



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Miami Children's Museum Charter School

980 MACARTHUR CSWY

Miami, FL 33132

305-329-3758

<http://mcmcharter.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> 41%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 74%

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## School Grades History

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

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

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

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

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>14</b>
<b>Goals Summary</b>	<b>18</b>
<b>Goals Detail</b>	<b>18</b>
<b>Action Plan for Improvement</b>	<b>25</b>
<b>Part III: Coordination and Integration</b>	<b>0</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>56</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>58</b>

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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

Miami Children's Museum Charter School

##### Principal

Nina Cortina

##### School Advisory Council chair

Charlene Betancourt

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

Name	Title
Melanie Alvarez	K-2 Grade Level Chair
Gretchen Ventura	3-5 Grade Level Chair

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal 1: Nina Cortina  
 Teachers 2: Gloria Segura, Nadia Pallais  
 AT1: Angela Ramos  
 Educational Support 1: Zuly Roves  
 AE1: Ana Arrow  
 Parents 3: Rene Alvarez, Betty Perez, Ralph Rodriguez  
 AP 2: Christina Nunez, Gladys Murano  
 BCR2: Danielle Black, Julie Kowaleski

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

The EESAC is the sole body responsible for final decision making at the school relating to the implementation of the components of the school's improvement plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. The EESAC members meet four times a year to approve, review and monitor the school SIP

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

The EESAC will be meeting on a quarterly basis throughout the 2013-2014 school year.

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

EESAC funds have been budgeted for the purchase of McGraw Hill Reading Wonders Curriculum.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Nina Cortina**

Principal

Years as Administrator: 7

Years at Current School: 10

**Credentials**

BA, Elementary Education certified  
MS, in Education Leadership

**Performance Record**

2013 – School Grade B  
Rdg. Proficiency, 72%  
Math Proficiency, 66%  
Rdg. Lrg. Gains, 60 points  
Math Lrg. Gains, 53points  
Rdg. Imp. of Lowest 25% -  
64% points  
Math Imp. of Lowest 25% -  
59% points  
Rdg. AMO –68  
Math AMO–55  
2012 – School Grade A  
Rdg. Proficiency, 81%  
Math Proficiency, 69%  
Rdg. Lrg. Gains, 57 points  
Math Lrg. Gains, 49 points  
Rdg. Imp. of Lowest 25% -  
N<30 points  
Math Imp. of Lowest 25% -  
N<30points  
Rdg. AMO –65  
Math AMO–51  
2011 2010 2009  
School Grade N/A N/A N/A  
AYP Y N Y  
High Standards in Reading 78% N/A N/A  
High Standards in Math 75% N/A N/A  
Learning Gains in Reading 95% 63% N/A  
Learning Gains in Math 38% 69% N/A  
Gains in Reading Lowest 25% 95% 58% N/A  
Gains in Math Lowest 25% 38% 67% N/A  
\*2006-2011: Principal, MCMCS not graded.

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Nadia Pallais</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 3</b>	<b>Years at Current School: 7</b>
<b>Areas</b>	Reading/Literacy, Science, Other	
<b>Credentials</b>	BA in Psychology M.A. in Mental Health Certified in K-6, Elementary Ed. and ESOL	
<b>Performance Record</b>	2013 – School Grade B Rdg. Proficiency, 72% Math Proficiency, 66% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 53points Rdg. Imp. of Lowest 25% - 64% points Math Imp. of Lowest 25% - 59% points Rdg. AMO –68 Math AMO–55 2012 – School Grade A Rdg. Proficiency, 81% Math Proficiency, 69% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 49 points Rdg. Imp. of Lowest 25% - N<30 points Math Imp. of Lowest 25% - N<30points Rdg. AMO –65 Math AMO–51 2011 2010 2009 School Grade N/A N/A N/A AYP Y N Y High Standards in Reading 78% N/A N/A High Standards in Math 75% N/A N/A Learning Gains in Reading 95% 63% N/A Learning Gains in Math 38% 69% N/A Gains in Reading Lowest 25% 95% 58% N/A Gains in Math Lowest 25% 38% 67% N/A *2006-2011: Principal, MCMCS not graded.	

**Classroom Teachers**

<b># of classroom teachers</b>	19
<b># receiving effective rating or higher</b>	19, 100%
<b># Highly Qualified Teachers</b>	89%

**# certified in-field**

17, 89%

**# ESOL endorsed**

14, 74%

**# reading endorsed**

3, 16%

**# with advanced degrees**

5, 26%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

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

9, 47%

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

8, 42%

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

1, 5%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel**

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

3

**# 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**

MCMCS offers a professional environment for teachers to work in. The school offers a percentage of tuition reimbursement for teachers who choose to continue higher education. The school also attends local job fairs. This is provided by administration.

**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**

Teachers new to the profession or new to the school are paired with a teacher who has had 3+ years of experience at our school with the same certification. Teacher and mentor will meet on a regular basis to discuss best practices and evidence-based practices.

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

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/Rtl Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the School Improvement Plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

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

Nina Cortina, Principal: provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

K-2 grade level chair (Melanie Alvarez) and 3-5 grade level chair (Gretchen Ventura)

Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials with Tier 2/3 activities.

ESE Teachers (Annie Rodriguez): is the SPED coordinator for the Miami Children's Museum Charter School. She participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as bi-weekly planning and consultations to review accommodations on student's IEP's. Reading Coach (Nadia Pallais): develops leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches, identifies systematic patterns of student needs while working with school personnel to identify appropriate, evidence-based strategies, assist with whole school screening programs to identify at risk students, design and implement progress monitoring systems, data collection and data analysis; participates in the development of professional development.

District Psychologist (Sharyin Padillo): facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech and Language Pathologist (Kathy Trofubio): educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language.

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

The Leadership Team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The team meets bi-weekly to engage in the following activities: Evaluating data and linking it to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

**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**

Baseline data: Edusoft, Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT) scores, FCAT practice tests, and Interim Assessment Test. End of year: PMRN, FAIR, FCAT, FCAT Post Test, and Interim Assessment Test. Easy CBM and student grades. The MTSS team will also monitor attendance, referrals and frequency monitoring.

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

The school will utilize meet and greet night to present MTSS to parents and hand out parent MTSS brochures. If needed parents will be referred to <http://rti.dadeschools.net>.

**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:** 32,400

MCMCS is located inside of the Miami Children's Museum. The museum, not the Charter School supports enrichment activities by providing after-school care. This provides for 32,400 minutes per school year of enrichment activities for our students.

**Strategy Purpose(s)**  
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**How is data collected and analyzed to determine the effectiveness of this strategy?**  
 n/a

**Who is responsible for monitoring implementation of this strategy?**  
 n/a

**Literacy Leadership Team (LLT)**

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

Name	Title
Nina Cortina	Principal
Nadia Pallais	Instructional Coach
Charlene Betancourt	Test Chair
Melanie Alvarez	K-2 Grade Level Chair
Gretchen Ventura	3-5 Grade Level Chair

### How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, instructional coach, test chair and third grade Reading and L. Arts teacher will meet once a month to evaluate learning gains.

### Major initiatives of the LLT

The LLT will promote school literacy by:

- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

### 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

Throughout the school year MCMCS provides school tours to all interested families. Applications are available in February and registration will continue through the summer. Incoming kindergarten families are invited to an open house in June to meet teachers, go over expectation and answer any questions the families may have. Again in August, MCMCS has a Meet and Greet where families can visit their classrooms before the school year begins. Throughout the year parents are provided opportunities to volunteer in the classroom and at school events.

## 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	68%	72%	Yes	72%
American Indian				
Asian				
Black/African American	65%	67%	Yes	69%
Hispanic	64%	71%	Yes	68%
White	76%	71%	No	78%
English language learners	57%	68%	Yes	61%
Students with disabilities				
Economically disadvantaged	77%	77%	Yes	79%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	34%	35%
Students scoring at or above Achievement Level 4	51	37%	37%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

#### 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)	46	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	27%	35%

**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	20	56%	60%
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	55%	66%	Yes	60%
American Indian				
Asian				
Black/African American	52%	58%	Yes	57%
Hispanic	53%	68%	Yes	57%
White	58%	61%	Yes	63%
English language learners	57%	75%	Yes	61%
Students with disabilities				
Economically disadvantaged	54%	63%	Yes	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	41%	43%
Students scoring at or above Achievement Level 4	33	24%	25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%		No	60%
American Indian				
Asian				
Black/African American	52%		No	57%
Hispanic	53%		No	57%
White	58%		No	63%
English language learners	57%		No	61%
Students with disabilities				
Economically disadvantaged	54%		No	59%

**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	18	38%	41%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		4
Participation in STEM-related experiences provided for students		93%	95%

**Area 8: Early Warning Systems**



**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	28	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	1%
Students who are not proficient in reading by third grade	13	25%	23%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

- ?-number of parent engagement opportunities offered in the school year
- ?-average number of parents in attendance at parent engagement opportunities
- ?-percent of parents who participated in parent engagement opportunities

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
number of parent engagement opportunities offered in the school year	248	83%	85%
average number of parents in attendance at parent engagement opportunities	248	83%	85%
percent of parents who participated in parent engagement opportunities	150	50%	55%

## Goals Summary

- G1.** For the 2012-2013 school year our school had 83% of our parents attend and engage in parent activities. Our goal for the 2013-2014 school year is to increase this to 85%.
- G2.** Our EWS goal for the 203-2014 school year is to decrease the amount of students who miss 10 percent of instruction time to 8%.
- G3.** Our students are going to improve their understanding of STEM by participating in quarterly STEM labs. They will participate in quarterly labs and exhibit their experiments at our Exhibit Night.
- G4.** On the 2013 Science FCAT 2.0 57% of our students scored Level 3 or higher. Our goal for 2014 is 61%
- G5.** On the 2013 Math FCAT 2.0 66% of our students scored Level 3 or higher. Our goal for 2014 is 65%
- G6.** On the 2013 Writing FCAT 2.0 56% of our students scored Level 3.5 or higher. Our goal for 2014 is 60%
- G7.** On the 2013 Reading FCAT 2.0 72% of our students scored Level 3 or higher. Our goal for 2014 is 73%

## Goals Detail

**G1.** For the 2012-2013 school year our school had 83% of our parents attend and engage in parent activities. Our goal for the 2013-2014 school year is to increase this to 85%.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- School Website, Individual Class Pages

### Targeted Barriers to Achieving the Goal

- For the 2012-2013 school year our school had 83% of our parents attend and engage in parent activities. Our goal for the 2013-2014 school year is to increase this to 85%.

### Plan to Monitor Progress Toward the Goal

Conduct monthly School Involvement Team meetings at various times to encourage maximum attendance. MCMCS will publish a monthly calendar for parents and students highlighting the events in which they can participate and volunteer in.

#### Person or Persons Responsible

S.I.T coordinator will be responsible for assuring that all of the above strategies are being implemented and will report monthly to the school's administration.

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Review of sign-in sheets, volunteer logs and communication logs

**G2.** Our EWS goal for the 203-2014 school year is to decrease the amount of students who miss 10 percent of instruction time to 8%.

#### Targets Supported

- EWS
- EWS - Elementary School

#### Resources Available to Support the Goal

- Perfect Attendance Incentives, Small pullout groups K-2, McGraw Hill Reading Wonders Curriculum

#### Targeted Barriers to Achieving the Goal

- The percentage of students who miss 10% or more of available instructional time for the 2012-2013 school year was 9%. Our goal is to decrease the amount of students who miss 10 percent or more of available instructional time to 8%
- The amount of students retained for the 2012-2013 school year were 3 (1%). Our goal for the 2013-2014 school year is to keep this rate at or below 1%.
- The amount of students who were not proficient in reading were 13 (25%). Our goal for the 2013-2014 school year is to lower this rate to 23%.

### Plan to Monitor Progress Toward the Goal

Identified students will participate in daily intervention, have teacher conferences and be monitored by teachers.

#### Person or Persons Responsible

Administrator, Attendance Manager, Rtl Leadership Team and Teachers.

#### Target Dates or Schedule:

Rtl Team and Teachers will meet regularly.

#### Evidence of Completion:

Daily Average Attendance; Assessment(s): Formative: Students' scores on monthly assessments. Student scores on the baseline and interim District tests. Summative: 2014 FCAT Assessment.

**G3.** Our students are going to improve their understanding of STEM by participating in quarterly STEM labs. They will participate in quarterly labs and exhibit their experiments at our Exhibit Night.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- In the 2012-2013 we provided 4 Stem Related activities to our students. For the 2013-2014 school year our goal is increase the number of STEM related activities by 2

**Plan to Monitor Progress Toward the Goal**

Our instructional coach and gifted teacher will provide quarterly STEM lab activities that engage students with math and science concepts. Activities will be integrated into lesson cycles.

**Person or Persons Responsible**

Administrator, Nadia Pallais, Instructional Coach and classroom teachers

**Target Dates or Schedule:**

Administration will review lesson cycles. Projects and labs displayed at our Exhibit Nights.

**Evidence of Completion:**

Exhibit Night and Projects.

**G4.** On the 2013 Science FCAT 2.0 57% of our students scored Level 3 or higher. Our goal for 2014 is 61%

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science Fusion Curriculum, Science FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 FCAT 2.0 Science assessment indicates that 38% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (level 3) by 3 percentage points to 41%.
- The results of the 2013 FCAT 2.0 Science assessment indicates that 19% of students achieved proficiency (Levels 4 and 5) Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (levels 4 and 5) by 1 percentages point to 20%.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G5.** On the 2013 Math FCAT 2.0 66% of our students scored Level 3 or higher. Our goal for 2014 is 65%

### Targets Supported

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

### Resources Available to Support the Goal

- Go Math! Curriculum, Think Central, FCAT Explorer

### Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Math assessment indicates that 41% of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency (level 3) by 2 percentage points to 43%.
- The results of the 2013 FCAT 2.0 Math assessment indicates that 24% of students achieved proficiency (levels 4 and 5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (levels 4 and 5) by 1 percentage point to 25%
- The results of the 2013 FCAT 2.0 Math assessment indicates that 59% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 63%.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicates that 59% of the lowest 25% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of the lowest 25% of students making learning gains by 4 percentage points to 63%.

### Plan to Monitor Progress Toward the Goal

Provide opportunities for students to measure objects to the nearest whole milliliter, centimeter, or inch. Provide opportunities for students to identify benchmark angles and develop an understanding of area and determine the area of two dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a 3D object from a two dimensional representation and vice versa. Encourage students to use programs such as Think Central and FCAT Explorer at home or in math centers.

#### Person or Persons Responsible

Rtl Leadership Team, 3-5 grade teachers and Principal

#### Target Dates or Schedule:

Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments

#### Evidence of Completion:

Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

**G6.** On the 2013 Writing FCAT 2.0 56% of our students scored Level 3.5 or higher. Our goal for 2014 is 60%

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- McGraw Hill Reading Wonders Curriculum, Writers Workshops

#### Targeted Barriers to Achieving the Goal

- The results of the 2013 Writing FCAT assessments indicates that 56% of students achieved proficiency (3.5 or above). Our goal is to increase the level of proficiency (3.5 or above) by 4 percentage points to 60%.

### Plan to Monitor Progress Toward the Goal

Provide students with the appropriate tools or strategies to evaluate and revise the draft. This will be done both in teacher conference and using collaborative discussions among peers. Students will use revising/ editing charts to add supporting details, and using transitions that connect the supporting details.

#### Person or Persons Responsible

Administrator, Rtl Leadership Team and fourth grade teachers.

#### Target Dates or Schedule:

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Review and discuss data with teachers to determine student growth as needed.

#### Evidence of Completion:

Formative: Students' scores on writing monthly assessments. Student scores on the pre, mid-year and post District Writing test. Summative: 2013 FCAT Writing Assessment.

**G7. On the 2013 Reading FCAT 2.0 72% of our students scored Level 3 or higher. Our goal for 2014 is 73%**

### **Targets Supported**

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

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

- McGraw Hill Reading Wonders Curriculum, Reading FCAT Explorer, Reading centers, Small group pull out led by Reading Coach for struggling readers.

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

- AMO: The results of the 2013 FCAT 2.0 Reading assessment indicates that our white subgroup did not make AMO, scoring 71%. Our target for the 2013 - 2014 school is to increase the level of our white subgroup by 7% points to 78%
- Level 3: The results of the 2013 FCAT 2.0 Reading assessment indicates that 34% of students achieved proficiency (Level 3) Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency (level 3) by 1% percentage point to 35%.
- Level 4 & 5: The results of the 2013 FCAT 2.0 Reading assessment indicates that 37% of students achieved above proficiency (Level 4-5) Our goal for the 2013-2014 school year is to maintain the percentage of students achieving above proficiency (Level 4-5) at 47% percentage points.
- Learning Gains: The results of the 2013 FCAT 2.0 Reading assessment indicate that 64% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 68%.
- Lowest 25%: The results of the 2013 FCAT 2.0 Reading assessment indicate that 64% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 68%.
- Cella Listening Speaking: Based on the 2013 CELLA scores, 49% of students were proficient in Listening and Speaking. Our goal for the 2013-2014 school year is to increase the percentage of students proficient in Listening and Speaking by 5 percentage points to 54%.
- CELLA Reading: Based on the 2013 CELLA scores, 28% of students were proficient in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students proficient in Reading by 7 percentage points to 35%.
- CELLA Writing: Based on the 2013 CELLA scores, 28% of students were proficient in Writing. Our goal for the 2013-2014 school year is to increase the percentage of students proficient in Writing by 7 percentage points to 35%.

## Plan to Monitor Progress Toward the Goal

Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

### **Person or Persons Responsible**

Rtl Leadership Team and Teachers Grade 3-5

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### **Evidence of Completion:**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** For the 2012-2013 school year our school had 83% of our parents attend and engage in parent activities. Our goal for the 2013-2014 school year is to increase this to 85%.

**G1.B1** For the 2012-2013 school year our school had 83% of our parents attend and engage in parent activities. Our goal for the 2013-2014 school year is to increase this to 85%.

**G1.B1.S1** Conduct monthly School Involvement Team meetings. MCMCS will publish a monthly calendar for parents and students highlighting special events

### **Action Step 1**

Conduct monthly School Involvement Team meetings at various times to encourage maximum attendance. MCMCS will publish a monthly calendar for parents and students highlighting the events in which they can participate and volunteer in.

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

S.I.T coordinator will be responsible for assuring that all of the above strategies are being implemented and will report monthly to the school's administration.

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

Monthly

#### **Evidence of Completion**

Review of sign-in sheets, volunteer logs and communication logs

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

Conduct monthly School Involvement Team meetings at various times to encourage maximum attendance. MCMCS will publish a monthly calendar for parents and students highlighting the events in which they can participate and volunteer in.

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

S.I.T coordinator will be responsible for assuring that all of the above strategies are being implemented and will report monthly to the school's administration.

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

Monthly

#### **Evidence of Completion**

Review of sign-in sheets, volunteer logs and communication logs

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

Conduct monthly School Involvement Team meetings at various times to encourage maximum attendance. MCMCS will publish a monthly calendar for parents and students highlighting the events in which they can participate and volunteer in.

### Person or Persons Responsible

S.I.T coordinator will be responsible for assuring that all of the above strategies are being implemented and will report monthly to the school's administration.

### Target Dates or Schedule

Monthly

### Evidence of Completion

Review of sign-in sheets, volunteer logs and communication logs

**G2.** Our EWS goal for the 203-2014 school year is to decrease the amount of students who miss 10 percent of instruction time to 8%.

**G2.B1** The percentage of students who miss 10% or more of available instructional time for the 2012-2013 school year was 9%. Our goal is to decrease the amount of students who miss 10 percent or more of available instructional time to 8%

**G2.B1.S1** Promote the importance of attendance to students and parents.

### Action Step 1

Develop school wide incentives such as the "Perfect Attendance" Challenge and individual incentives such as "Attendance Awards".

### Person or Persons Responsible

Classroom Teacher, Attendance Manager and Administrator

### Target Dates or Schedule

Monitoring the Daily Attendance, identifying students with increasing absences. Quarterly Attendance Awards.

### Evidence of Completion

Average Daily Attendance

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

Develop school wide incentives such as the "Perfect Attendance" Challenge and individual incentives such as "Attendance Awards".

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

Classroom Teacher, Attendance Manager and Administrator

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

Monitoring the Daily Attendance, identifying students with increasing absences. Quarterly Attendance Awards.

#### **Evidence of Completion**

Average Daily Attendance

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

Develop school wide incentives such as the "Perfect Attendance" Challenge and individual incentives such as "Attendance Awards".

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

Classroom Teacher, Attendance Manager and Administrator

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

Monitoring the Daily Attendance, identifying students with increasing absences. Quarterly Attendance Awards.

#### **Evidence of Completion**

Average Daily Attendance

**G2.B2** The amount of students retained for the 2012-2013 school year were 3 (1%). Our goal for the 2013-2014 school year is to keep this rate at or below 1%.

**G2.B2.S1** Monitoring students who are at risk of not passing 3rd grade FCAT.

#### **Action Step 1**

Identified students will participate in daily intervention, have teacher conferences and be monitored by teachers.

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

Administrator, Rtl Leadership Team and Teachers.

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

#### **Evidence of Completion**

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

Identified students will participate in daily intervention, have teacher conferences and be monitored by teachers.

#### Person or Persons Responsible

Administrator, Rtl Leadership Team and Teachers.

#### Target Dates or Schedule

#### Evidence of Completion

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

Identified students will participate in daily intervention, have teacher conferences and be monitored by teachers.

#### Person or Persons Responsible

Administrator, Rtl Leadership Team and Teachers.

#### Target Dates or Schedule

#### Evidence of Completion

**G2.B3** The amount of students who were not proficient in reading were 13 (25%). Our goal for the 2013-2014 school year is to lower this rate to 23%.

**G2.B3.S1** Monitoring students who are at risk of not passing 3rd grade FCAT.

#### Action Step 1

Identified students will participate in daily intervention, have teacher conferences and be monitored by teachers.

#### Person or Persons Responsible

Administrator, Rtl Leadership Team and Teachers.

#### Target Dates or Schedule

Rtl Team and Teachers will meet regularly.

#### Evidence of Completion

Formative: Students' scores on monthly assessments. Student scores on the baseline and interim District tests. Summative: 2014 FCAT Assessment.

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Identified students will participate in daily intervention, have teacher conferences and be monitored by teachers.

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

Administrator, RtI Leadership Team and Teachers.

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

RtI Team and Teachers will meet regularly.

#### **Evidence of Completion**

Formative: Students' scores on monthly assessments. Student scores on the baseline and interim District tests. Summative: 2014 FCAT Assessment.

### **Plan to Monitor Effectiveness of G2.B3.S1**

Identified students will participate in daily intervention, have teacher conferences and be monitored by teachers.

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

Administrator, RtI Leadership Team and Teachers.

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

RtI Team and Teachers will meet regularly.

#### **Evidence of Completion**

Formative: Students' scores on monthly assessments. Student scores on the baseline and interim District tests. Summative: 2014 FCAT Assessment.

**G3.** Our students are going to improve their understanding of STEM by participating in quarterly STEM labs. They will participate in quarterly labs and exhibit their experiments at our Exhibit Night.

**G3.B1** In the 2012-2013 we provided 4 Stem Related activities to our students. For the 2013-2014 school year our goal is increase the number of STEM related activities by 2

**G3.B1.S1** Our instructional coach and gifted teacher will provide quarterly STEM lab activities that engage students with math and science concepts. Activities will be integrated into lesson cycles.

**Action Step 1**

Classroom teachers will prepare labs for students, materials for labs will be provided by parent donations.

**Person or Persons Responsible**

Nadia Pallais, Instructional Coach and classroom teachers

**Target Dates or Schedule**

Administration will review lesson cycles. Projects and labs displayed at our Exhibit Nights.

**Evidence of Completion**

Exhibit Night and Projects.

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

Our instructional coach and gifted teacher will provide quarterly STEM lab activities that engage students with math and science concepts. Activities will be integrated into lesson cycles.

**Person or Persons Responsible**

Administrator, Nadia Pallais, Instructional Coach and classroom teachers

**Target Dates or Schedule**

Administration will review lesson cycles. Projects and labs displayed at our Exhibit Nights.

**Evidence of Completion**

Exhibit Night and Projects.

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

Our instructional coach and gifted teacher will provide quarterly STEM lab activities that engage students with math and science concepts. Activities will be integrated into lesson cycles.

#### Person or Persons Responsible

Administrator, Nadia Pallais, Instructional Coach and classroom teachers

#### Target Dates or Schedule

Administration will review lesson cycles. Projects and labs displayed at our Exhibit Nights.

#### Evidence of Completion

Exhibit Night and Projects.

**G4.** On the 2013 Science FCAT 2.0 57% of our students scored Level 3 or higher. Our goal for 2014 is 61%

**G4.B1** The results of the 2013 FCAT 2.0 Science assessment indicates that 38% of students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (level 3) by 3 percentage points to 41%.

**G4.B1.S1** Participate in Project Based Learning activities inspired by weekly instruction within museum's exhibits.

#### Action Step 1

Participate in Project Based Learning activities inspired by weekly instruction within museum's exhibits.

#### Person or Persons Responsible

Students in Grades 3-5

#### Target Dates or Schedule

In Fall and Spring

#### Evidence of Completion

Formative: Weekly chapter assessments, District Interim Assessments. Summative: 2014 FCAT assessment

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

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

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G5.** On the 2013 Math FCAT 2.0 66% of our students scored Level 3 or higher. Our goal for 2014 is 65%

**G5.B1** The results of the 2013 FCAT 2.0 Math assessment indicates that 41% of students achieved proficiency (level 3). Our goal for the 2013-2014 school year is to increase the number of students achieving proficiency (level 3) by 2 percentage points to 43%.

**G5.B1.S1** Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of two-dimensional shapes, measurement and identifying angles and transformations.

### Action Step 1

Provide opportunities for students to measure objects to the nearest whole milliliter, centimeter, or inch. Provide opportunities for students to identify benchmark angles and develop an understanding of area and determine the area of two dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a 3D object from a two dimensional representation and vice versa. Encourage students to use programs such as Think Central and FCAT Explorer at home or in math centers.

### Person or Persons Responsible

Rtl Leadership Team, 3-5 grade teachers and Principal

### Target Dates or Schedule

Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments.

### Evidence of Completion

Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment



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

Provide opportunities for students to measure objects to the nearest whole milliliter, centimeter, or inch. Provide opportunities for students to identify benchmark angles and develop an understanding of area and determine the area of two dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a 3D object from a two dimensional representation and vice versa. Encourage students to use programs such as Think Central and FCAT Explorer at home or in math centers.

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

Rtl Leadership Team, 3-5 grade teachers and Principal

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

Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments.

#### **Evidence of Completion**

Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

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

Provide opportunities for students to measure objects to the nearest whole milliliter, centimeter, or inch. Provide opportunities for students to identify benchmark angles and develop an understanding of area and determine the area of two dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a 3D object from a two dimensional representation and vice versa. Encourage students to use programs such as Think Central and FCAT Explorer at home or in math centers.

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

Rtl Leadership Team, 3-5 grade teachers and Principal

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

Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments.

#### **Evidence of Completion**

Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

**G5.B2** The results of the 2013 FCAT 2.0 Math assessment indicates that 24% of students achieved proficiency (levels 4 and 5). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (levels 4 and 5) by 1 percentage point to 25%

**G5.B2.S1** Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of two-dimensional shapes, measurement and identifying angles and transformations.

### **Action Step 1**

Provide opportunities for students make relationships between geometry and measurement to real-world contexts. Provide opportunities for students to develop an understanding of angles, two and three dimensional objects, and using different strategies to solve problems involving volume and surface area of prisms. Encourage students to use programs such as Think Central and FCAT Explorer at home or in math centers.

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

Administrator, Rtl Leadership Team, Teachers grade 3-5

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

Ongoing classroom assessments/ observations-walk throughs focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments

#### **Evidence of Completion**

How to monitor progress - Assessment(s): Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

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

Provide opportunities for students to make relationships between geometry and measurement to real-world contexts. Provide opportunities for students to develop an understanding of angles, two and three dimensional objects, and using different strategies to solve problems involving volume and surface area of prisms. Encourage students to use programs such as Think Central and FCAT Explorer at home or in math centers.

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

Administrator, Rtl Leadership Team, Teachers grade 3-5

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

Ongoing classroom assessments/ observations-walk throughs focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments

#### **Evidence of Completion**

Assessment(s): Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

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

Provide opportunities for students to make relationships between geometry and measurement to real-world contexts. Provide opportunities for students to develop an understanding of angles, two and three dimensional objects, and using different strategies to solve problems involving volume and surface area of prisms. Encourage students to use programs such as Think Central and FCAT Explorer at home or in math centers.

### **Person or Persons Responsible**

Administrator, RtI Leadership Team, Teachers grade 3-5

### **Target Dates or Schedule**

Ongoing classroom assessments/ observations-walk throughs focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments

### **Evidence of Completion**

Assessment(s): Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

**G5.B3** The results of the 2013 FCAT 2.0 Math assessment indicates that 59% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 63%.

**G5.B3.S1** Using Mathematical Practices of the Common Core State Standards support mathematical fluency and problem solving in the area of - relating decimals, fractions, and percent's; proficiency in the areas of two-dimensional shapes, measurement and identifying angles and transformations.

### **Action Step 1**

Provide opportunities for students to compare and order fractions , mixed numbers, and decimals in the same or different forms. Provide opportunities for students to solve problems based on geometric properties of figures or horizontal and vertical movements of location of ordered pairs in the first quadrant of coordinate plane.

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

Administrator, Rtl Leadership Team and Teachers grades 3-5

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

Ongoing classroom assessments/ observations-walk throughs focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments.

#### **Evidence of Completion**

Assessment(s): Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

#### **Facilitator:**

Charlene Betancourt

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B3.S1**

Provide opportunities for students to compare and order fractions , mixed numbers, and decimals in the same or different forms. Provide opportunities for students to solve problems based on geometric properties of figures or horizontal and vertical movements of location of ordered pairs in the first quadrant of coordinate plane

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

Administrator, RtI Leadership Team and Teachers grades 3-5

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

Ongoing classroom assessments/ observations-walk throughs focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments.

#### **Evidence of Completion**

Assessment(s): Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

### **Plan to Monitor Effectiveness of G5.B3.S1**

Provide opportunities for students to compare and order fractions , mixed numbers, and decimals in the same or different forms. Provide opportunities for students to solve problems based on geometric properties of figures or horizontal and vertical movements of location of ordered pairs in the first quadrant of coordinate plane

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

Administrator, RtI Leadership Team and Teachers grades 3-5

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

Ongoing classroom assessments/ observations-walk throughs focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments.

#### **Evidence of Completion**

Assessment(s): Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

**G5.B4** The results of the 2013 FCAT 2.0 Mathematics assessment indicates that 59% of the lowest 25% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of the lowest 25% of students making learning gains by 4 percentage points to 63%.

**G5.B4.S1** Using Mathematical Practices of the Common Core State Standards support mathematical fluency and problem solving in the area of relating decimals, fractions, and percents and proficiency in the areas of two-dimensional shapes, measurement and identifying angles and transformations.

### **Action Step 1**

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms. Also, provide opportunities for students to solve problems based on geometric properties of figures or horizontal and vertical movements of location of ordered pairs in the first quadrant of coordinate plane.

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

Administration, Rtl Leadership Team and Teachers Grades 3-5

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

Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments

#### **Evidence of Completion**

Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

### **Plan to Monitor Fidelity of Implementation of G5.B4.S1**

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

Administration, Rtl Leadership Team and Teachers Grades 3-5

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

Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments

#### **Evidence of Completion**

Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

## Plan to Monitor Effectiveness of G5.B4.S1

### Person or Persons Responsible

Administration, RtI Leadership Team and Teachers Grades 3-5

### Target Dates or Schedule

Ongoing classroom assessments/ observations focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments

### Evidence of Completion

Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment

**G6.** On the 2013 Writing FCAT 2.0 56% of our students scored Level 3.5 or higher. Our goal for 2014 is 60%

**G6.B1** The results of the 2013 Writing FCAT assessments indicates that 56% of students achieved proficiency (3.5 or above). Our goal is to increase the level of proficiency (3.5 or above) by 4 percentage points to 60%.

**G6.B1.S1** Use revising/editing charts, teacher conferencing and peer editing.

### Action Step 1

Provide students with the appropriate tools or strategies to evaluate and revise the draft. This will be done both in teacher conference and using collaborative discussions among peers. Students will use revising/editing charts to add supporting details, and using transitions that connect the supporting details.

### Person or Persons Responsible

Administrator, RtI Leadership Team and fourth grade teachers.

### Target Dates or Schedule

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Review and discuss data with teachers to determine student growth as needed.

### Evidence of Completion

Formative: Students' scores on writing monthly assessments. Student scores on the pre, mid-year and post District Writing test. Summative: 2014 FCAT Writing Assessment.

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

Provide students with the appropriate tools or strategies to evaluate and revise the draft. This will be done both in teacher conference and using collaborative discussions among peers. Students will use revising/editing charts to add supporting details, and using transitions that connect the supporting details.

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

Administrator, RtI Leadership Team and fourth grade teachers.

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

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Review and discuss data with teachers to determine student growth as needed.

#### **Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Student scores on the pre, mid-year and post District Writing test. Summative:2014FCAT Writing Assessment.

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

Provide students with the appropriate tools or strategies to evaluate and revise the draft. This will be done both in teacher conference and using collaborative discussions among peers. Students will use revising/editing charts to add supporting details, and using transitions that connect the supporting details.

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

Administrator, RtI Leadership Team and fourth grade teachers.

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

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Review and discuss data with teachers to determine student growth as needed.

#### **Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Student scores on the pre, mid-year and post District Writing test. Summative:2013 FCAT Writing Assessment.



**G7.** On the 2013 Reading FCAT 2.0 72% of our students scored Level 3 or higher. Our goal for 2014 is 73%

**G7.B1 AMO:** The results of the 2013 FCAT 2.0 Reading assessment indicates that our white subgroup did not make AMO, scoring 71%. Our target for the 2013 - 2014 school is to increase the level of our white subgroup by 7% points to 78%

**G7.B1.S1** Include text feature charts and text feature analysis.

### **Action Step 1**

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

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

Rtl Leadership Team and Teachers

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

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

Administrator, Rtl Leadership Team and Teachers

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

### **Person or Persons Responsible**

Administrator, RtI Leadership Team and Teachers

### **Target Dates or Schedule**

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

**G7.B2** Level 3: The results of the 2013 FCAT 2.0 Reading assessment indicates that 34% of students achieved proficiency (Level 3) Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency (level 3) by 1% percentage point to 35%.

**G7.B2.S1** Grade 3: author's purpose chart, two column notes including opinion/ support, conclusion/ support, cause/ effect, time line, informational text structure chart, and main idea table Grade 4: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word. Grade 5: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word.

### **Action Step 1**

Grade 3: Instruction will include reading and comprehending literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring to the text as the basis for the answers. Grade 4: During pre-reading activities educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Grade 5: Instruction will be given on the meaning of words, phrases and special expressions, paying special attention to the familiar root and affixes derived from Greek and Latin. Students will develop a response journal and the teacher will provide opportunities in determining the meaning of words and phrases as they are used in the text.

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

Grade 3-5 teachers.

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

Language Arts and Reading

#### **Evidence of Completion**

Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR.  
Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

#### **Facilitator:**

McGraw Hill Reading Wonders Weniers

#### **Participants:**

Teachers Grades 3-5

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

### Reading Strategies

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

Fidelity will be monitored by Rtl Leadership Team and Teachers

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance

#### **Evidence of Completion**

Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

### Reading Strategies

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

Effectiveness will be monitored by Rtl Leadership Team and Teachers

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance

#### **Evidence of Completion**

Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

**G7.B3** Level 4 & 5: The results of the 2013 FCAT 2.0 Reading assessment indicates that 37% of students achieved above proficiency (Level 4-5) Our goal for the 2013-2014 school year is to maintain the percentage of students achieving above proficiency (Level 4-5) at 47% percentage points.

**G7.B3.S1** Grade 3: Word walls, context clue chart, personal dictionaries. Grade 4: text feature chart and text feature analysis Grade 5: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word.

### **Action Step 1**

Grade 3: Instruction will include teaching reading strategies that help students determine meaning of words and phrases as they are used in a text. Teachers will provide instruction using context clues allowing for students to build their general knowledge of words and word relationships and the multiple meaning of words. Instruction will provide students with the opportunity to read in all content areas. Grade 4: Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Grade 5: Instruction will be given on the meaning of words, phrases and special expressions, paying special attention to the familiar root and affixes derived from Greek and Latin. Students will develop a response journal and the teacher will provide opportunities in determining the meaning of words and phrases as they are used in the text

### **Person or Persons Responsible**

Rtl Leadership Team and Teachers

### **Target Dates or Schedule**

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

Grade 3: Instruction will include teaching reading strategies that help students determine meaning of words and phrases as they are used in a text. Teachers will provide instruction using context clues allowing for students to build their general knowledge of words and word relationships and the multiple meaning of words. Instruction will provide students with the opportunity to read in all content areas. Grade 4: Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Grade 5: Instruction will be given on the meaning of words, phrases and special expressions, paying special attention to the familiar root and affixes derived from Greek and Latin. Students will develop a response journal and the teacher will provide opportunities in determining the meaning of words and phrases as they are used in the text.

### **Person or Persons Responsible**

Rtl Leadership Team and Teachers

### **Target Dates or Schedule**

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance

### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

Grade 3: Instruction will include teaching reading strategies that help students determine meaning of words and phrases as they are used in a text. Teachers will provide instruction using context clues allowing for students to build their general knowledge of words and word relationships and the multiple meaning of words. Instruction will provide students with the opportunity to read in all content areas. Grade 4: Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Grade 5: Instruction will be given on the meaning of words, phrases and special expressions, paying special attention to the familiar root and affixes derived from Greek and Latin. Students will develop a response journal and the teacher will provide opportunities in determining the meaning of words and phrases as they are used in the text.

### **Person or Persons Responsible**

Rtl Leadership Team and Teachers

### **Target Dates or Schedule**

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance

### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

**G7.B4 Learning Gains:** The results of the 2013 FCAT 2.0 Reading assessment indicate that 64% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 68%.

**G7.B4.S1** Text feature chart and text feature analysis and author's purpose chart, two column notes (opinion/ support, conclusion/ support, and cause/ effect), main idea table, summary pyramid, common theme in literature.

### **Action Step 1**

Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

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

Administrator, RtI Leadership Team and Teachers Grade 3-5

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

Reading and Language Arts

#### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

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

Administrator, RtI Leadership Team and Teachers Grade 3-5

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### **Evidence of Completion**

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment



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

Instruction will include the use of real world documents such as how-to articles, brochures, fliers and websites. Instruction will include locating, interpreting and organizing information. Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

### Person or Persons Responsible

Administrator, RtI Leadership Team and Teachers Grade 3-5

### Target Dates or Schedule

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### Evidence of Completion

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

**G7.B5** Lowest 25%: The results of the 2013 FCAT 2.0 Reading assessment indicate that 64% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 68%.

**G7.B5.S1** Grade 3 & 4: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word. Grade 5: author's purpose chart, two column notes (opinion/ support, conclusion/ support, and cause/ effect), main idea table, summary pyramid, common theme in literature.

### Action Step 1

Grade 3 & 4: During pre-reading activities educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Grade 5: Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

### Person or Persons Responsible

RtI Leadership Team and Teachers

### Target Dates or Schedule

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### Evidence of Completion

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

Grade 3 & 4: During pre-reading activities educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Grade 5: Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

#### Person or Persons Responsible

Rtl Leadership Team and Teachers

#### Target Dates or Schedule

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### Evidence of Completion

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

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

Grade 3 & 4: During pre-reading activities educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Grade 5: Instruction will include grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

#### Person or Persons Responsible

Rtl Leadership Team and Teachers

#### Target Dates or Schedule

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide time during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### Evidence of Completion

Assessment(s): Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR. Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

**G7.B6** Cella Listening Speaking: Based on the 2013 CELLA scores, 49% of students were proficient in Listening and Speaking. Our goal for the 2013-2014 school year is to increase the percentage of students proficient in Listening and Speaking by 5 percentage points to 54%.

**G7.B6.S1** Grades 1-2: Illustrating and Labeling Grades 3 & 4: Choral Reading Grade 5: Process Writing

### **Action Step 1**

Grades 1 & 2: Provide students with the opportunity to write, label and illustrate within the class. Grades 3 & 4: Students will be provided with the opportunity to participate in choral reading in which one or more students read an assigned texts aloud and in synchrony. Grade 5: Students will be provided with instruction on the writing process in these steps: planning, drafting, revising, editing, and publishing, as well as sharing and responding to writing.

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

Rtl Leadership Team and Teachers

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

Review of oral presentations and group projects ensure progress and adjust curriculum focus based on data reports. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### **Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

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

Grades 1 & 2: Provide students with the opportunity to write, label and illustrate within the class. Grades 3 & 4: Students will be provided with the opportunity to participate in choral reading in which one or more students read an assigned texts aloud and in synchrony. Grade 5: Students will be provided with instruction on the writing process in these steps: planning, drafting, revising, editing, and publishing, as well as sharing and responding to writing.

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

Rtl Leadership Team and Teachers

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

Review of oral presentations and group projects ensure progress and adjust curriculum focus based on data reports. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### **Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

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

Grades 1 & 2: Provide students with the opportunity to write, label and illustrate within the class. Grades 3 & 4: Students will be provided with the opportunity to participate in choral reading in which one or more students read an assigned texts aloud and in synchrony. Grade 5: Students will be provided with instruction on the writing process in these steps: planning, drafting, revising, editing, and publishing, as well as sharing and responding to writing.

### Person or Persons Responsible

Rtl Leadership Team and Teachers

### Target Dates or Schedule

Review of oral presentations and group projects ensure progress and adjust curriculum focus based on data reports. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### Evidence of Completion

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

**G7.B7** CELLA Reading: Based on the 2013 CELLA scores, 28% of students were proficient in Reading. Our goal for the 2013-2014 school year is to increase the percentage of students proficient in Reading by 7 percentage points to 35%.

## G7.B7.S1 Question-Answer Relationship (QAR)

### Action Step 1

Help students identify different question types and teaching text organization. Differentiate the instruction in order to work with students on their individual levels and to aid in understanding such concepts.

### Person or Persons Responsible

Rtl Leadership Team and Teachers

### Target Dates or Schedule

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### Evidence of Completion

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

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

Help students identify different question types and teaching text organization. Differentiate the instruction in order to work with students on their individual levels and to aid in understanding such concepts.

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

Rtl Leadership Team and Teachers

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### **Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

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

Help students identify different question types and teaching text organization. Differentiate the instruction in order to work with students on their individual levels and to aid in understanding such concepts.

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

Rtl Leadership Team and Teachers

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

Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

#### **Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

**G7.B8** CELLA Writing: Based on the 2013 CELLA scores, 28% of students were proficient in Writing. Our goal for the 2013-2014 school year is to increase the percentage of students proficient in Writing by 7 percentage points to 35%.

**G7.B8.S1** Introduce graphic organizers and process writing strategies.

**Action Step 1**

Provide a framework for planning, revising, editing and publishing. Create projects that promote letter writing, journal writing and story writing.

**Person or Persons Responsible**

Rtl Leadership Team and Teachers

**Target Dates or Schedule**

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

**Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

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

Provide a framework for planning, revising, editing and publishing. Create projects that promote letter writing, journal writing and story writing.

**Person or Persons Responsible**

Rtl Leadership Team and Teachers

**Target Dates or Schedule**

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

**Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Summative:2014 FCAT Writing Assessment and 2014 CELLA assessment.

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

Provide a framework for planning, revising, editing and publishing. Create projects that promote letter writing, journal writing and story writing.

### **Person or Persons Responsible**

RtI Leadership Team and Teachers

### **Target Dates or Schedule**

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Provide during curriculum meetings to share best practices and reflect on additional needs based on data reports and student performance.

### **Evidence of Completion**

Formative: Students' scores on writing monthly assessments. Summative: 2014 FCAT Writing Assessment and 2014 CELLA assessment.

## 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.*

**G5.** On the 2013 Math FCAT 2.0 66% of our students scored Level 3 or higher. Our goal for 2014 is 65%

**G5.B3** The results of the 2013 FCAT 2.0 Math assessment indicates that 59% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 63%.

**G5.B3.S1** Using Mathematical Practices of the Common Core State Standards support mathematical fluency and problem solving in the area of - relating decimals, fractions, and percent's; proficiency in the areas of two-dimensional shapes, measurement and identifying angles and transformations.

### PD Opportunity 1

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms. Provide opportunities for students to solve problems based on geometric properties of figures or horizontal and vertical movements of location of ordered pairs in the first quadrant of coordinate plane.

#### Facilitator

Charlene Betancourt

#### Participants

All Teachers

#### Target Dates or Schedule

Ongoing classroom assessments/ observations-walk throughs focusing on students' ability to understand geometry and measurement. Ongoing assessment of student work. Benchmark Assessments.

#### Evidence of Completion

Assessment(s): Formative: Biweekly assessments and District Interim Assessments. Summative: 2014 FCAT Assessment



**G7.** On the 2013 Reading FCAT 2.0 72% of our students scored Level 3 or higher. Our goal for 2014 is 73%

**G7.B2** Level 3: The results of the 2013 FCAT 2.0 Reading assessment indicates that 34% of students achieved proficiency (Level 3) Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency (level 3) by 1% percentage point to 35%.

**G7.B2.S1** Grade 3: author's purpose chart, two column notes including opinion/ support, conclusion/ support, cause/ effect, time line, informational text structure chart, and main idea table Grade 4: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word. Grade 5: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word.

### **PD Opportunity 1**

Grade 3: Instruction will include reading and comprehending literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring to the text as the basis for the answers. Grade 4: During pre-reading activities educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Grade 5: Instruction will be given on the meaning of words, phrases and special expressions, paying special attention to the familiar root and affixes derived from Greek and Latin. Students will develop a response journal and the teacher will provide opportunities in determining the meaning of words and phrases as they are used in the text.

#### **Facilitator**

McGraw Hill Reading Wonders Weniers

#### **Participants**

Teachers Grades 3-5

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

Language Arts and Reading

#### **Evidence of Completion**

Formative: Teacher-made assessments, Baseline assessment, Interim Assessment, and FAIR.  
Summative: Results from Interim Assessments, FAIR and 2014 FCAT Assessment

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
N/A		\$0
Total		\$0

### Budget Details

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

**G7.** On the 2013 Reading FCAT 2.0 72% of our students scored Level 3 or higher. Our goal for 2014 is 73%

**G7.B2** Level 3: The results of the 2013 FCAT 2.0 Reading assessment indicates that 34% of students achieved proficiency (Level 3) Our goal for the 2013-2014 school year is to increase the level of students achieving proficiency (level 3) by 1% percentage point to 35%.

**G7.B2.S1** Grade 3: author's purpose chart, two column notes including opinion/ support, conclusion/ support, cause/ effect, time line, informational text structure chart, and main idea table Grade 4: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word. Grade 5: Word walls, context clue chart, multiple meaning chart, personal dictionaries, spectrum of a word.

### **Action Step 1**

Grade 3: Instruction will include reading and comprehending literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring to the text as the basis for the answers. Grade 4: During pre-reading activities educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Grade 5: Instruction will be given on the meaning of words, phrases and special expressions, paying special attention to the familiar root and affixes derived from Greek and Latin. Students will develop a response journal and the teacher will provide opportunities in determining the meaning of words and phrases as they are used in the text.

#### **Resource Type**

Professional Development

#### **Resource**

Reading Wonders Webinars Provided by the Publisher Reading Wonders PD Provided by the District

#### **Funding Source**

N/A

#### **Amount Needed**

\$0