# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Robert Russa Moton Elementary School
18050 HOMESTEAD AVE
Perrine, FL 33157
305-235-3612
http://rrmoton.dadeschools.net/

## School Demographics

| | | |
|---|---|---|
| **School Type** | **Title I** | **Free and Reduced Lunch Rate** |
| Elementary School | Yes | 98% |
| **Alternative/ESE Center** | **Charter School** | **Minority Rate** |
| No | No | 99% |

## School Grades History

| **2013-14** | **2012-13** | **2011-12** | **2010-11** |
|---|---|---|---|
| D | C | C | D |

## SIP Authority and Template

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

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

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

## Table of Contents

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
| --- | --- | --- |
| Focus Year 1 | 5 | Gayle Sitter |

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

# Current School Status

## School Information

### School-Level Information

**School**
Robert Russa Moton Elementary School

**Principal**
Eric Wright L

**School Advisory Council chair**
Mona Bernard

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

| Name | Title |
| --- | --- |
| Eric Wright | Principal |
| Shauana L. Hughes | Assistant Principal |
| Suzette Cruz | Reading Coach |
| Sandra Valenzuela | STEM Coach |
| Mona Bernard | EESAC/Teacher |
| Rina Rodriguez | Counselor |
| Rosa Ansoleaga | Magnet Lead Teacher |
| Rae Kaplan | Teacher |
| Maria Rappaport | Media Specialist |

### 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)
Alternate Principal (1)
Teachers (5)
Parents(8)
UTD Steward (1)
Business/Community Representative (1)
Student(1)

Alternate Student(1)
Alternate Educational Support(1)
Alternate Teacher/Paraprofessional (1)
Educational Support Employee (1)

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

The Educational Excellence School Advisory Council (EESAC) Committee will review the School Improvement Plan and provide input to promote student achievement during regularly scheduled EESAC meetings. The grade level representation will disseminate the information to increase school-wide collaboration and implementation.

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

The Educational Excellence School Advisory Council (EESAC) Committee will meet on a regular basis to address the following topics: professional development, instructional materials, instructional technology, student support services, discipline, safety concerns and resource allocation. Most importantly, however, the EESAC is the sole body responsible for final-decision-making relating to the implementation of the School Improvement Plan (SIP). To this end, the EESAC will receive reports on the status of the implementation of the current SIP on a regular basis to include formative evaluation results to be used to monitor progress towards goal attainment. The ESSAC will ultimately develop and monitor the SIP throughout the current school year.

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

The EESAC is currently projecting the school improvement funds for library books in the amount of $552.12 as a carry over from the 2012-2013 school year. Remaining funds will support the strategies outlined in the school improvement plan and teacher supplies.

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

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

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

### Administrators

#### # of administrators
2

#### # receiving effective rating or higher
(not entered because basis is < 10)

#### Administrator Information:

| Eric Wright L | | |
| --- | --- | --- |
| Principal | Years as Administrator: 6 | Years at Current School: 4 |
| **Credentials** | Bachelor of Science in Human Resource Management<br>Masters of Science in Reading and Special Education<br>Certifications:<br>Educational Leadership and Supervision | |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 37%<br>Math Proficiency, 42%<br>Rdg. Lrg. Gains, 72 points<br>Math Lrg. Gains, 74points<br>Rdg. Imp. of Lowest 25% - 77 points<br>Math Imp. of Lowest 25% - 76 points<br>Rdg. AMO No<br>Math AMO No<br>2012 – School Grade C<br>Rdg. Proficiency, 39%<br>Math Proficiency, 33%<br>Rdg. Lrg. Gains, 63 points<br>Math Lrg. Gains, 59points<br>Rdg. Imp. of Lowest 25% - 67 points<br>Math Imp. of Lowest 25% - 62 points<br>Rdg. AMO No<br>Math AMO No<br>2011-School Grade C<br>High Standards Rdg 48%<br>High Standards Math 43%<br>Learning Gains Rdg 61%<br>Learning Gains Math 61%<br>Gains Rdg 25% Rdg 72%<br>Gains Math 25% Math 66%<br>AYP No<br>2010-School Grade C<br>High Standards Rdg<br>High Standards Math<br>Learning Gains Rdg<br>Learning Gains Math<br>Gains Rdg 25% Rdg<br>Gains Math 25% Math<br>AYP No<br>2009- School Grade C<br>High Standards Rdg 63%<br>High Standards Math 59%<br>Learning Gains Rdg 53points<br>Learning Gains Math 64 points | |

Gains Rdg 25% Rdg 46points
Gains Math 25% Math 66points
AYP No

| **Shauana L. Hughes** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |

| | |
|---|---|
| **Credentials** | Educational Specialist in Educational Leadership<br>Masters of Science in Urban Education/TESOL<br>Bachelor of Science in Elementary Education<br>Certifications:<br>Elementary Ed. 1-6<br>Middle Grades English<br>Educational Leadership |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 37%<br>Math Proficiency, 42%<br>Rdg. Lrg. Gains, 72 points<br>Math Lrg. Gains, 74points<br>Rdg. Imp. of Lowest 25% -<br>77 points<br>Math Imp. of Lowest 25% -<br>76 points<br>Rdg. AMO No<br>Math AMO No<br>2012- School Grade C<br>Rdg. Proficiency, 35%<br>Math Proficiency, 40%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 68 points<br>Rdg. Imp. Of Lowest 25%-<br>73 points<br>Math Imp. of Lowest 25% -<br>65 points<br>Rdg. AMO No<br>Math AMO No<br>2011- N/A Not assigned<br>to a school-site<br>2010-N/A- Not assigned<br>to a school-site<br>2009- School Grade C<br>High Standards Rdg 57%<br>High Standards Math 62%<br>Learning Gains Rdg 32%<br>Learning Gains Math 59%<br>Gains Rdg 25% Rdg 50%<br>Gains Math 25% Math 61%<br>AYP- No |

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Suzette Cruz | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 7 | Years at Current School: 13 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | Masters of Science in Reading and Learning Disabilities<br>Bachelors of Science in Elementary Education<br>Certifications:<br>Reading K-12 |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 37%<br>Math Proficiency, 42%<br>Rdg. Lrg. Gains, 72 points<br>Math Lrg. Gains, 74points<br>Rdg. Imp. of Lowest 25% -<br>77 points<br>Math Imp. of Lowest 25% -<br>76 points<br>Rdg. AMO No<br>Math AMO No<br>2012- School Grade C<br>Rdg. Proficiency, 35%<br>Math Proficiency, 40%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 68 points<br>Rdg. Imp. Of Lowest 25%-<br>73 points<br>Math Imp. of Lowest 25% -<br>65 points<br>Rdg. AMO No<br>Math AMO No<br>2011- School Grade D<br>High Standards Rdg 55%<br>High Standards Math 51%<br>Learning Gains Rdg 57 points<br>Learning Gains Math 48 points<br>Gains Rdg 25% Rdg 47 points<br>Gains Math 25% Math 50 points<br>AYP No<br>2010- School Grade C<br>High Standards Rdg 62%<br>High Standards Math 62%<br>Learning Gains Rdg 64 points<br>Learning Gains Math58 points<br>Gains Rdg 25% Rdg 53 points<br>Gains Math 25% Math 65 points<br>AYP No<br>2009- School Grade C<br>High Standards Rdg 63%<br>High Standards Math 59%<br>Learning Gains Rdg 53points |

Learning Gains Math 64 points
Gains Rdg 25% Rdg 46points
Gains Math 25% Math 66points
AYP No

| Sandra Valenzuela | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 6 |

| | |
|---|---|
| **Areas** | Mathematics, Science |
| **Credentials** | Bachelors of Science in Elementary Education |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 37%<br>Math Proficiency, 42%<br>Rdg. Lrg. Gains, 72 points<br>Math Lrg. Gains, 74points<br>Rdg. Imp. of Lowest 25% -<br>77 points<br>Math Imp. of Lowest 25% -<br>76 points<br>Rdg. AMO No<br>Math AMO No<br>2012- School Grade C<br>Rdg. Proficiency, 35%<br>Math Proficiency, 40%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 68 points<br>Rdg. Imp. Of Lowest 25%-<br>73 points<br>Math Imp. of Lowest 25% -<br>65 points<br>Rdg. AMO No<br>Math AMO No<br>2011- School Grade D<br>High Standards Rdg 55%<br>High Standards Math 51%<br>Learning Gains Rdg 57 points<br>Learning Gains Math 48 points<br>Gains Rdg 25% Rdg 47 points<br>Gains Math 25% Math 50points<br>AYP No<br>2010- School Grade C<br>High Standards Rdg 62%<br>High Standards Math 62%<br>Learning Gains Rdg 64 points<br>Learning Gains Math58 points<br>Gains Rdg 25% Rdg 53 points<br>Gains Math 25% Math 65points<br>AYP No<br>2009- School Grade C<br>High Standards Rdg 63%<br>High Standards Math 59%<br>Learning Gains Rdg 53points<br>Learning Gains Math 64 points<br>Gains Rdg 25% Rdg 46points |

Gains Math 25% Math 66points
AYP No

## Classroom Teachers

**# of classroom teachers**
31

**# receiving effective rating or higher**
30, 97%

**# Highly Qualified Teachers**
61%

**# certified in-field**
31, 100%

**# ESOL endorsed**
20, 65%

**# reading endorsed**
2, 6%

**# with advanced degrees**
12, 39%

**# National Board Certified**
1, 3%

**# first-year teachers**
1, 3%

**# with 1-5 years of experience**
4, 13%

**# with 6-14 years of experience**
14, 45%

**# with 15 or more years of experience**
12, 39%

## Education Paraprofessionals

**# of paraprofessionals**
2

**# Highly Qualified**
2, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**
0

**# 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**

The administration has partnered with local colleges/universities to receive prospective teachers to complete pre-service hours with highly qualified classroom teachers. The administration supports teachers through providing guidance in educational shifts and collaborative structures. Teachers are provided common planning to participate in preparing for the delivery of effective instruction, professional collaboration and collegial support. Administrators provide information regarding opportunities for professional development through training, grant opportunities and/or availability of educational resources.

## 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**

Support is provided to the teacher by the mint certified teacher, the grade level chairperson and instructional coaches .
The mint certified teacher teacher has a commitment to professional learning evidenced by frequent participation in PD and application. The mentoring teacher will engage in modeling best practices support in classroom procedures and planning with the mentee.

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

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

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

The MTSS Team implements the SIP by ensuring that evidence is produced from the strategies and monitoring the effectiveness of strategies through data. The MTSS Team and SIP structures address the effectiveness of core instruction through the utilization of using district pacing guides, the core series, adherence to instructional blocks and differentiated instruction based on the grade level standards within the curriculum. Resources of allocation are managed through the administration in the form of hourly teachers, interventionist, security personnel, incentives tied to attendance and behavior, teacher materials and instructional resources to support needs in the area of academics and behavior. Teacher support systems are established through mentoring, common planning, professional learning communities, professional development opportunities, fully released instructional coaches and student services personnel. Small group and individual student needs are met through differentiated instruction, intervention and enrichment structure, supplemental technology programs, Functional Assessment of Behavior (FAB) Plans, andBehavior Intervention Plans (BIP). This process is monitored as outlined by the MTSS/RtI Team due to the structure of the roles and responsibilities and administrative fidelity checks.

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

Eric Wright, Principal: Facilitator
Shauana L. Hughes, Assistant Principal: Facilitator
Rina Rodriguez, School Counselor: Provide Progress/Status on Students in Tier II and Tier III Behavior/ Academic and attendance information
Suzette Cruz, Reading Coach: Provide Current Reading Data and Report Information on Effectiveness of Strategies in Reading and Writing
Sandra Valenzuela, STEM Coach: Provide Current Mathematics and Science Data and Information on the Effectives of Strategies in Mathematics/Science
Maria Rappaport, Media Specialist: Discuss and provide information on student progress on technology based programs(i.e.. SuccessMaker, Reading Plus, Accelerated Reader, Riverdeep)
Rae Kaplan, Primary Classroom Teacher: Provide input to the process and decisions made based on their experience, current assignment and parental/community interest
Mona Bernard, EESAC Chairperson/ Intermediate Classroom Teacher: Provide input to the process and decisions made based on their experience, current assignment and parental/community interest
Sharon Ware, SPED Teacher: Provide SPED Students' academic progress in reading. mathematics, writing and science through data and discuss accommodations which yield academic success
Rosa Ansoleaga, Lead Magnet Teacher: Provide documentation regarding the impact or direct correlation to arts integration to students identified as Tier II and Tier III.

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

The Leadership Team documents the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in meetings that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process is the structure for meetings and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Academic
•Baseline data: FAIR(AP1), Baseline Benchmark Assessment, Writing Pretests(Grade 4)
•Progress Monitoring: FAIR-OPM, Interim Assessment(Fall), School site Focus Calendar Assessments (FCAs), WonderWorks In-program Assessment
•Midyear: Florida Assessments for Instruction in Reading (AP2) and Interim Assessments in Reading, Mathematics, Science(Winter and Mock , if applicable) Midyear Writing
•End of year: FAIR(AP3), FCAT 2.0(Reading, Mathematics, Writing and Science)
Data management tools will include Edusoft, PMRN, and writing data will be compiled through team efforts to calibrate scoring to monitor writing progress
Behavior
• Student Case Management System
• Detentions
• Referrals concerning student behavior
• Counselor Referrals to the School Counselor
• School Climate surveys
• Attendance
• FAB/BIP procedures
Referrals to special education programs

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

Monthly meetings will be held to address the MTSS/RtI process. Grade level meeting minutes will reflect discussion and action steps that reflects MTSS/ RtI.
Curriculum coaches will identify and monitor students' progress through assessment data and progress monitoring. The school counselor will counsel students in the dimension of study habits and making good choices. Parents will be informed of the process through Parent Meetings coordinated by the Community Involvement Specialist.

## 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:** 6,000

Students in grades 3-5 participate in a structured afterschool program that employs academic-focused project-based learning in Reading, Mathematics and Science. Students will conduct research and attend fieldtrips to increase exposure and inquiry. Teachers will participate in professional development focused on engaging adult family members using research-based culturally sensitive communication.

### Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Effectiveness of the strategies used during the afterschool program are monitored through data trendss in pre-post tests, Lexile scores, FAIR, Interim Assessments, Student School Grades, and the Spring Administration of FCAT 2.0. Teacher surveys are also provided to gauge improvement in students' progress as a result of participating in the program. Effectiveness of professional development will be monitored by family retention and participation in the afterschool program.

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

The coordinator, site director and the assistant director are responsible for monitoring the implementation of the strategies daily. Monthly meetings are held with school site administration to address the effectiveness of strategies and program goals.

## Literacy Leadership Team (LLT)

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

| Name | Title |
| --- | --- |
| Eric Wright | Principal |
| Shauana Hughes | Assistant Principal |
| Rina Rodriguez | School Counselor |
| Suzette Cruz | Reading Coach |

| Name | Title |
|------|-------|
| Sandra Valenzuela | Mathematics Coach |
| Maria Rappaport | Media Specialist |
| Rae Kaplan | Primary Classroom Teacher |
| Mona Bernard | EESAC Chairpesron/Intermediate Classroom Teacher |
| Sharon Ware | SPED Teacher |
| Rosa Ansoleaga | Magnet Lead Teacher |

**How the school-based LLT functions**

Robert Russa Moton Elementary School's Literacy Leadership Team meets monthly to engage in building capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Each member will contribute to ensuring the major initiatives are executed.

**Major initiatives of the LLT**

To participate in a professional learning committee to address school wide literacy
To promote wide reading through the use of the school-wide reading program-Accelerated Reader
To conduct quarterly school-wide literacy activities/events to promote literacy

## Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.
At Robert Russa Moton, the phonological and Early Literacy Inventory (PELI) is administered to all Pre-K learners as a pre and post test. Low performing learners are identified to receive additional assistance. The Pre-K and K teachers collaboratively plan together to further assist the process so that the learners' needs are addressed and acted upon.
Robert Russa Moton will establish or expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of learners at the school. The principal will also meet with the center directors of neighborhood centers.
Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on learner performance, effective instructional methods, and developmental expectations.

## 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 | 48% | 37% | No | 53% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 44% | 36% | No | 50% |
| Hispanic | 71% | 45% | No | 74% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 30% | 19% | No | 37% |
| Economically disadvantaged | 48% | 19% | No | 53% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 31 | 26% | 49% |
| Students scoring at or above Achievement Level 4 | 11 | 9% | 11% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 72% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 77% | 79% |

### 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 | 30 | 63% | 67% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 0% |

### Area 3: Mathematics

**Elementary and Middle School Mathematics**

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 43% | 42% | No | 49% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 40% | 41% | Yes | 46% |
| Hispanic | 63% | 55% | No | 66% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 33% | 29% | No | 40% |
| Economically disadvantaged | 43% | 29% | No | 49% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 30 | 25% | 29% |
| Students scoring at or above Achievement Level 4 | 18 | 15% | 17% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | | 74% | 77% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 76% | 78% |

## 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 | *[data excluded for privacy reasons]* | | 24% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 5% |

**Florida Alternate Assessment (FAA)**

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

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 2 | | 2 |
| Participation in STEM-related experiences provided for students | | | |

## 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 | 35 | 10% | 9% |
| Students retained, pursuant to s. 1008.25, F.S. | 12 | 4% | 3% |
| Students who are not proficient in reading by third grade | 29 | 78% | 70% |
| Students who receive two or more behavior referrals | 52 | 15% | 2% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 12 | 3% | 2% |

# Goals Summary

**G1.**     Students scoring 3 or above on the 2013 Reading FCAT 2.0 will increase by 16 percentage points to 53 percentage points

**G2.**     Students scoring 3.5 or above on the 2013 Writing FCAT 2.0 will increase by 4 percentage points to 67 percentage points.

**G3.**     Students scoring 3 or above on the 2013 Math FCAT 2.0 will increase by 6 percentage points to 46 percentage points.

**G4.**     Students scoring 3 or above on the 2013 Science FCAT 2.0 will increase by 7 percentage points to 29 percentage points.

**G5.**     There will be increase participation in the STEM activities from 1 activity to 2 activities.

**G6.**     By the end of the 2013-2014 school year, students who have missed 10 percent or more of available Instructional Time will decrease 1 percentage point from 10% to 9%.

# Goals Detail

**G1.** Students scoring 3 or above on the 2013 Reading FCAT 2.0 will increase by 16 percentage points to 53 percentage points

### Targets Supported

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

### Resources Available to Support the Goal

- McGraw-Hill Reading materials

- ETO Reading materials

- Journals

- Tekboard

- Smart Board

- Reading Coach

- Arts Specialists

- Teachers

- School site Collaborative Instructional Strategies Training

- School site SuccessMaker training

- School site Wonderworks training

- School site Reciprocal Reading training

- School site Reading Plus training

- Field Trips

- PTA Fundraisers

- FCAT Family Nights

- Parental Involvement

### Targeted Barriers to Achieving the Goal

- The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for student subgroups scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/ standards in reporting Category 2.

- The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for student subgroups scoring at or above Level 3 is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

- The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

- The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

- The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

- The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

- The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

- The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

- The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring in the lowest 25 percentile is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/ standards in reporting Category

- The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring in the lowest 25 percentile is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

## Plan to Monitor Progress Toward the Goal

Following the FCIM Model, assessment data and observations from the Coaching Cycle

**Person or Persons Responsible**
MTSS/RtI Team

**Target Dates or Schedule:**
Quarterly

**Evidence of Completion:**
Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

**G2.** Students scoring 3.5 or above on the 2013 Writing FCAT 2.0 will increase by 4 percentage points to 67 percentage points.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- ETO Writing materials
- ETO Writing pacing guides
- Journals
- Tekboard
- Smart Board
- Reading Coach
- Arts Specialists
- School site Collaborative Instructional Strategies training
- Teachers
- School site Reading Plus training
- School site CPALMs training
- Field Trips
- PTA fundraisers
- FCAT Family Nights
- Parental involvement

### Targeted Barriers to Achieving the Goal

- The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Writing Test is in the focus of a main idea with ample development of supporting details to show and understanding of facts and/or opinions. Students need more opportunities with elaborating and organizing their ideas.

- The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Writing Test is in spelling, using spelling rules, orthographic patterns and generalizations. Students need more opportunities in the use of conventions.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from FCAT 2.0 Writing and District Writing assessments

### Person or Persons Responsible

Administrative Team and Instructional Coaches

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative: District Assessments and school-site Instructional Focus Calendar Assessments Summative: 2014 FCAT 2.0 Writing Assessment

**G3.** Students scoring 3 or above on the 2013 Math FCAT 2.0 will increase by 6 percentage points to 46 percentage points.

### Targets Supported

### Resources Available to Support the Goal

- Go Math Series

- Grab and Go Math Manipulatives

- Think Central website

- Successmaker

- Pacing Guides

- Item Specs

- Tekboard

- STEM Coach

- Art Specialists

- Teachers

- ETO-provided TLC packets

- Math IANs

- School-site collaborative instructional strategies trainings,CPALMs, GIZMO, Florida Focus Achieves website trainings

- PTA fundraisers

- Math and Science Family Nights

### Targeted Barriers to Achieving the Goal

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for student subgroups scoring at or above Level 3 on FCAT 2.0 assessments, or scoring at or above Level 4 was reporting Category 1 Base 10 and Fractions and reporting Category 3 Geometry and Measurement.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grades 3 and 4 students scoring at Achievement Level 3 was reporting Category 2 Fractions.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students scoring at Achievement Level 3 was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics was reporting Category 2 Fractions.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students scoring at or above Achievement Level 4 was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 3 and 4 students making learning gains in was reporting Category 2 Fractions.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students making learning gains was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 3 and 4 students in lowest 25% making learning gains was reporting Category 2 Fractions.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students in lowest 25% making learning gains was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement

**Plan to Monitor Progress Toward the Goal**

Follow FCIM model and use data from Interims

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

**G4.** Students scoring 3 or above on the 2013 Science FCAT 2.0 will increase by 7 percentage points to 29 percentage points.

### Targets Supported
- Science
- Science - Elementary School

### Resources Available to Support the Goal
- Science Lab
- Scott Foresman science lab materials
- Pacing Guides
- Item Specs
- Tekboard
- STEM Coach
- Art Specialists
- Teachers
- District-provided Essential Labs
- Science IANs
- School-site collaborative instructional strategies trainings,CPALMs, GIZMO, Florida Focus Achieves website training.
- AIMS manuals
- PTA fundraisers
- Science Fair boards
- Math and Science Family Nights

### Targeted Barriers to Achieving the Goal
- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science for students scoring FCAT 2.0 level 3 was reporting Category 1 Nature of Science. Students had a limited understanding of the processes included in scientific investigations.

- An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science for students scoring FCAT 2.0 level 4 and above was reporting Category 1 Nature of Science. Students had a limited understanding of the processes included in scientific investigations.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G5.** There will be increase participation in the STEM activities from 1 activity to 2 activities.

### Targets Supported
- STEM
- STEM - All Levels

### Resources Available to Support the Goal
- Science Lab
- Scott Foresman science lab materials
- Pacing Guides
- Item Specs
- Tekboard
- STEM Coach
- Art Specialists
- Teachers
- District-provided Essential Labs
- Science IANs
- School-site collaborative instructional strategies trainings,CPALMs, GIZMO, Florida Focus Achieves website training
- AIMS manuals
- PTA fundraiser
- Science Fair boards
- Math and Science Family Nights

### Targeted Barriers to Achieving the Goal
- There was limited participation in the school's science fair as well as the Fairchild Challenge.

## Plan to Monitor Progress Toward the Goal

Observations from school-wide participation, records of number of participating students per grade level, per activity

### Person or Persons Responsible
Administration Team and Instructional Coaches

### Target Dates or Schedule:
Quarterly

### Evidence of Completion:
Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department* Summative: 2014 FCAT 2.0 Science, Fairchild Challenge results.

**G6.** By the end of the 2013-2014 school year, students who have missed 10 percent or more of available Instructional Time will decrease 1 percentage point from 10% to 9%.

### Targets Supported
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal
- Attendance review committee
- school-wide positive behavior system
- Jaguar Store
- certificates
- awards
- ISIS Data system
- COGNOS
- Attendance reports
- parental involvement
- school rules
- MTSS/RtI Committee
- Discipline/Character Education committee

### Targeted Barriers to Achieving the Goal
- For the 2012-2013 school year, the average attendance was 97%.

## Plan to Monitor Progress Toward the Goal

Attendance reports and SCM reports will be collected and used to monitor the success of our programs. School attendance for the 2013-2014 school year will increase to 95% average and SCM referrals will decrease.

### Person or Persons Responsible
Administration Team, Attendance Review Committee, MTSS/RtI Team, and the Discipline/Character Education Committee.

### Target Dates or Schedule:
The committees meet quarterly for implementation and delivery. Teachers will monitor and confirm the attendance roster on a daily basis.

### Evidence of Completion:
Student SCM referrals will be collected and inputted into ISIS. Attendance reports will be printed and collected in order to evaluate the amount of students that are truant. Teachers will check the attendance board on a daily basis to correct any attendance errors that might have occurred.

# Action Plan for Improvement

**Problem Solving Key**

**G** = Goal          **B** = Barrier          **S** = Strategy

**G1.** Students scoring 3 or above on the 2013 Reading FCAT 2.0 will increase by 16 percentage points to 53 percentage points

**G1.B1** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for student subgroups scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category 2.

**G1.B1.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

### Action Step 1

Learners will utilize journals to log key elements in understanding various benchmarks/standards in Category 2.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student work folders, journals, teacher's lesson plan, District Interim Assessments and school-site Instructional Focus Calendar Assessments

### Action Step 2

Provide learners with small group Differentiated Instruction to scaffold reading skills through the use of intervention that consolidates the reading process of the reading block.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student work folders, journals, teacher's lesson plan, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 3**

Learners will use researched-based strategies such as CRISS to determine key elements in understanding text and to develop critical thinking skills.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student work folders, journals, teacher's lesson plan, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Facilitator:**

Reading Coach

**Participants:**

MTSS/RtI Team

**Action Step 4**

Learners will utilize the FCAT/Common Core State Standards Task Cards which will provide a model of higher-level questioning.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student work folders, journals, teacher's lesson plan, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 5**

Learners will access reading supplemental technology programs, SuccessMaker and Reading Plus, during the instructional day to reteach and enhance comprehension skills.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation in student work folders, journals, teacher's lesson plan, District Interim Assessments and school-site Instructional Focus Calendar Assessments

### Facilitator:

Reading Coach

### Participants:

MTSS/RtI Team

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

Monitor journals in order to remediate and correct student misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss reading content, share best practices, disseminate data, and engage in professional development as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

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

Following the FCIM model, assessment data and observations from Coaching Cycle

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

**G1.B2** The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for student subgroups scoring at or above Level 3 is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

**G1.B2.S1** Provide learners with the opportunities to use informational text to strengthen arguments to support their answers and to locate, analyze and organize information.

**Action Step 1**

Provide learners with real-world documents such as, how-to articles, brochures and websites to use text features to locate, interpret and organize information. .

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 2**

Learners will utilize the FCAT/Common Core State Standards Task Cards.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 3**

Learners will utilize the Time For Kids articles to locate, organize and analyze text features

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructonal Focus Calendar Asessments

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

Monitor journals in order to remediate and correct student misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss reading content, share best practices, disseminate data, and engage in professional development as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

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

Follow FCIM Model, assessment data and observation from the coaching cycle

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

**G1.B3** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

**G1.B3.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

### Action Step 1

Learners will utilize graphic organizers. The graphic organizers will be transferred to writing which will give learners a deeper understanding of the content focus.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 2**

Learners will use text dependent strategies such as Close reading to determine key elements in text.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Facilitator:**

Reading Coach

**Participants:**

Literacy Leadership Team

**Action Step 3**

Learners will keep a Reading Response Journal to log key elements in understanding various benchmarks/standards within Category 2.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

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

Monitor journals in order to remediate and correct learners misconceptions. Provide professional development during Common Planning meetings in order to share best practices and supply teachers with examples to build capacity. Conduct fidelity checks to ensure the usage of the shared best practices and strategies.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments Summative: 2014 FCAT 2.0 Reading Assessment

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

Follow FCIM Model, assessment data and observation from the coaching cycle.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments Summative: 2014 FCAT 2.0 Reading Assessment

**G1.B4** The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

**G1.B4.S1** Provide learners with the opportunities to use informational text to strengthen arguments to support their answers to locate, analyze and organize information.

### Action Step 1

Provide learners with real-world documents such as, how-to articles, brochures and websites to use text features to locate, organize and analyze information.

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

### Action Step 2

Learners will utilize the Time for Kids articles to locate, organize and analyze text features.

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 3**

Learners will utilize the FCAT/Common Core State Standards Task Cards which will provide a model of higher-level questioning and be able to create and answer FCAT/CCSS questions.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

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

Teachers will give students the opportunity to describe connections between particular sentences/ paragraphs and/or real-world documents to compare and contrast the themes, stories, topics and key details in one or two texts. Teachers will give students the opportunity to make connections between the text of a story, real-world documents or information presented. Teachers will give students the opportunity to analyze how the visual and multimedia elements draws information in the meaning and locating the details to answer and solve problems.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

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

Follow FCIM Model, assessment data and observation from the coaching cycle

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Reading Assessment

**G1.B5** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

**G1.B5.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

**Action Step 1**

Learners will utilized graphic organizers. Those graphic organizer will be transferred to writing to provide a deeper understanding of the content focus.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 2**

Learners will use text dependent strategies such as Close reading to determine key elements as in understanding text.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**Action Step 3**

Learners will keep a Reading Response Journal to support and practice reading comprehension strategies.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

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

Monitory journals in order to remediate and correct student misconceptions. Provide professional development during Common Planning Meetings in order to share best practices and supply teachers with examples to build capacity. Conduct fidelity checks to ensure the usage of the shared best practices. Conduct regular Common Planning Meetings in order to review and discuss reading content, share test strategies, disseminate data and engage in professional development as needed.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

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

Following the FCIM Model, assessment data and observations from the Coaching Cycle

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

**G1.B6** The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

**G1.B6.S1** Provide learners with the opportunities to use informational text to strengthen arguments to support their answers and to locate, analyze and organize information.

**Action Step 1**

Provide learners with real-world documents such as, how-to articles, brochures and websites to use text feature to locate, organize and analyze information.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 2**

Learners will utilize the Time for Kids articles to locate, organize and analyze text features.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 3**

Learners will utilize the FCAT/CCSS Task Cards which will provide a model of higher-level questioning and be able to create and answer FCAT/CCSS questions.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

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

Monitor journals in order to remediate and correct student misconceptions. Provide professional development during Common Planning Meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common Planning Meetings in order to review and discuss reading content, share best practices, disseminate data and engage in professional development as needed.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

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

Following the FCIM Model, assessment data and observations from the Coaching Cycle

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

**G1.B7** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

**G1.B7.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

### Action Step 1

Learners will participate in the District mandated intervention, Wonderworks.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student intervention journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 2**

Learners will interact with text using Reciprocal Reading approach to make sense of text that incorporates substantiated predictions, clue-based clarifications, FCAT/CCSS questions and summarizations.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

### Facilitator:

Reading Coach

### Participants:

Literacy Leadership Team

**Action Step 3**

Learners will use text dependent strategies such as Close reading to determine key elements to understand text.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 4**

Learners will use researched-based strategies such as CRISS to determine key elements in understanding text and to develop critical thinking skills. These strategies will be practiced throughout students' reading journals.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

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

Monitor journals in order to remediate and correct students misconceptions. Provide professional development during Common Planning Meetings in order to share best practices and supply teachers with examples to build capacity. Conduct fidelity checks to ensure the usage of the shared best practices. Conduct regular Common Planning Meetings in order to review and discuss reading content, share best practices, disseminate data and engage in professional development as needed.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and Instructional Focus Calendar Assessments

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

Following the FCIM Model, assessment data and observations from the Coaching Cycle

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and Instructional Focus Calendar Assessments

**G1.B8** The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

**G1.B8.S1** Provide learners with the opportunities to use informational text to strengthen arguments to support their answers, to locate, analyze and organize information.

### Action Step 1

Learners will utilize the Time for Kids articles during that incorporate TFK reading extension activities, question task cards and informational text strategies.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

### Action Step 2

Learners will utilize the FCAT/CCSS Task Cards which will provide a model of higher-level questioning and be able to answer and create FCAT/CCSS questions.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 3**

Learners will access reading supplemental technology programs like Reading Plus, to reteach and enhance comprehension skills.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

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

Review reports from Reading Plus to check for routine implementation Monitor journals in order to remediate and correct student misconceptions Provide professional development during Common Planning Meetings in order to share best practices and supply teachers with examples to build capacity. Conduct fidelity checks to ensure the usage of the shared best practices. Conduct regular Common Planning Meetings in order to review and discuss reading content, share best practices, disseminate data and engage in professional development as needed.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

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

Following the FCIM Model, assessment data and observations from the Coaching Cycle

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

**G1.B9** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring in the lowest 25 percentile is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category

**G1.B9.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

### Action Step 1

Provide learners with small group Differentiated Instruction to scaffold reading skills through the use of intervention that consolidates the reading process of the reading block.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 2**

Learners will use researched-based strategies such as CRISS to determine key elements in understanding text and to develop critical thinking skills.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 3**

Learners will access reading supplemental technology programs, SuccessMaker and Reading Plus, to reteach and enhance comprehension skills.

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

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

Review reports from SuccessMaker and Reading Plus to check for routine implementation. Monitor journals in order to remediate and correct student misconceptions. Provide professional development during Common Planning Meetings in order to share best practices and supply teacher with examples to building capacity. Conduct fidelity check to ensure the usage of the shared best practices. Conduct regular Common Planning Meetings in order to review and discuss reading content, share best practices, disseminate data and engage in professional development as needed.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

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

Following the FCIM Model, assessment data and observations from the Coaching Cycle

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

**G1.B10** The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring in the lowest 25 percentile is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

**G1.B10.S1** Provide learners with the opportunities to use informational text to strengthen arguments to support their answers and to locate, analyze and organize information.

### Action Step 1

Provide learners with real-world documents such as, how-to articles, brochures and websites to use text features to locate, interpret and organize information

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

### Action Step 2

Teachers and learners will utilize the FCAT/CCSS Task Cards

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 3**

Learners will utilize the Time for Kids articles to locate, organize and analyze text features.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

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

Monitor journals in order to remediate and correct student misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teacher with examples to build capacity. Conduct fidelity checks to ensure the usage of the shared best practices.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

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

Following the FCIM Model, assessment data and observations from the Coaching Cycle

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and Instructional Focus Calendar Assessments Summative: FCAT 2.0 Reading

**G2.** Students scoring 3.5 or above on the 2013 Writing FCAT 2.0 will increase by 4 percentage points to 67 percentage points.

**G2.B1** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Writing Test is in the focus of a main idea with ample development of supporting details to show and understanding of facts and/or opinions. Students need more opportunities with elaborating and organizing their ideas.

**G2.B1.S1** Learners will use a variety of researched-based strategies to develop a sequential, focused and elaborate piece of writing.

### Action Step 1

Learners will use graphic organizers to write an organized draft with logical sequence.

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from Writer's Notebook, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

### Action Step 2

Learners will utilize a variety of mentor text to organize details and develop sentences that will enhance the clarity of the piece.

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation from Writer's Notebook, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**Action Step 3**

Learners will practice reading a text and providing a written response to a series of text dependent questions to develop skills in providing support.

### Person or Persons Responsible

Administration Team and Instructional Coaches

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation from Writer's Notebook, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

### Facilitator:

Administration Team and Instructional Coaches

### Participants:

Teachers

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

Monitor Writer's Notebook in order to remediate and correct student misconceptions. Provide professional development during Common Planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common Planning meetings in order to review and discuss writing content, share best practices, disseminate data, and engage in professional development as needed.

### Person or Persons Responsible

Administration Team and Instructional Coaches

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Writing Assessment

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

Monitor Writer's Notebook in order to remediate and correct student misconceptions. Provide professional development during Common Planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common Planning meetings in order to review and discuss writing content, share best practices, disseminate data, and engage in professional development as needed.

### Person or Persons Responsible

Administrative Team and Instructional Coaches

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Writing Assessment

**G2.B2** The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Writing Test is in spelling, using spelling rules, orthographic patterns and generalizations. Students need more opportunities in the use of conventions.

**G2.B2.S1** Learners will use revising/editing charts and conference with teachers and /or students to enhance the usage of capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences across the curriculum. Learners will utilize anchor charts to support the use of conventions. Learners will use the Writing Task Cards to provide a guide to organize details, develop sentences and evaluate writing piece. Learners will keep a Writer's Notebook to support and practice writing strategies.

### Action Step 1

Monitor Writer's Notebook in order to remediate and correct student misconceptions. Provide professional development during Common Planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common Planning meetings in order to review and discuss writing content, share best practices, disseminate data, and engage in professional development as needed.

### Person or Persons Responsible

Administrative Team and Instructional Coaches

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: District Assessments and school-site Instructional Focus Calendar Assessments
Summative: 2014 FCAT 2.0 Writing Assessment

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

Monitor Writer's Notebook in order to remediate and correct student misconceptions. Provide professional development during Common Planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common Planning meetings in order to review and discuss writing content, share best practices, disseminate data, and engage in professional development as needed.

**Person or Persons Responsible**

Administrative Team and Instructional Coaches

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Writing Assessments and school-site Instructional Focus Calendar Assessments Summative: 2014 FCAT 2.0 Writing Assessment

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

Monitor Writer's Notebook in order to remediate and correct student misconceptions. Provide professional development during Common Planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common Planning meetings in order to review and discuss writing content, share best practices, disseminate data, and engage in professional development as needed.

**Person or Persons Responsible**

Administrative Team and Instructional Coaches

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments Summative: 2014 FCAT 2.0 Writing Assessment

**G3.** Students scoring 3 or above on the 2013 Math FCAT 2.0 will increase by 6 percentage points to 46 percentage points.

**G3.B1** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for student subgroups scoring at or above Level 3 on FCAT 2.0 assessments, or scoring at or above Level 4 was reporting Category 1 Base 10 and Fractions and reporting Category 3 Geometry and Measurement.

**G3.B1.S1** Provide students with the opportunities to use various research based strategies in order to enhance their knowledge of fractions, geometry and measurement.

### Action Step 1

Learners will be given the opportunity to engage in using manipulatives to compare and order fractions, decimals, and mixed numbers on a linear model.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments.

### Action Step 2

Learners will use the Think-Pair-Share strategy during Differentiated Instruction in order to examine and discuss differing points of view.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

**Facilitator:**

STEM Coach

**Participants:**

Teachers

**Action Step 3**

Learners will use daily math journals in order to document, practice and apply their knowledge of math as it relates to real world problems.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments.

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

Monitor journals in order to remediate and correct student misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed

### Person or Persons Responsible

Leadership Team and Instructional Coaches

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics

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

Use the FCIM model and observations from the Coaching cycle.

### Person or Persons Responsible

Administrative Team and Instructional Coaches

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics

**G3.B2** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grades 3 and 4 students scoring at Achievement Level 3 was reporting Category 2 Fractions.

**G3.B2.S1** Learners will be given the opportunity to engage in using manipulatives to compare and order fractions, decimals, and mixed numbers.

### Action Step 1

Learners will use the Think-Pair-Share strategy during DI in order to examine and discuss differing points of view.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

**Action Step 2**

Learners will use the One Sentence Summary strategy when explaining math word problems using the manipulatives.

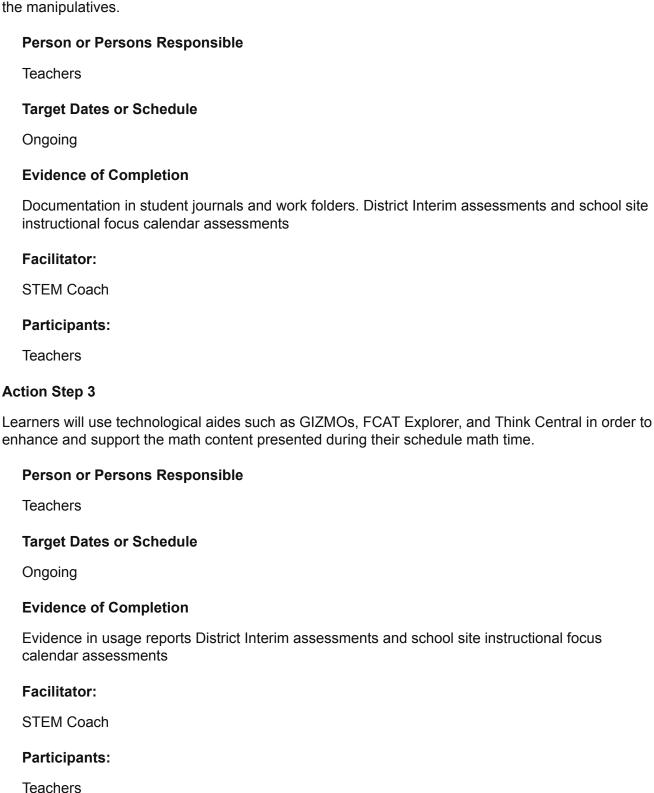### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

### Facilitator:

STEM Coach

### Participants:

Teachers

**Action Step 3**

Learners will use technological aides such as GIZMOs, FCAT Explorer, and Think Central in order to enhance and support the math content presented during their schedule math time.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Evidence in usage reports District Interim assessments and school site instructional focus calendar assessments

### Facilitator:

STEM Coach

### Participants:

Teachers

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed. Review reports from GIZMOs, FCAT Explorer, and Think Central websites to check for routine implementation.

**Person or Persons Responsible**

Adminstration Team and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

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

Follow the FCIM model, assessment data, and observations from Coaching Cycle.

**Person or Persons Responsible**

Administration Team and instructional coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

**G3.B3** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students scoring at Achievement Level 3 was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement.

**G3.B3.S1** Learners will interpret solutions to division problems using models, anchor charts, and other concrete examples in real world situations.

### Action Step 1

Learners will be given the opportunities to experience real-world examples of geometrical concepts and encouraged to discuss and collaborate with each other to find connection to their learning using the Go Math series.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Go Math textbook, student journals, student work folders. District Interim assessments and school site instructional focus calendar assessments

### Action Step 2

Learners will be placed in Differentiated Instruction groups based on the data gathered from prerequisite tests and current formative assessments.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation in teacher DI lesson plans District Interim assessments and school site instructional focus calendar assessments

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed. Conduct fidelity checks to ensure the usage of the shared best practices and strategies.

**Person or Persons Responsible**

Administration and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics

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

Follow the FCIM model, assessment data, and observations from Coaching Cycle.

**Person or Persons Responsible**

Administration and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics

**G3.B4** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics was reporting Category 2 Fractions.

**G3.B4.S1** Learners will be exposed to real-world examples of geometrical concepts and allowed to discuss and collaborate in order to find connections to their learning with the Go Math series.

### Action Step 1

Learners will have the opportunity to engage in enrichment activities from the GO Math series as well as from the Florida Focus Achieves website.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student journals and student work folders Usage reports from Florida Focus Achieves website. District Interim assessments and school site instructional focus calendar assessments.

**Facilitator:**

STEM Coach

**Participants:**

Teachers

### Action Step 2

Learners will be placed in Differentiated Instruction groups based on the data gathered from prerequisite tests and current formative assessments.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence in teacher Differentiated Instruction Lesson plans. District Interim assessments and school site instructional focus calendar assessments

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed Review reports from Think Central and Florida Focus Achieves websites to check for routine implementation.

**Person or Persons Responsible**

Administration team and instructional coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

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

Following the FCIM model, assessment data, and observations from the coaching cycle.

**Person or Persons Responsible**

Administration team and instructional coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

**G3.B5** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students scoring at or above Achievement Level 4 was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement.

**G3.B5.S1** Learners will be exposed to real-world examples of geometrical concepts and allowed to discuss and collaborate in order to find connections to their learning with the Go Math series.

### Action Step 1

Learners will be exposed to real-world examples of geometrical concepts and allowed to discuss and collaborate in order to find connections to their learning with the Go Math series. Learners will elaborate their findings in their Math journals.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation in student GO math textbooks, student math journals and work folders. District Interim assessments and school site instructional focus calendar assessments

### Action Step 2

Learners will have the opportunity to engage in enrichment activities from the GO Math series as well as from the Florida Focus Achieves website.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation in student GO math textbooks, student math journals and work folders. Usage reports from Florida Focus Achieves website. District Interim assessments and school site instructional focus calendar assessments

**Action Step 3**

Learners will be placed in Differentiated Instructional groups based on the data gathered from prerequisite tests.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Evidence in teacher Differentiated Instruction lesson plans. District Interim assessments and school site instructional focus calendar assessments

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed Review reports from Think Central and Florida Focus Achieves websites to check for routine implementation.

### Person or Persons Responsible

Administration Team and Instructional Coaches

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

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

Following the FCIM model, assessment data and observations from the coaching cycle

### Person or Persons Responsible

Administration Team and Instructional Coaches

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

**G3.B6** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 3 and 4 students making learning gains in was reporting Category 2 Fractions.

**G3.B6.S1** Learners will have the opportunity to engage in enrichment and fluency activities.

### Action Step 1

Learners will be given the opportunity to increase their math fluency skills through Math centers/ Differentiated instruction.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

**Action Step 2**

Learners will use the Think-Pair-Share strategy during Differentiated Instruction in order to examine and discuss differing points of view.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

**Action Step 3**

Learners will be placed in Differentiated Instructional groups based on the data gathered from prerequisite tests and current formative assessments.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence in teacher Differentiated Instruction lesson plans. District Interim assessments and school site instructional focus calendar assessments

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed Review reports from the Florida Focus Achieves website to check for routine implementation

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

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

Following the FCIM model, assessment data and observations from the coaching cycle

**Person or Persons Responsible**

Administration and instructional coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

**G3.B7** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students making learning gains was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement.

**G3.B7.S1** Learners will have the opportunity to engage in enrichment and fluency activities.

### Action Step 1

Learners will have the opportunity to engage in enrichment activities from the Florida Focus Achieves website.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student math journals and work folders. Usage reports from the Florida Focus Achieves website. District Interim assessments and school site instructional focus calendar assessments

### Action Step 2

Learners will be given the opportunity to increase their math fluency skills through Math centers.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student math journals and work folders. District Interim assessments and school site instructional focus calendar assessments

**Action Step 3**

Learners will be placed in Differentiated Instructional groups based on the data gathered from prerequisite tests and current formative assessments.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Evidence in teacher Differentiated Instruction lesson plans. District Interim assessments and school site instructional focus calendar assessments

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed Review reports from the Florida Focus Achieves website to check for routine implementation.

### Person or Persons Responsible

Administration Team and Instructional Coaches

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

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

Following the FCIM Model, assessment data and observations from the coaching cycle.

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

**G3.B8** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 3 and 4 students in lowest 25% making learning gains was reporting Category 2 Fractions.

**G3.B8.S1** Learners will engage in math interventions using resources from TLC activities and technological aides.

**Action Step 1**

Learners will be placed in DI groups based on the data gathered from prerequisite tests and current formative assessments.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence found is student journals and teacher Differentiated Instruction lesson plans Documentation found in student journals and work folders District Interim assessments and school site instructional focus calendar assessments

**Action Step 2**

Learners will be provided with TLC activities during the Differentiated Instruction portion of the Math block.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence found in teacher Differentiated Instruction lesson plans, District Interim assessments and school site instructional focus calendar assessments

**Action Step 3**

Learners will have additional time to engage in math interventions using technological aides found in the GO Math series.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence found in teacher Differentiated Instruction Lesson plans. Usage reports from Think Central District Interim assessments and school site instructional focus calendar assessments

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed Review reports from the Think Central website to check for routine implementation.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics

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

Following the FCIM Model, assessment data and observations from the coaching cycle.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics

**G3.B9** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students in lowest 25% making learning gains was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement

**G3.B9.S1** Learners will engage in math interventions using TLC activities and technological aides.

### Action Step 1

Learners will have additional time to engage in math interventions using technological aides found in the GO Math series.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation found in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

### Action Step 2

Learners will be placed in Differentiated Instructional groups based on the data gathered from prerequisite tests.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation found in student journals and work folders. Evidence found in teacher Differentiated Instruction lesson plans District Interim assessments and school site instructional focus calendar assessments

**Action Step 3**

Learners will be provided with TLC activities during the Differentiated Instruction portion of the Math block.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation found in student journals and work folders. Evidence found in teacher Differentiated Instruction lesson plans. District Interim assessments and school site instructional focus calendar assessments

### Facilitator:

STEM Coach

### Participants:

Teachers

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

Provide feedback in the student's interactive Math Journal in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss math content, share best practices, disseminate data, and engage in professional development as needed Review reports from the Think Central website to check for routine implementation

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

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

Following the FCIM Model, assessment data and observations from the coaching cycle.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department. Summative: 2014 FCAT 2.0 Mathematics.

**G4.** Students scoring 3 or above on the 2013 Science FCAT 2.0 will increase by 7 percentage points to 29 percentage points.

**G4.B1** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science for students scoring FCAT 2.0 level 3 was reporting Category 1 Nature of Science. Students had a limited understanding of the processes included in scientific investigations.

**G4.B1.S1** After engaging in scientific inquiry and demonstrations, learners will be given opportunities to express their knowledge of the Nature of Science through the routine use of science journals.

### Action Step 1

Learners will write meaningful results and conclusions with the data gathered from strategically planned Essential Labs in their interactive science journals.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

### Facilitator:

STEM Coach

### Participants:

Teachers

**Action Step 2**

Learners will have the opportunity to explore science content through the means of online interactive modules such as GIZMOs and FCAT Explorer.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation in student journals and work folders. Evidence in usage reports from the GIZMOs and FCAT Explorer websites. District Interim assessments and school site instructional focus calendar assessments.

### Facilitator:

STEM Coach and CPALMS Trainer

### Participants:

Teachers

**Action Step 3**

Learners will participate in "Science Demo Day" in which they will be instructed on how to conduct an independent science experiment and how to display and communicate their findings.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sign in sheets and final student products. District Interim assessments and school site instructional focus calendar assessments.

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

Provide feedback in the student's interactive Science Journals in order to correct and remediate any misconceptions. Provide professional development during common planning meetings in order to share best practices and supply teachers with examples to facilitate their instruction. Conduct fidelity checks to ensure the usage of the shared best practices and strategies. Conduct regular Common planning meetings in order to review and discuss science content, share best practices, disseminate data, and engage in professional development as needed. Review reports from the GIZMOs and FCAT Explorer website to check for routine implementation.

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the District Science department.

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

Following the FCIM Model, assessment data and observations from the coaching cycle.

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the District Science department.

**G4.B2** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science for students scoring FCAT 2.0 level 4 and above was reporting Category 1 Nature of Science. Students had a limited understanding of the processes included in scientific investigations.

**G4.B2.S1** Students will participate in enrichment opportunities.

### Action Step 1

Students will participate in enrichment opportunities such as an after school STEM club, ASP Robotics activities, and the Fairchild Challenge.

**Person or Persons Responsible**

Teachers, STEM Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

STEM Club attendance, student journals, submission of Fairchild Challenges.

### Action Step 2

Learners will participate in "Science Demo Day" in which they will be instructed on how to conduct an independent science experiment and how to display and communicate their findings.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Month of October 2014

**Evidence of Completion**

Sign in sheets and finished science fair projects.

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

Conduct fidelity checks to ensure that the Fairchild Challenge activities are a part of the science instructional time. Conduct regular Common planning meetings in order to review and discuss science content, share best practices, disseminate data, and engage in professional development as needed. Science Fair Committee will meet to discuss progress.

**Person or Persons Responsible**

Administration Team and Instructional coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work, Common Planning sign in sheets Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the District Science department. Summative: 2014 FCAT 2.0 Science, Fairchild Challenge results

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

Following the FCIM Model, assessment data and observations from the coaching cycle.

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the District Science department. Summative: 2014 FCAT 2.0 Science, Fairchild Challenge results

**G5.** There will be increase participation in the STEM activities from 1 activity to 2 activities.

**G5.B1** There was limited participation in the school's science fair as well as the Fairchild Challenge.

**G5.B1.S1** Students will be given more opportunities to experience STEM related activities throughout the school year.

### Action Step 1

Students will be given more opportunities to experience STEM related activities throughout the school year. Beginning with the first Fairchild Challenge-T-Shirt Design, the students will use technology to create a design for the Baynanza activities

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student work folders Completion and submission of Fairchild Challenges

**Facilitator:**

Fairchild Challenge Teacher Brunch

**Participants:**

Teachers

### Action Step 2

Student will also be encouraged to participate in the school's and the District's Science Fair.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Completed science fair projects

**Action Step 3**

Learners will participate in "Science Demo Day" in which they will be instructed on how to conduct an independent science experiment and how to display and communicate their findings

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Month of May 2014

**Evidence of Completion**

Completed science fair projects

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

Regularly convene with Science Fair and Fairchild Challenge committees in order to plan and schedule activities. Confer with art specialists for assistance in completing activities

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Completion and submission of Fairchild Challenges and Science Fair projects.

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

Following the FCIM Model, assessment data and observations from the coaching cycle.

**Person or Persons Responsible**

Administration Team and Instructional Coaches

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Submission of completed projects Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments, assessments provided by the ETO department* Summative: 2014 FCAT 2.0 Science, Fairchild Challenge results.

**G6.** By the end of the 2013-2014 school year, students who have missed 10 percent or more of available Instructional Time will decrease 1 percentage point from 10% to 9%.

**G6.B1** For the 2012-2013 school year, the average attendance was 97%.

**G6.B1.S1** In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension.

### Action Step 1

Students who accumulate 3 or more absences will be referred to our Attendance Review Committee (ARC). The attendance action plan will be followed and recorded into a Student Case management.

#### Person or Persons Responsible

The Attendance Review Committee includes the following staff members: Principal Assistant Principal School Counselor Community Involvement Specialist Registrar

#### Target Dates or Schedule

The Attendance Review Committee will convene quarterly to review the status of student attendance records.

#### Evidence of Completion

Student Case Management forms will be completed and inputted into the data system. Parent conferences and phone calls will be recorded and maintained.

### Action Step 2

The after school program will offer tutorial services to address students' areas of need. Participation in this program will be voluntary but highly recommended.

#### Person or Persons Responsible

The After School Program (ASP) staff will be responsible for tutoring.

#### Target Dates or Schedule

Tutoring occurs on a daily basis from Monday to Friday.

#### Evidence of Completion

ASP teacher's lesson plans and student work folders.

**Action Step 3**

Peer Mediation and Anti Bully Ambassadors teams will be developed as a means of assisting with conflict resolution and bully prevention.

### Person or Persons Responsible

The School Counselor will be responsible for selection and training students to be role models.

### Target Dates or Schedule

Starting in September 4th and 5th grade students will be selected to be a part of an elite group of ambassadors for Robert Russa Moton Elementary.

### Evidence of Completion

Students will be trained to be ambassadors during a field trip with the Melissa Institute for Bully Prevention.

## Action Step 4

ARC members will convene monthly to discuss and coordinate incentives, schedule parent meetings and counseling sessions.

### Person or Persons Responsible

The Attendance Review Committee includes the following staff members: Principal Assistant Principal School Counselor Community Involvement Specialist Registrar

### Target Dates or Schedule

The Attendance Review Committee will convene quarterly to review the status of student attendance records.

### Evidence of Completion

Student Case Management forms will be completed and inputted into the data system. Parent conferences and phone calls will be recorded and maintained.

**Action Step 5**

The MTSS/RtI team will monitor students who receive two or more behavioral referrals providing students with counseling, parent conferences, outside agency referrals, and ongoing monitoring through behavior contracts.

### Person or Persons Responsible

The MTSS/RtI team

### Target Dates or Schedule

The MTSS/RtI Team meets weekly to review student Data

### Evidence of Completion

Services will be recorded in ISIS through Student Case Management Forms or Student Service Forms. Behavioral Contracts will be maintained by classroom teachers.

**Action Step 6**

R. R. Moton will use a Positive Behavior System in order to encourage students for perfect attendance and citizenship. A reward system will also be established for students through the "Do The Right Thing" project.

### Person or Persons Responsible

Discipline/Character Education Committee

### Target Dates or Schedule

The Discipline/Character Education Committee will have quarterly meetings to discuss implementation of our rewards and positive behavior system.

### Evidence of Completion

Copies of all the students nominated for the Do The Right Thing program will be maintained. Rewards for students will be given during our weekly Jaguar Store.

**Action Step 7**

Students will be rewarded for positive behaviors through School-site store.

### Person or Persons Responsible

Discipline/Character Education Committee

### Target Dates or Schedule

The Discipline/Character Education Committee will have quarterly meetings to discuss implementation of our rewards and positive behavior system.

### Evidence of Completion

Jaguar dollars will be in the hands of all students who have been recognized for good citizenship. The Jaguar store will be accessible to all students on a weekly basis.

**Action Step 8**

School-wide rules will be developed and posted through-out the building.

### Person or Persons Responsible

Discipline/Character Education Committee

### Target Dates or Schedule

At the beginning of the school year school-wide rules will be posted. They will be maintained on an ongoing basis throughout the year.

### Evidence of Completion

Rules will be visible throughout the building.

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

Attendance reports and SCM reports will be collected and used to monitor the success of our programs. School attendance for the 2013-2014 school year will increase to 95% average and SCM referrals will decrease.

### Person or Persons Responsible

Administration Team, Attendance Review Committee, MTSS/RtI Team, and the Discipline/Character Education Committee.

### Target Dates or Schedule

The committees meet bi-weekly for implementation and delivery. Teachers will monitor and confirm the attendance roster on a daily basis.

### Evidence of Completion

Student SCM referrals will be collected and inputted into ISIS. Attendance reports will be printed and collected in order to evaluate the amount of students that are truant. Teachers will check the attendance board on a daily basis to correct any attendance errors that might have occurred.

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

Attendance reports and SCM reports will be collected and used to monitor the success of our programs. School attendance for the 2013-2014 school year will increase to 95% average and SCM referrals will decrease.

### Person or Persons Responsible

Administration Team, Attendance Review Committee, MTSS/RtI Team, and the Discipline/Character Education Committee.

### Target Dates or Schedule

The committees meet quarterly for implementation and delivery. Teachers will monitor and confirm the attendance roster on a daily basis.

### Evidence of Completion

Student SCM referrals will be collected and inputted into ISIS. Attendance reports will be printed and collected in order to evaluate the amount of students that are truant. Teachers will check the attendance board on a daily basis to correct any attendance errors that might have occurred.

## Coordination and Integration

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

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

Title I, Part A
Services are provided to learners who need additional assistance through in-school and after school programs. The school ensures that teachers are provided opportunities to attend professional development on a school and district level. Curriculum Coaches will continue to develop, lead, and evaluate school core content standards/programs. They will also continue to identify patterns of need while working with personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening that provide early intervention to learners who are "at-risk", assist in the design and implementation of progress monitoring, data collection, & data analysis, participate in the creation and delivery of professional development and provide support for assessment and implementation monitoring. The school-based, Title I funded Community Involvement Specialist (CIS) will serve as the bridge between the home and school through home visits, telephone calls, school-site and community parenting activities.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional
Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant learners by providing funds to implement reading and supplementary education materials.
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community. The school is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison will provide training for the school registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Robert Russa Moton will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education
Finance Program (FEFP) allocation.
Violence Prevention Programs
Robert Russa Moton Elementary School implements a character education program, an anonymous bullying reporting box, and fosters an environment that advocates making decisions that have a positive outcome. Students also participate in the Drug Abuse Resistance Education (DARE) program. The DARE program is a police officer-led series of classroom lessons that teaches children from kindergarten through 5th grade how to resist peer pressure and live productive drug and violence-free lives.
Nutrition Programs
1) Robert Russa Moton Elementary School adheres to and implements the nutrition requirements stated in the District's Wellness Policy.

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

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) Robert Russa Moton Elementary School will initiate the Fresh Fruits and Vegetables Program to provide a variety of fresh fruits and/or vegetables to its learners on a weekly basis.

5) Robert Russa Moton has been awarded a grant from the Alliance for a Healthier Generation to promote exercise and healthy eating for its learners and staff.

Career and Technical Education

Robert Russa Moton Elementary School's students participate in Kids And the Power Of Work (KAPOW). KAPOW is a program of the National Child Labor Committee which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities.

Other

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. Robert Russa Moton is a recipient of the HeARTS and Minds federal grant. This grant will enhance learning by infusing the arts across the curriculum and provide professional development to both teachers and administrators. The project's goal is to enhance, document, evaluate and disseminate an effective and replicable standards-based, arts integration program that enhances instructional practice and improves student achievement. Robert Russa Moton Elementary School is the proud recipient of the 21st Century Community Learning Centers Grant. The grant supports students in meeting state standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic program; and offers literacy and other educational services to the families of participating children.

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

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

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

**G1.** Students scoring 3 or above on the 2013 Reading FCAT 2.0 will increase by 16 percentage points to 53 percentage points

**G1.B1** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for student subgroups scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category 2.

**G1.B1.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

### PD Opportunity 1

Learners will use researched-based strategies such as CRISS to determine key elements in understanding text and to develop critical thinking skills.

**Facilitator**

Reading Coach

**Participants**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student work folders, journals, teacher's lesson plan, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**PD Opportunity 2**

Learners will access reading supplemental technology programs, SuccessMaker and Reading Plus, during the instructional day to reteach and enhance comprehension skills.

**Facilitator**

Reading Coach

**Participants**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student work folders, journals, teacher's lesson plan, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**G1.B3** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

**G1.B3.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

**PD Opportunity 1**

Learners will use text dependent strategies such as Close reading to determine key elements in text.

**Facilitator**

Reading Coach

**Participants**

Literacy Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of student work folders, journals, teacher's lesson plans, District Interim Assessments and school-site Instructional Focus Calendar Assessments

**G1.B7** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

**G1.B7.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

### PD Opportunity 1

Learners will interact with text using Reciprocal Reading approach to make sense of text that incorporates substantiated predictions, clue-based clarifications, FCAT/CCSS questions and summarizations.

#### Facilitator

Reading Coach

#### Participants

Literacy Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation from student journals, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**G2.** Students scoring 3.5 or above on the 2013 Writing FCAT 2.0 will increase by 4 percentage points to 67 percentage points.

**G2.B1** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Writing Test is in the focus of a main idea with ample development of supporting details to show and understanding of facts and/or opinions. Students need more opportunities with elaborating and organizing their ideas.

**G2.B1.S1** Learners will use a variety of researched-based strategies to develop a sequential, focused and elaborate piece of writing.

### PD Opportunity 1

Learners will practice reading a text and providing a written response to a series of text dependent questions to develop skills in providing support.

#### Facilitator

Administration Team and Instructional Coaches

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation from Writer's Notebook, work folders, teacher's lesson plans, District Interim Assessments and Instructional Focus Calendar Assessments.

**G3.** Students scoring 3 or above on the 2013 Math FCAT 2.0 will increase by 6 percentage points to 46 percentage points.

**G3.B1** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for student subgroups scoring at or above Level 3 on FCAT 2.0 assessments, or scoring at or above Level 4 was reporting Category 1 Base 10 and Fractions and reporting Category 3 Geometry and Measurement.

**G3.B1.S1** Provide students with the opportunities to use various research based strategies in order to enhance their knowledge of fractions, geometry and measurement.

### PD Opportunity 1

Learners will use the Think-Pair-Share strategy during Differentiated Instruction in order to examine and discuss differing points of view.

#### Facilitator

STEM Coach

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

**G3.B2** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grades 3 and 4 students scoring at Achievement Level 3 was reporting Category 2 Fractions.

**G3.B2.S1** Learners will be given the opportunity to engage in using manipulatives to compare and order fractions, decimals, and mixed numbers.

### PD Opportunity 1

Learners will use the One Sentence Summary strategy when explaining math word problems using the manipulatives.

**Facilitator**

STEM Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

### PD Opportunity 2

Learners will use technological aides such as GIZMOs, FCAT Explorer, and Think Central in order to enhance and support the math content presented during their schedule math time.

**Facilitator**

STEM Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence in usage reports District Interim assessments and school site instructional focus calendar assessments

**G3.B4** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics was reporting Category 2 Fractions.

**G3.B4.S1** Learners will be exposed to real-world examples of geometrical concepts and allowed to discuss and collaborate in order to find connections to their learning with the Go Math series.

### PD Opportunity 1

Learners will have the opportunity to engage in enrichment activities from the GO Math series as well as from the Florida Focus Achieves website.

#### Facilitator

STEM Coach

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation in student journals and student work folders Usage reports from Florida Focus Achieves website. District Interim assessments and school site instructional focus calendar assessments.

**G3.B9** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics for grade 5 students in lowest 25% making learning gains was reporting Category 1 Base 10 and Fractions and Category 3 Geometry and Measurement

**G3.B9.S1** Learners will engage in math interventions using TLC activities and technological aides.

### PD Opportunity 1

Learners will be provided with TLC activities during the Differentiated Instruction portion of the Math block.

#### Facilitator

STEM Coach

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation found in student journals and work folders. Evidence found in teacher Differentiated Instruction lesson plans. District Interim assessments and school site instructional focus calendar assessments

**G4.** Students scoring 3 or above on the 2013 Science FCAT 2.0 will increase by 7 percentage points to 29 percentage points.

**G4.B1** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science for students scoring FCAT 2.0 level 3 was reporting Category 1 Nature of Science. Students had a limited understanding of the processes included in scientific investigations.

**G4.B1.S1** After engaging in scientific inquiry and demonstrations, learners will be given opportunities to express their knowledge of the Nature of Science through the routine use of science journals.

### PD Opportunity 1

Learners will write meaningful results and conclusions with the data gathered from strategically planned Essential Labs in their interactive science journals.

**Facilitator**

STEM Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student journals and work folders. District Interim assessments and school site instructional focus calendar assessments

### PD Opportunity 2

Learners will have the opportunity to explore science content through the means of online interactive modules such as GIZMOs and FCAT Explorer.

**Facilitator**

STEM Coach and CPALMS Trainer

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation in student journals and work folders. Evidence in usage reports from the GIZMOs and FCAT Explorer websites. District Interim assessments and school site instructional focus calendar assessments.

**G5.** There will be increase participation in the STEM activities from 1 activity to 2 activities.

**G5.B1** There was limited participation in the school's science fair as well as the Fairchild Challenge.

**G5.B1.S1** Students will be given more opportunities to experience STEM related activities throughout the school year.

### PD Opportunity 1

Students will be given more opportunities to experience STEM related activities throughout the school year. Beginning with the first Fairchild Challenge-T-Shirt Design, the students will use technology to create a design for the Baynanza activities

#### Facilitator

Fairchild Challenge Teacher Brunch

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Documentation in student work folders Completion and submission of Fairchild Challenges

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|------|-------------|-------|
| G1. | Students scoring 3 or above on the 2013 Reading FCAT 2.0 will increase by 16 percentage points to 53 percentage points | $175 |
| G4. | Students scoring 3 or above on the 2013 Science FCAT 2.0 will increase by 7 percentage points to 29 percentage points. | $300 |
| G6. | By the end of the 2013-2014 school year, students who have missed 10 percent or more of available Instructional Time will decrease 1 percentage point from 10% to 9%. | $40 |
| | Total | $515 |

**Budget Summary by Funding Source and Resource Type**

| Funding Source | Evidence-Based Materials | Evidence-Based Program | Total |
|----------------|--------------------------|------------------------|-------|
| EESAC | $125 | $50 | $175 |
| We plan on receiving monetary support from our EESAC. | $0 | $300 | $300 |
| We plan on | $0 | $40 | $40 |
| Total | $125 | $390 | $515 |

**Budget Details**

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

**G1.** Students scoring 3 or above on the 2013 Reading FCAT 2.0 will increase by 16 percentage points to 53 percentage points

**G1.B3** The area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Level 3 is in Category 2 Reading Application. Students need more opportunities to deconstruct text for meaning in various benchmarks/standards in reporting Category.

**G1.B3.S1** Learners will use researched-based strategies and resources to determine key elements in understanding text and developing critical thinking skills.

### Action Step 1

Learners will utilize graphic organizers. The graphic organizers will be transferred to writing which will give learners a deeper understanding of the content focus.

### Resource Type

Evidence-Based Materials

### Resource

We plan to allocate funding for the purchase of poster-size interactive graphic organizers to use for instructional and collaboration between teachers and students.

### Funding Source

EESAC

### Amount Needed

$75

**G1.B10** The next area of deficiency as demonstrated on the 2013 administration of the FCAT 2.0 Reading Test for students scoring in the lowest 25 percentile is in Category 4 Informational Text and Research Process. Students need more opportunities in understanding text with high utility language found in informational text.

**G1.B10.S1** Provide learners with the opportunities to use informational text to strengthen arguments to support their answers and to locate, analyze and organize information.

### Action Step 1

Provide learners with real-world documents such as, how-to articles, brochures and websites to use text features to locate, interpret and organize information

#### Resource Type

Evidence-Based Materials

#### Resource

We plan to allocate funding for the purchase of a subscription to the Miami Herald for instructional purposes.

#### Funding Source

EESAC

#### Amount Needed

$50

### Action Step 2

Teachers and learners will utilize the FCAT/CCSS Task Cards

#### Resource Type

Evidence-Based Program

#### Resource

We plan to allocate funding for the purchase of card stock and lamination materials to provide individual sets of FCAT/CCSS Task Cards for students' instructional use.

#### Funding Source

EESAC

#### Amount Needed

$50

**G4.** Students scoring 3 or above on the 2013 Science FCAT 2.0 will increase by 7 percentage points to 29 percentage points.

**G4.B1** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science for students scoring FCAT 2.0 level 3 was reporting Category 1 Nature of Science. Students had a limited understanding of the processes included in scientific investigations.

**G4.B1.S1** After engaging in scientific inquiry and demonstrations, learners will be given opportunities to express their knowledge of the Nature of Science through the routine use of science journals.

### Action Step 3

Learners will participate in "Science Demo Day" in which they will be instructed on how to conduct an independent science experiment and how to display and communicate their findings.

### Resource Type

Evidence-Based Program

### Resource

We plan to allocate funding to purchase science fair project boards and other science materials.

### Funding Source

We plan on receiving monetary support from our EESAC.

### Amount Needed

$150

**G4.B2** An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science for students scoring FCAT 2.0 level 4 and above was reporting Category 1 Nature of Science. Students had a limited understanding of the processes included in scientific investigations.

**G4.B2.S1** Students will participate in enrichment opportunities.

### Action Step 2

Learners will participate in "Science Demo Day" in which they will be instructed on how to conduct an independent science experiment and how to display and communicate their findings.

#### Resource Type

Evidence-Based Program

#### Resource

We plan to allocate funding to purchase science fair project boards and other science materials.

#### Funding Source

We plan on receiving monetary support from our EESAC.

#### Amount Needed

$150

**G6.** By the end of the 2013-2014 school year, students who have missed 10 percent or more of available Instructional Time will decrease 1 percentage point from 10% to 9%.

**G6.B1** For the 2012-2013 school year, the average attendance was 97%.

**G6.B1.S1** In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students retained in the third grade and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension.

### Action Step 7

Students will be rewarded for positive behaviors through School-site store.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

We plan on

**Amount Needed**

$40