strategies within a before and after school tutoring program.

#### Resource Type

Personnel

#### Resource

Funds for hourly personnel

#### Funding Source

Title III Grant

#### Amount Needed

\$2,000

**G3.** On the 2013 Mathematics FCAT 2.0, 73% of students at Snapper Creek Elementary School attained an FCAT Level 3 or above. Our goal for the 2014 administration of the Mathematics FCAT 2.0 is 76% of the students will achieve at or above proficiency.

**G3.B1** Results from the Mathematics FCAT 2.0 assessment indicate that 70% of the Hispanic subgroup scored at a Level 3 or above. The goal for the 2014 Mathematics FCAT 2.0 is 76%, an increase of 6 percentage points. As noted on the 2013 administration of the FCAT 2.0 Mathematics assessment, students in the Hispanic subgroup demonstrate difficulties with operations, problems and statistics (Category 1). Fourth graders experienced difficulties with base ten numbers and fractions (Category 2), while fifth graders had difficulties with geometry and measurement (Category 3).

**G3.B1.S1** Provide additional opportunities for students to practice number operations, problems and statistics.

### Action Step 4

Provide additional opportunities for practice through reteaching skills implementing ELL strategies within a before and after school tutoring program.

#### Resource Type

Personnel

#### Resource

Funds for hourly personnel

#### Funding Source

Title III Grant

#### Amount Needed

\$2,000