



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lakeview Elementary School

1290 NW 115TH ST

Miami, FL 33167

305-757-1535

<http://lve.dadeschools.net>

School Demographics

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

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

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

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

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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

Lakeview Elementary School

Principal

Sandra Banky V

School Advisory Council chair

Jonathan Tucker

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

Name	Title
Sandra V. Banky	Principal
Isabel D. Castillo	Assistant Principal
Cecily R. Wright	Reading Coach/PD Liaison
Sandra Blemur	Counselor/Activities Director
Therese Conner	Union Building Steward
Kathleen Machado	CCSS Instructional Support/Mathematics Grades 4-5
Jonathan Tucker	Science Chairperson
Kathy Gibbons-Adams	Gifted Department
Kennetha Jones	CCSS Instructional Support/ELA Grades K-2
Carol Cash	CCSS Instructional Support/ELA Gr. 3-5
Mara Kunitz	Gradebook Manager
Odilson Ambroise	P.T.A. President
Clifford Ingram	E.S.O.L. Department Chairperson
Sharon Moyd	CCSS Instructional Support/Writing
Juan Dominguez	Microsystems Technologist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

1/12/2014

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: Ms. Sandra V. Banky (1)
- Alternate Principal: Isabel Castillo (1)
- Union Steward: Therese Conner (1)
- Business/Community Representative: Alexandra Hernandez, John Williams, Vernon Lemon (3)
- Parents: Barbara Reid, Betty Lashley, Ellaneese Love-Muhamad, Jennett Bienaime, Wilnise Joseph (5)
- Alternate Parent: Desmond Reid (1)
- Teachers: Carol Cash, Cecily Wright, Jonathan Tucker, Kathy Gibbons-Adams, Shameeka Meredith (5)
- Alternate Teacher/Paraprofessional: Clifford Ingram (1)
- Student: Wadly Josephat (1)
- Alternate Student: Nodiesky Celicourt (1)
- Educational Support Employee: Juanita Crosdale (1)
- Alternate Educational Support Employee: Antiquenette Barbary (1)

Involvement of the SAC in the development of the SIP

EESAC members were given the data and the 2012-2013 SIP and met to discuss data and strategies for the 2013-2014 school year.

Activities of the SAC for the upcoming school year

- The EESAC will meet in September 2013 to review and update the EESAC roster.
- October 2013 the EESAC will review the 2013-2014 School Improvement Plan.

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

The school improvement funds will be used to purchase 6 computers per classroom for 35 teachers in grades K through 5 for a total of \$10,500.00. Additionally, 8 Smart boards projectors are needed as well as technology hardware and supplemental resources for a total of \$5,000.00 to support the implementation of the Common Core State Standards (CCSS).

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:

Sandra Banky V

Principal

Years as Administrator: 18

Years at Current School: 1

Credentials

Bachelor of
Science in Elementary
Education/Florida State University
Master's of
Science in
TESOL & Educational Leadership/
Nova Southeastern University,
Educational Specialist in Curriculum and Instruction, Nova
Southeastern
University,
Certifications:
Elementary
Education (Grades 1-6),
English for Speakers of Other Languages (ESOL)-(All Levels),
Educational Leadership K-12

Performance Record

2012-2013 – Lakeview Elementary
Grade: C
Reading Proficiency:
Math Proficiency:
Reading Learning Gains:
Math Learning Gains:
Reading Imp. Of Lowest 25%:
Math. Imp. Of Lowest 25%:
Reading AMO:
Math AMO:
2011-2012 – Miami Park Elementary
Grade: C
Reading Proficiency:
Math Proficiency:
Reading Learning Gains:
Math Learning Gains:
Reading Imp. Of Lowest 25%:
Math. Imp. Of Lowest 25%:
Reading AMO:
Math AMO:
2010-2011 – Miami Park Elementary
Grade: D
Reading Mastery: 43%
Math Mastery: 57%
Writing Mastery: 90%
Science Mastery: 20%
2009-2010 – Miami Park Elementary
Grade C
Reading Mastery: 50%
Math Mastery: 58%
Writing Mastery: 87%
Science Mastery: 33%

2008-2009 – Dr. Henry W. Mack/West Little River Elementary
Grade F
Reading Mastery: 45%
Math Mastery: 47%
Writing Mastery: 56%
Science Mastery: 14%

Isabel D. Castillo

Asst Principal

Years as Administrator: 18

Years at Current School: 4

Credentials

Bachelor of Science in Education/University of Miami, Master's of Science in Education/Nova Southeastern University.
 Certification: Elementary Education, Early Childhood Education, Educational Leadership, Principal Leadership K-12.

Performance Record

2012-2013 – Lakeview Elementary

Grade:

Reading Proficiency:

Math Proficiency:

Rdg. Lrg. Gains:

Math Lrg. Gains:

Rdg. Imp. Of Lowest 25%:

Math. Imp. Of Lowest 25%:

Rdg. AMO:

Math AMO:

2011-2012 – Lakeview Elementary

Grade: B

Reading Proficiency: 45

Math Proficiency: 58

Rdg. Lrg. Gains: 72

Math Lrg. Gains:54

Rdg. Imp. Of Lowest 25%: 92

Math. Imp. Of Lowest 25%:64

Rdg. AMO:

Math AMO:

2010-2011 – Lakeview Elementary

Grade: A

Reading Mastery: 63%

Math Mastery: 71%

Writing Mastery: 91%

Science Mastery: 49%

2009-2010 – Charles D. Wyche, Jr. Elementary

Grade C

Reading Mastery: 67 %

Math Mastery: 67%

Writing Mastery: 88%

Science Mastery: 37%

2008-2009 - Charles D. Wyche, Jr. Elementary

Grade B

Reading Mastery: 65%

Mathematics Mastery: 70%

Writing mastery: 93%

Science Mastery: 37%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cecily R. Wright

Full-time / School-based

Years as Coach: 6

Years at Current School: 6

Areas

Reading/Literacy

Credentials

Bachelor's
Degree: Fashion
Merchandising, Florida
State University (FSU) 1979;
Master's of Science degree, Florida
International
University, (FIU) 1999;
Certifications:
Elementary Education 1-6,
Educational Leadership K-12,
Economics 6-12,
Reading Endorsement K-12
ESOL Endorsement K-12,
Gifted Endorsement, K-12

Performance Record

2012-2013 – Lakeview Elementary
Grade: C
Reading Proficiency:
Math Proficiency:
Rdg. Lrg. Gains:
Math Lrg. Gains:
Rdg. Imp. Of Lowest 25%:
Math. Imp. Of Lowest 25%:
Rdg. AMO:
Math AMO:
2011-2012 – Lakeview Elementary
Grade: B
Reading Proficiency: 45
Math Proficiency: 58
Rdg. Lrg. Gains: 72
Math Lrg. Gains: 54
Rdg. Imp. Of Lowest 25%: 92
Math. Imp. Of Lowest 25%: 64
Rdg. AMO:
Math AMO:
2010-2011 – Lakeview Elementary
Grade: A
Reading Mastery: 63%
Math Mastery: 71%
Writing Mastery: 91%
Science Mastery: 49%
2009-2010 – Lakeview Elementary
Grade C
Reading Mastery: 62%
Math Mastery: 67%
Writing Mastery: 90%
Science Mastery: 32%

2008-2009 – Lakeview Elementary
 Grade C
 Reading Mastery: 57%
 Math Mastery: 71%
 Writing Mastery: 91%
 Science Mastery: 39%

Andre Corbitt

Full-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Mathematics

Credentials

- Bachelor of Science in Elementary Education , University of West Florida, Pensacola, FL
- Elementary Education (K-6)
- Years as teacher 7
- Years as math coach 2 months

Performance Record

- 2012-2013 Carol City Elementary - Grade D
 Reading -32%
 Math- 58%
 Science- 29%
 Writing-74%
- 2011-2012 Carol City Elementary--Grade C
 Reading -30%
 Math- 57%
 Science- 23%
 Writing-75%
- 2010-2011 Carol City Elementary--Grade B
 Reading -56%
 Math- 80%
 Science- 36%
 Writing-74%
- 2009-2010 Carol City Elementary--Grade B
 Reading -56%
 Math- 77%
 Science- 24%
 Writing-74%
- 2008-2009 Carol City Elementary--Grade A
 Reading -61%
 Math- 81%
 Science- 64%
 Writing-32%

Tameika Scott-Smith

Full-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Science

Credentials Bachelor of Science in Elementary Education (2001)
Nova Southeastern University, Ft. Lauderdale
Certifications:

ESOL Endorsement K-12
Elementary 1-6
Years as Teacher:12
Years at Previous School: 10
Years as Science Coach: 2 months

Performance Record

- 2012-2013 Broadmoor Elementary - Grade D
Reading -29%
Math- 39%
Science- 39%
Writing-61%
- 2011-2012 Broadmoor Elementary --Grade C
Reading -30%
Math- 57%
Science- 32%
Writing-61%
- 2010-2011 Broadmoor Elementary--Grade C
Reading -53%
Math-67 %
Science- 44%
Writing-84%
- 2009-2010 Broadmoor Elementary--Grade c
Reading -55%
Math- 64%
Science- 23%
Writing-87%
- 2008-2009 Broadmoor Elementary--Grade C
Reading -53%
Math- 62%
Science- 21%
Writing-93%

Classroom Teachers

of classroom teachers

35

receiving effective rating or higher

35, 100%

Highly Qualified Teachers

94%

certified in-field

33, 94%

ESOL endorsed

35, 100%

reading endorsed

2, 6%

with advanced degrees

10, 29%

National Board Certified

0, 0%

first-year teachers

3, 9%

with 1-5 years of experience

3, 9%

with 6-14 years of experience

19, 54%

with 15 or more years of experience

13, 37%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

2, 67%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

1. Request interns from local colleges and university to complete their students teaching program at Lakeview.
2. Regular meetings of Professional Learning Communities to help develop strong, collaborative relationships among teachers.
3. Common Planning time among departments and grade levels.
Persons responsible are the Principal and the Assistant Principal.

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

Three new teachers have been hired for the 2013-2014 school year and all of them are participating in the new M-DCPS M.I.N.T. program. Mentors have been assigned and will assist teachers in lesson planning, classroom management, content area, instructional strategies, integration of technology, family involvement as well as parent conferences. New teachers include Ms. Robinson, who is paired with Ms. Kunitz who is a veteran teacher, and an experienced teacher in Kindergarten, Ms. Conner, who is paired with Ms. Shak and Ms. Atila, who is paired with Ms. Jones. Aside from the assistance provided at school, the new teachers go to district professional development that assist them in

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

1. Gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs.
2. Holds team meetings on a regular basis.
3. Maintains communication with staff for input and feedback, and updates them on procedures and progress.
4. Supports a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
5. Provides clear indicators of student need and student progress, and assists in examining the validity and effectiveness of program delivery.
6. Assists with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

Administration

Principal: Mrs. Sandra V. Banky

Assistant Principal: Ms. Isabel D. Castillo

Instructional Support

Reading Coach: Mrs. Cecily R. Wright

Supplemental Education Services (SES) Facilitator

Instructional/Behavioral Support

Counselor: Mrs. Sandra Blemur

School Psychologist: Mrs. Nadine Charlesdegiordany

School Social Worker: Ms. Sandra Zamor

Department/Grade Level Chairpersons

Mathematics Chairperson: Kathleen Machado

Science Chairperson: Jonathan Tucker

Reading/Language Arts Chairperson, Grades K-1: Kennetha Jones

Reading/Language Arts Chairperson, Grades 2-3: Carol Cash

Reading/Language Arts Chairperson, Grades 4-5: Shameeka Meredith

Other Stakeholders: EESAC Chairperson Representative: Jonathan Tucker

Community Stakeholder: Mrs. Lashley

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

The Leadership Team monitors academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (Curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

In addition the team follows the system stated below:

- Gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Holds team meetings on a regular basis.
- Maintains communication with staff for input and feedback, and updates them on procedures and progress.
- Supports a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.

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

Data is used to guide the instructional decisions and system procedures for all students to:

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

Managed Data will include:

Academic

- FAIR Assessment AP1 September-October 2013 is monitored through PMRN for reading
- 2013 FCAT Scores in Reading, Mathematics, Science, Writing
- District Interim Assessment Scores are monitored through Edusoft for Reading, Math, Science and Writing
- Student grades
- School site specific Assessments

Behavior

- Student Case Management System (SCAM)
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, administrative context
- Office referrals per day, per month
- Team Climate Surveys
- Attendance

Referrals to SPED programs

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

Lakeview administration will build capacity by ensuring that incoming teachers are trained in RtI. The administration will bring in district personnel to instruct teachers in how the use of FCRR activities in response to FAIR data will enhance student learning. Professional development will be provided for

teachers, so they can dis-aggregate the data of the biweekly assessments, and address the needs of students.

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: 60

Before and after school tutoring is provided for students in grades 2-5 to offer opportunities for low performing students to increase their learning, and for students to become better prepared for the FCAT 2.0. Data is analyzed and students who are performing below 70% on district interim assessments in mathematics, reading and/or science are placed in the tutoring program. The before school tutoring provides tutoring in 3rd grade reading, 4th grade writing, and 5th grade science. After school tutoring provides tutoring in 4th and 5th grade reading and mathematics. It is also a chance for high performing students to receive additional enrichment activities.

Strategy Purpose(s)

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

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

Data is collected after each interim assessment and after all formative assessments have been administered. The administrations then has monthly data chats with teachers from all grade levels and departments to determine if strategies have been effective, and determine what changes need to be made to meet student needs.

Who is responsible for monitoring implementation of this strategy?

Persons responsible: Principal, Assistant Principal, Instructional Coach, and Classroom Teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Sandra V. Banky	Principal
Isabel D. Castillo	Assistant Principal
Cecily R. Wright	Reading Coach
Sandra Blemur	Counselor
Kennetha Jones	CCSS Instructional Support/ELA Grades K-1
Carol Cash	CCSS Instructional Support/ELA Grades 2-3

Name	Title
Shameeka T. Meredith	Language Arts Teacher of the Gifted
Kathy Gibbons-Adams	Gifted Department Chairperson
Therese Conner	Language Arts Teacher, Grade K
Sharon Moyd	CCSS Instructional Support/ELA Writing

How the school-based LLT functions

- To establish a literacy vision for the school
- To develop professional development opportunities that match Lakeview's literacy vision and needs.
- To support the administration by providing multiple voices that represents the staff
- To create structures to assess and develop plans for cohesive literacy curriculum across grades
- To build a system for handling change, or new state mandates (e.g. CCSS)
- Meet quarterly to discuss progress on initiatives

Major initiatives of the LLT

Monitor the implementation of the Common Core State Standards in grades K-3, with the blended curriculum of grades 4-5. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Every Teacher Contributes to Reading Instruction

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

N/A

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 a half day 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. Students are assessed utilizing selected components of the McGraw Hill Early Growth Indicators Benchmark Assessment, which are administered to all preschoolers as an initial, mid-year diagnostic and a final assessment. Low performing students are targeted early. Once identified, certified teachers work with low-performing students using the New Reading Basal Curriculum and High/Scope strategies. Funding to support the remediation and diagnostic instruments come from a District grant. The staff provides parents with packets of activities, registration materials, and workshops to train parents to assist their children at home. Lakeview Elementary provides strategies to be utilized by the parents at home to prepare their children to make a smooth transition to kindergarten.

College and Career Readiness

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

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	45%	No	57%
American Indian		0%		
Asian		0%		
Black/African American	51%	45%	No	56%
Hispanic	53%	46%	No	58%
White		0%		
English language learners	46%	43%	No	51%
Students with disabilities	24%	21%	No	32%
Economically disadvantaged	52%	45%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	27%	31%
Students scoring at or above Achievement Level 4	37	17%	19%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	80	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	43	27%	34%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

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	36	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	47%	No	68%
American Indian		0%		
Asian		0%		
Black/African American	64%	47%	No	68%
Hispanic	62%	46%	No	66%
White		0%		
English language learners	68%	43%	No	71%
Students with disabilities	28%	21%	No	36%
Economically disadvantaged	64%	46%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	29%	33%
Students scoring at or above Achievement Level 4	36	17%	19%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		43%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		53%	58%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		0%	0%
Middle school performance on high school EOC and industry certifications		0%	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Area 4: Science

Elementary School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	17%	22%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		13%

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%

Middle 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]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

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)	3		5
Participation in STEM-related experiences provided for students	3	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	38	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	29	7%	6%
Students who are not proficient in reading by third grade	37	57%	51%
Students who receive two or more behavior referrals	42	10%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

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

Parental involvement targets for the school

Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

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

- G1.** The results of the 2013 FCAT 2.0 Writing Test indicate that 51% of students scored at or above 3.5. Our goal for the 2013-2014 is to increase the percentage of students scoring Level 3.5 or higher to 56%.
- G2.** The results of the 2013 Mathematics FCAT indicate that 46% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 56% of our students to score at Level 3 and above resulting in an increase of twenty-one percent.
- G3.** The results of the 2013 Reading FCAT indicate that 45 %of students scored at Level 3 and above. Our goal for the 2013-2014 school year is for 57 % of students to score at level 3 and above resulting in an increase of 12%.
- G4.** The results of the 2013 Science FCAT indicate that 23% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 35% of our students to score at Level 3 and above resulting in an increase of twelve percent.
- G5.** The goal for 2013-2014 is to increase the number of STEM-related experiences provided for students from 2 to 4, and to increase participation in the experiences from 50% to 75.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Writing Test indicate that 51% of students scored at or above 3.5. Our goal for the 2013-2014 is to increase the percentage of students scoring Level 3.5 or higher to 56%.

Targets Supported

Resources Available to Support the Goal

- ETO Writing Calendar and prompts; district instructional resources; 4th grade classroom teachers; state anchor papers and calibration guides.

Targeted Barriers to Achieving the Goal

- Barrier: Students do not have opportunities to demonstrate understanding of the writing process. Students have limited exposure to English vocabulary when responding to writing prompts.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

Administration, Reading Coach, Classroom Teachers

Target Dates or Schedule:

Monthly, ongoing

Evidence of Completion:

Formative: District Baseline data and monthly writing prompts Summative: 2013 FCAT 2.0 Writing Test

G2. The results of the 2013 Mathematics FCAT indicate that 46% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 56% of our students to score at Level 3 and above resulting in an increase of twenty-one percent.

Targets Supported

Resources Available to Support the Goal

- Go Math! Series, Mathematics Coach, Classroom teachers, SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

Targeted Barriers to Achieving the Goal

- Performance data for students in grades 3-5 on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.
- Performance data for students in the Black, Hispanic and Economically Disadvantaged subgroups on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.
- Performance data for students in the ELL and ESE subgroups indicate that there is a deficiency in the Reporting Category 2 – Number: Fractions. Barrier: Students do not have opportunities to utilize math skills and understand fractions using real world associations.
- Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 3 in the Reporting Category 1 - Number: Operations, Problems and Statistics Barrier: Students do not have opportunities to utilize math skills and make real world connections.
- Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 4 in the Reporting Category 1 - Number: Operations and Problems Barrier: Students do not have opportunities to utilize math skills and make real world connections.
- Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 5 in the Reporting Category 1 - Number: Base Ten and Fractions Barrier: Students do not have opportunities to utilize math skills and make real world connections.
- Students scoring at Level 4 and above: The area that showed minimal growth and would require students to maintain or improve as noted on the 2013 of the FCAT 2.0 Mathematics Test was Geometry and Measurement. Barrier: Students do not have opportunities to utilize math skills and make real world connections.
- According to the results of the 2013 FCAT 2.0 Mathematics Test, where students make learning gains, the area of greatest difficulty for Grades 3 was Reporting Category 2 – Number: Fractions. According to the results of the 2013 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 4 was Reporting Category 1 – Number: Operations and Problems. According to the results of the 2013 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 5 was Reporting Category 1 - Number: Base Ten and Fractions Barrier: Students do not have opportunities to utilize math skills and make real world connections.
- According to the results of the 2013 FCAT 2.0 Mathematics Test, for students in the lowest 25%, the area of greatest difficulty for Grade 3 was Reporting Category 2 – Number: Fractions, for Grade 4 was Reporting Category 1 – Number: Operations and Problems, and for Grade 5 was Reporting Category 1 - Number: Base Ten and Fractions. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model (FCIM), the MTSS/Rtl Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, MTSS/Rtl Team, Classroom teachers

Target Dates or Schedule:

Monthly through monthly assessments and the Fall and Winter Interim Assessments

Evidence of Completion:

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO Summative: 2014 FCAT 2.0 Mathematics Test

G3. The results of the 2013 Reading FCAT indicate that 45 %of students scored at Level 3 and above. Our goal for the 2013-2014 school year is for 57 % of students to score at level 3 and above resulting in an increase of 12%.

Targets Supported

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

Resources Available to Support the Goal

- Our primary resource is the new McGraw-Hill Reading Series and all supplemental materials that are a part of the reading series, Computer Assisted Programs including SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education. The expertise of highly qualified teachers in grades 3 through 5. The Reading Coach and members of the Literacy Leadership team for instructional support.

Targeted Barriers to Achieving the Goal

- Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need to follow and instructional routine that will improve student achievement.
- Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need opportunities to utilize graphic organizers to ensure comprehension of skills during instruction.
- Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need additional exposure to grade level appropriate literature during Reading Clinics.
- Barrier: Black and Hispanic subgroups did not make their AMO for 2013. Performance data for Students in the Black, Hispanic and Economically Disadvantaged subgroups indicate that there is a deficiency in the Reporting Category 2 – Reading Application. Students need additional supplemental interventions and remediation.
- Barrier: Students' performance data for students scoring at level 4 and above from the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – Information Text/ Research Process. Students are not exposed to enough information text resources.
- Barrier: Performance on the 2013 FCAT indicates that there is a deficiency in Reporting category 2 - Reading Application, and in order for students to make learning gains in this area, they must be provided with supplemental interventions.
- Barrier: Students' performance data from the 2013 FCAT 2.0 indicates that there is a deficiency for the lowest 25% in Reporting Category 2 – Reading. Students need additional supplemental interventions and remediation.
- Barrier: Performance data for Students in the ELL and ESE subgroup indicates that there is a deficiency in the Reporting category 3–Literary Analysis. Students need additional exposure to grade level appropriate literature during Reading Clinics.
- Barrier: The results of the 2013 CELLA indicate that ___% of students were proficient in listening and speaking. Limited exposure to English prevents student from becoming proficient in listening and speaking in English.
- Barrier: The results of the 2013 CELLA indicate that ___% of students were proficient in reading. ELL Students have limited exposure to English vocabulary.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Fall and Winter Interims and FCAT 2.0

Person or Persons Responsible

Administration, Reading Coach, Literacy Leadership Team, MTSS/Rtl Team

Target Dates or Schedule:

Progress will be monitored monthly and with results from the the Fall and Winter Interim Assessments.

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Test

G4. The results of the 2013 Science FCAT indicate that 23% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 35% of our students to score at Level 3 and above resulting in an increase of twelve percent.

Targets Supported**Resources Available to Support the Goal**

- Classroom teachers, Harcourt textbooks, Computer-assisted instruction with SuccessMaker, FCAT Explorer, Riverdeep, GIZMO, Science Coach

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT 2.0 Science Test was Reporting Category 1 – Nature of Science. Barrier: Students do not have opportunities to increase scientific thinking and participate in inquiry-based activities.
- The area of deficiency for students scoring at Level 4 as noted on the 2013 administration of the FCAT 2.0 Science Test was Physical Science. Barrier: Students need additional exposure to instructional strategies that are linked to increasing rigor through inquiry-based learning in Physical Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim assessments and FCAT 2.0

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule:

Monthly using monthly assessments and Fall and Winter Interims

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative: 2014 FCAT 2.0 Science Test

G5. The goal for 2013-2014 is to increase the number of STEM-related experiences provided for students from 2 to 4, and to increase participation in the experiences from 50% to 75.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Classroom teachers, district STEM resources

Targeted Barriers to Achieving the Goal

- Barrier: Students do not have enough opportunities to participate in STEM-related activities.

Plan to Monitor Progress Toward the Goal

Monitor the number of STEM activities provided each grading period.

Person or Persons Responsible

Administration, Science Coach, Classroom teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

field trip rosters, Science Fair submissions, student work folders

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Writing Test indicate that 51% of students scored at or above 3.5. Our goal for the 2013-3014 is to increase the percentage of students scoring Level 3.5 or higher to 56%.

G1.B1 Barrier: Students do not have opportunities to demonstrate understanding of the writing process. Students have limited exposure to English vocabulary when responding to writing prompts.

G1.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process.

Action Step 1

Conduct classroom walk-throughs to monitor the implementation of the writing process within student journals.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walk-through documentation, administrative feedback, coaching log reflection, ETO feedback/support documentation reflection

Action Step 2

Utilize student journals to demonstrate evidence of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

10/18/13

Evidence of Completion

Lesson plans, interactive journals

Action Step 3

Provide students with opportunities to revise their writing using rubrics and revision strategies

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

10/28/13

Evidence of Completion

Student work samples, lesson plans

Action Step 4

Incorporate the use of graphic organizers during the pre-planning phase.

Person or Persons Responsible

Reading coach, ETO CSS

Target Dates or Schedule

10/31/13

Evidence of Completion

Student work samples, interactive journals

Action Step 5

Conduct coaching cycles to model all components of the writing process and make certain they are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

10/25/13

Evidence of Completion

Coaching calendar, coaching logs, debriefing notes

Action Step 6

Plan for and implement an instructional framework that will allow students to develop prompts from planing to publishing.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

10/25/2014

Evidence of Completion

Planning agendas, student work sample, lesson plans

Action Step 7

Provide professional development on the writing process along with a focus on revision versus editing.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

10/10 Common Planning Session

Evidence of Completion

Professional development roster, Professional development deliverables (PPT, handouts)

Facilitator:

Reading Coach, ETO CSS

Participants:

4th Grade Writing Teachers

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

Effective lesson planning, observation of the gradual release model.

Person or Persons Responsible

Administration

Target Dates or Schedule

1/2014

Evidence of Completion

PD roster, PD deliverables

Plan to Monitor Effectiveness of G1.B1.S1

Student work, response to prompts, effective lesson planning, use of the gradual release model.

Person or Persons Responsible

Administration

Target Dates or Schedule

1/2014

Evidence of Completion

model observation checklist, debriefing forms, planning agendas

G1.B1.S2 Strategies: Utilize Narrative Anchor Papers and Expository Calibration Guides to instruct students in correct examples of FCAT 2.0 Writing at Levels 3.5 and above.

Action Step 1

Provide opportunities for students to demonstrate understanding of the writing process by developing and maintaining a writer's notebook. Provide opportunities for students to develop vocabulary understanding of the writing process through by developing and maintaining a writer's notebook.

Person or Persons Responsible

Administration, Reading Coach, Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writer's notebooks, response to prompts

Action Step 2

Provide monthly Writing clinics to instruct students in the FCAT 2.0 Writing process

Person or Persons Responsible

Administration, Reading Coach, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writer's notebooks, response to prompts

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

Following the Florida Continuous Improvement Model (FCIM) the MTSS/Rtl Team and will review data after each assessment and make recommendations based on students' instructional needs.

Person or Persons Responsible

Administration, Reading Coach, Classroom Teachers

Target Dates or Schedule

Ongoing, monthly

Evidence of Completion

Student responses to monthly prompts

Plan to Monitor Effectiveness of G1.B1.S2

Following the Florida Continuous Improvement Model (FCIM) the MTSS/Rtl Team will review data after each assessment and make recommendations based on students' instructional needs.

Person or Persons Responsible

Administration, Reading Coach, Classroom teachers

Target Dates or Schedule

Monthly, ongoing

Evidence of Completion

Students responses to Monthly Prompts

G2. The results of the 2013 Mathematics FCAT indicate that 46% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 56% of our students to score at Level 3 and above resulting in an increase of twenty-one percent.

G2.B1 Performance data for students in grades 3-5 on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B1.S1 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Delivery Model.

Action Step 1

Conduct professional development on the Gradual Release Model of Responsibility to math teachers in grades K-5.

Person or Persons Responsible

ETO CSS

Target Dates or Schedule

Gradual Release PD

Evidence of Completion

Professional Development Rosters, PD handouts

Action Step 2

Conduct coaching cycle with a focus on modeling and co-teaching with the Gradual Release Lesson Delivery Model.

Person or Persons Responsible

Math Coach, Principal, Assistant Principal

Target Dates or Schedule

11/1/13

Evidence of Completion

Coaching Logs, Coaching cycle support documentation

Action Step 3

Include ELL and ESE strategies in the "You Do" portion of the lesson for students who need additional support.

Person or Persons Responsible

Teacher, Math Coach, Principal, Assistant Principal

Target Dates or Schedule

11/1/13

Evidence of Completion

Lesson plans created during planning, student work, differentiated lesson plans, ongoing progress monitoring data, walk-through documentation

Action Step 4

Ensure that ELL and ESE student are partnered or grouped with non-ELL and/or non-ESE students during the "They Do" portion of the lesson.

Person or Persons Responsible

Teacher, Math Coach, Principal, Assistant Principal

Target Dates or Schedule

11/1/13

Evidence of Completion

Walk-through documentation, lesson plans created during planning

Action Step 5

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

11/1/13

Evidence of Completion

Student work, lesson plans created during planning, planning agendas, student journals

Action Step 6

Deliver instruction incorporating all components of the Gradual Release Model of Responsibility Model according to their lesson plans.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

11/1/13

Evidence of Completion

Lesson plans created during planning, planning agendas, coaching schedule, coaching logs

Action Step 7

Develop lessons promoting a Gradual Release Model of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

11/1/13

Evidence of Completion

Student journals, lesson plans created during planning, student work samples, walk-throughs

Action Step 8

Use the Essential Question (derived from the Standards) to develop lessons.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

11/1/13

Evidence of Completion

Walk-throughs, Lessons created during planning, coaches logs, CSS support documentation

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Take part in regular embedded professional development (i.e., planning, lesson study, professional learning communities).

Action Step 1

Partake in quarterly professional learning opportunities that increase their knowledge and application of strategies to improve instruction for diverse learners (ELL and ESE students).

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

11/1/13

Evidence of Completion

Professional Development handouts, Lesson Plans created during planning, student work samples

Facilitator:

Math Coach

Participants:

Math Teachers

Action Step 2

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks and share instructional strategies that were targeted during Lesson Study.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS

Target Dates or Schedule

11/1/13

Evidence of Completion

Lesson plans created during planning, meeting agendas, walk-through documentation, coaching logs

Facilitator:

Math Coach

Participants:

Math Teachers

Action Step 3

Contribute in math meetings, data chats and planning sessions conducted by the instructional coach for the teachers and interventionists.

Person or Persons Responsible

Teacher, Math Coach, Interventionist, ETO CSS

Target Dates or Schedule

11/1/13

Evidence of Completion

Planning Agendas, lesson plans created during planning

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Strategies: Apply the inverse property to solve real-world problems and to check the solution of a problems involving multiplication or division. Supply mathematical fluency and problem solving skills in the area of multiplication, patterns and graphs by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Action Steps: Results of the FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS). Support mathematical fluency and problems solving proficiency in the areas of multiplication, patterns and graphs. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, GO Math! assessments, site generated assessments, including benchmarks

Facilitator:

Mathematics Coach

Participants:

Administration, Mathematics Coach, Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math! assessments, site generated assessments, Interim assessments

Plan to Monitor Effectiveness of G2.B1.S3

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B2 Performance data for students in the Black, Hispanic and Economically Disadvantaged subgroups on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B2.S1 Performance data for students in the Black, Hispanic and Economically Disadvantaged subgroups on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Before School: 7:00-8:00 a.m. After School: 3:05-4:05 p.m.

Evidence of Completion

Student work, site generated assessments

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math Assessments, Interim assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B3 Performance data for students in the ELL and ESE subgroups indicate that there is a deficiency in the Reporting Category 2 – Number: Fractions. Barrier: Students do not have opportunities to utilize math skills and understand fractions using real world associations.

G2.B3.S1 Strategy: Provide exposure to grade level appropriate math strategies during monthly Mathematics Clinics from September to February. Provide weekly clinics from February until the administration of the FCAT 2.0.

Action Step 1

Action Steps: All students in the ELL and ESE subgroups will attend monthly math clinics from September to February, and weekly math clinics from February until the administration of the FCAT 2.0.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments.

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/Rtl Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Math Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

Plan to Monitor Effectiveness of G2.B3.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Math Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B4 Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 3 in the Reporting Category 1 - Number: Operations, Problems and Statistics Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B4.S1 Strategies: Apply the inverse property to solve real-world problems and to check the solution of a problems involving multiplication or division. Supply mathematical fluency and problem solving skills in the area of multiplication, patterns and graphs by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Action Steps: Results of the 2013 FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS). Support mathematical fluency and problems solving proficiency in the areas of multiplication, patterns and graphs. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and site generated and GO Math! assessments

Facilitator:

Mathematics Coach

Participants:

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

GO Math! Assessments, site generated assessments

Plan to Monitor Effectiveness of G2.B4.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B5 Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 4 in the Reporting Category 1 - Number: Operations and Problems Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B5.S1 Strategies: Apply the inverse property to solve real-world problems and to check the solution of a problems involving multiplication or division. Supply mathematical fluency and problem solving skills in the area of multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Action Steps: Results of the 2013 FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS), support mathematical fluency and problems solving proficiency in the areas of multi- digit multiplication, patterns, expressions and equations. Provide the opportunities to use patterns, models and relationships as contexts for writing and solving simple equations.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Go Math! Assessments, site generated assessments

Facilitator:

Mathematics Coach

Participants:

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

GO Math! Assessments, Interim Assessments

Plan to Monitor Effectiveness of G2.B5.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B6 Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 5 in the Reporting Category 1 - Number: Base Ten and Fractions Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B6.S1 Strategies: Add and subtract fractions with both like and unlike denominators; add and subtract decimals, use models, place value or properties in real-world situations.

Action Step 1

Action Steps: Results of the 2013 FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS), support mathematical fluency and problems solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed number and decimals. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

GO Math! Assessments, site generated assessments, Interim assessments

Facilitator:

Mathematics Coach

Participants:

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

GO Math! Assessments, site generated assessments, Interim assessments

Plan to Monitor Effectiveness of G2.B6.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B7 Students scoring at Level 4 and above: The area that showed minimal growth and would require students to maintain or improve as noted on the 2013 of the FCAT 2.0 Mathematics Test was Geometry and Measurement. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B7.S1 Strategies: Provide opportunities for students in grades 3-5 to engage in mathematical discourse, participate in enrichment activities, such as frontloading of math activities and/or benchmarks, utilizing computer-assisted programs such as FCAT Explorer and GIZMO, and problem solving events through the use of cooperative student learning teams. Use literature in mathematics to provide the necessary meaning for student to successfully grasp measurement concepts and make connections with real world situations.

Action Step 1

Action Steps: Results of the 2013 FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, site generated assessments, GO Math! Assessments

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, Interim assessments

Plan to Monitor Effectiveness of G2.B7.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B8 According to the results of the 2013 FCAT 2.0 Mathematics Test, where students make learning gains, the area of greatest difficulty for Grades 3 was Reporting Category 2 – Number: Fractions. According to the results of the 2013 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 4 was Reporting Category 1 – Number: Operations and Problems. According to the results of the 2013 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 5 was Reporting Category 1 - Number: Base Ten and Fractions Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B8.S1 Strategy: Provide monthly Mathematics Clinics for students in grades 3-5 from September to February. Provide weekly clinics for these students from February until the administration of the FCAT.

Action Step 1

Action Steps: All students in grade 3 who scored less than the 40th percentile on the SAT-10 will attend weekly mathematics clinics. All students in grades 4 and 5 who scored Level 1 or Level 2 on the 2013 FCAT 2.0 will attend monthly mathematics clinics.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and site generated assessments, GO Math! assessments

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

GO Math! tests, Interim assessments

Plan to Monitor Effectiveness of G2.B8.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G2.B9 According to the results of the 2013 FCAT 2.0 Mathematics Test, for students in the lowest 25%, the area of greatest difficulty for Grade 3 was Reporting Category 2 – Number: Fractions, for Grade 4 was Reporting Category 1 – Number: Operations and Problems, and for Grade 5 was Reporting Category 1 - Number: Base Ten and Fractions. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B9.S1 Strategies: Before and after school tutorials will be provided for students in grade 3-5 in mathematics.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Before School: 7:00-8:00 a.m. After School: 3:05-4:05 p.m.

Evidence of Completion

Student work, site generated assessments

Plan to Monitor Fidelity of Implementation of G2.B9.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Site generated assessments

Plan to Monitor Effectiveness of G2.B9.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, GIZMO

G3. The results of the 2013 Reading FCAT indicate that 45 %of students scored at Level 3 and above. Our goal for the 2013-2014 school year is for 57 % of students to score at level 3 and above resulting in an increase of 12%.

G3.B1 Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need to follow and instructional routine that will improve student achievement.

G3.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Conduct classroom walk-throughs to monitor the implementation of lesson plans and instructional routines.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walk-through forms and/or checklists, ETO feedback and reflection on support document

Action Step 2

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas, coaching log, lesson plans created during planning

Action Step 3

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas, Coaching Log, lesson plans created during planning

Facilitator:

Reading Coach

Participants:

RLA Teachers

Action Step 4

Conduct coaching cycles and model different components of the instructional routine based on teachers' need.

Person or Persons Responsible

Reading Coaches, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar, coaching log, lesson plans created during planning

Action Step 5

Work collaboratively during planning to create lesson plans using backward planning.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas, coaching log, lesson plans created during planning

Action Step 6

Model effective lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Person or Persons Responsible

Reading Coach, ETO Curriculum Support Specialist (CSS)

Target Dates or Schedule

6/5/14

Evidence of Completion

Sign-in Sheets, planning agenda, Model Observation Checklist, Debriefing forms

Facilitator:

Reading Coach, ETO CSS

Participants:

RLA Teachers

Action Step 7

Provide professional development on the implementation of small group, differentiated instruction during planning.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

10/10/13

Evidence of Completion

sign-in sheets, PD deliverables, planning agenda

Facilitator:

Reading Coach, ETO CSS

Participants:

RLA Teachers in grades K-5

Action Step 8

Plan and implement instructional routines that include; a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching calendar, coaching log, debriefing notes

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

Effective lesson planning and delivery of explicit instruction and the Gradual Release Model

Person or Persons Responsible

Administration

Target Dates or Schedule

6/5/14

Evidence of Completion

Sign-in sheets, planning agendas, model observation checklist, debriefing forms

Plan to Monitor Effectiveness of G3.B1.S1

Effective lesson planning and delivery of explicit instruction and the Gradual Release Model

Person or Persons Responsible

Administration, Reading Coach, Literacy Leadership Team, MTSS/RtI Team

Target Dates or Schedule

6/5/14, ongoing

Evidence of Completion

student work folders, authentic assessment, Fall and Winter Interim Assessments

G3.B1.S2 Implement and monitor the effective use of data driven instruction.

Action Step 1

Conduct classroom walk-throughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walk-through documentation, Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support, documentation

Action Step 2

Create and implement a monthly ongoing progress monitoring schedule and tracking system.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule, Tracking documents

Action Step 3

Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Person or Persons Responsible

Reading Coach, ETO CSS, Principal, Assistant Principal

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas, sign-in sheets, flexible student grouping

Action Step 4

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar, Coaching Log, Debriefing notes

Action Step 5

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed lesson plans, completed grouping templates

Action Step 6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 7

Provide professional development on the use of data to create flexible student groups and use of a grouping template.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

10/31/13

Evidence of Completion

Sign-in sheets, completed group templates

Action Step 8

Provide professional development on analyzing multiple data sources used to drive instruction (i.e., FAIR, STAR, Successmaker, Interim Assessments, CELLA).

Person or Persons Responsible

Reading Coach, ETO CSS, Assistant Principal, Principal

Target Dates or Schedule

6/514

Evidence of Completion

Data chat schedule, Administrative and Coaches Data Binders, sign-in sheets, Teacher Data Binders

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Strategy: Provide students with more practice with prefixes, suffixes, root words, synonyms, and antonyms through the use of word walls, personal dictionaries, context clues charts, vocabulary maps and word arrays. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings opportunities to utilize computer-assisted instruction such as SuccessMaker. Provide scaffolded activities that are aligned with Common Core State Standards (CCSS).

Action Step 1

Action Steps: Instruct students in the use of context clues, word relationships and multiple meanings of words. 1. Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. 2. Students will develop and maintain a response journal.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, site generated monthly assessments, and interim assessments

Facilitator:

Reading Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw-Hill assessments, interim assessments

Plan to Monitor Effectiveness of G3.B1.S3

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B2 Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need opportunities to utilize graphic organizers to ensure comprehension of skills during instruction.

G3.B2.S1 Utilize grade-level appropriate texts and graphic organizers that reinforce skill including, but not limited to, explicit ideas and information on main idea, relevant supporting details, cause and effect, themes and topics, text structure, comparison and contrast, chronological order of events, identifiable author's purpose and perspective for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining story elements and problem/resolution. Provide scaffolded activities that are aligned with Common Core State Standards (CCSS).

Action Step 1

Action Steps: Teach students to read and comprehend literature and informational text at the high end of the grade level text complexity band independently and proficiently. 1. Provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from text. 2. Provide grade level appropriate practice utilizing graphic organizers to ensure comprehension of reading skills.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, district benchmark interim assessments

Facilitator:

Reading Coach

Participants:

Classroom Teachers

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

MdGraw-Hill assessments, district interim assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B3 Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need additional exposure to grade level appropriate literature during Reading Clinics.

G3.B3.S1 Strategy: Provide exposure to grade level appropriate literature during monthly Reading Clinics for students in grades 3-5 from September to February, and weekly clinics from February up to the administration of the FCAT 2.0.

Action Step 1

Action Steps: Provide monthly reading clinics for students in grades 3-5. 1. Teach students to identify and interpret elements of story structure within a text. 2. Use poetry to practice identifying descriptive language that defines mood and imagery. 3. Teach students to compare and contrast the point of view from different stories, events or topics from different stories.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and McGraw-Hill assessments, site-generated assessments, district interim assessments

Facilitator:

Reading Coach

Participants:

Classroom Teachers

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Reading Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

Plan to Monitor Effectiveness of G3.B3.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Reading Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B4 Barrier: Black and Hispanic subgroups did not make their AMO for 2013. Performance data for Students in the Black, Hispanic and Economically Disadvantaged subgroups indicate that there is a deficiency in the Reporting Category 2 – Reading Application. Students need additional supplemental interventions and remediation.

G3.B4.S1 Before and after school tutorials will be provided for Black and Hispanic students in grades 3-5 in reading.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Before school - 7:00-8:00 a.m. After school - 3:05-4:05 p.m.

Evidence of Completion

Student work and site generated assessments

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes and site generated assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B5 Barrier: Students' performance data for students scoring at level 4 and above from the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – Information Text/Research Process. Students are not exposed to enough information text resources.

G3.B5.S1 Strategy: Provide a variety of enrichment strategies and informational text resources and activities including computer-assisted instruction such as FCAT Explorer and Reading Plus.

Action Step 1

Enroll students into FCAT Explorer programs and provide Reading Plus to all students at Level 4.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus reports, and FCAT Explorer reports

Facilitator:

District

Participants:

Classroom Teachers

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

Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus Reports, FCAT Explorer reports

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B6 Barrier: Performance on the 2013 FCAT indicates that there is a deficiency in Reporting category 2 - Reading Application, and in order for students to make learning gains in this area, they must be provided with supplemental interventions.

G3.B6.S1 Strategy: Provide monthly Reading Clinics for students in grades 3-5 from September to February. Provide weekly Reading Clinics for students from February until the administration of the FCAT 2.0.

Action Step 1

Action Steps: All students in grade 3 who scored less than the 40th percentile on the SAT-10 and students in grades 4 and 5 who scored Level 1 or Level 2 on the 2013 FCAT will attend monthly reading clinics.

Person or Persons Responsible

Classroom Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, site generated assessments, district benchmark assessments

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Reading Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Reading Coach, LLT, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Interim assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Reading Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Reading Coach, LLT, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B7 Barrier: Students' performance data from the 2013 FCAT 2.0 indicates that there is a deficiency for the lowest 25% in Reporting Category 2 – Reading. Students need additional supplemental interventions and remediation.

G3.B7.S1 Strategy: Before and after school tutorials will be provided for the lowest 25% of students in grades 3-5 in reading.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Before school: 7:00-8:00 a.m. After School: 3:05-4:05 p.m.

Evidence of Completion

Student work and site generated assessments

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student sign-in sheets, site generated assessments, Fall and Winter Interim assessments

Plan to Monitor Effectiveness of G3.B7.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Tutoring groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Reading Coach, LLT, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B8 Barrier: Performance data for Students in the ELL and ESE subgroup indicates that there is a deficiency in the Reporting category 3–Literary Analysis. Students need additional exposure to grade level appropriate literature during Reading Clinics.

G3.B8.S1 Strategy: Provide exposure to grade level appropriate literature during monthly Reading Clinics for students in grades 3-5 from September through February. Provide weekly clinics for students from February until the administration of the FCAT 2.0.

Action Step 1

Action Steps: All students in the ELL and ESE subgroups will attend weekly reading clinics. Teachers will scaffold instruction in the classroom as a followup of exposure to grade level materials in clinics.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

student work and site generated assessments

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

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Reading Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Reading Coach, LLT, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

McGraw-Hill assessments, site generated assessments, Interim assessments

Plan to Monitor Effectiveness of G3.B8.S1

Following the Florida Continuous Improvement Model (FCIM), the MTSS/RtI Team will review data after each assessment and make recommendations based on students' instructional needs. Topics for instruction during Reading Clinics Groups will be reviewed based on test results to address student deficiencies.

Person or Persons Responsible

Administration, Reading Coach, LLT, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR Assessment, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education.

G3.B9 Barrier: The results of the 2013 CELLA indicate that ___% of students were proficient in listening and speaking. Limited exposure to English prevents student from becoming proficient in listening and speaking in English.

G3.B9.S1 Strategy: ESOL strategies that include but are not limited to Language experience approach (LEA) and modeling to increase listening proficiency. Teachers will instruct using ESOL strategies that include but are not limited to repetition, role playing and meaningful language practice to increase speaking proficiency.

Action Step 1

Action Steps: Instruct students with ESOL strategies.

Person or Persons Responsible

Administration, Reading Coach, LLT, ESOL Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Reports from teacher assessments, weekly assessments, .

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

Following the Florida Continuous Improvement Model (FCIM) the MTSS/Rtl Team and LEP Committee will review data after each assessment and make recommendations based on students' instructional needs.

Person or Persons Responsible

Administration, Reading Coach, LLT, LEP Committee, ESOL Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Waterford and Imagine Learning reports

Plan to Monitor Effectiveness of G3.B9.S1

Following the Florida Continuous Improvement Model (FCIM) the MTSS/Rtl Team and LEP Committee will review data after each assessment and make recommendations based on students' instructional needs.

Person or Persons Responsible

Administration, Reading Coach, LEP Committee, ESOL Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Baseline and Interim Assessments, FAIR, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, Waterford Program

G3.B10 Barrier: The results of the 2013 CELLA indicate that ___% of students were proficient in reading. ELL Students have limited exposure to English vocabulary.

G3.B10.S1 Students will utilize the Waterford computer program, the Imagine Learning program, and ESOL strategies that include but are not limited to, interactive word walls and vocabulary notebooks, to increase reading proficiency.

Action Step 1

Action Steps: Enroll students into the Waterford Computer Program; enroll students in the Imagine Learning Program; instruct students with ESOL strategies.

Person or Persons Responsible

Administration, Reading Coach, LEP Committee, ESOL Teacher, classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Waterford and Imagine Learning reports

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Following the Florida Continuous Improvement Model (FCIM) the MTSS/RtI Team and LEP Committee will review data after each assessment and make recommendations based on students' instructional needs.

Person or Persons Responsible

Administration, Reading Coach, LEP Committee, ESOL Teacher, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Waterford and Imagine Learning reports

Plan to Monitor Effectiveness of G3.B10.S1

Following the Florida Continuous Improvement Model (FCIM) the MTSS/Rtl Team and LEP Committee will review data after each assessment and make recommendations based on students' instructional needs.

Person or Persons Responsible

Administration, Reading Coach, LEP Committee, ESOL Teacher, Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Baseline and Interim Assessments, FAIR, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, Discovery Education, Waterford Program

G4. The results of the 2013 Science FCAT indicate that 23% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 35% of our students to score at Level 3 and above resulting in an increase of twelve percent.

G4.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT 2.0 Science Test was Reporting Category 1 – Nature of Science. Barrier: Students do not have opportunities to increase scientific thinking and participate in inquiry-based activities.

G4.B1.S1 Strategies: Scaffold students learning by instruction them according to their learning styles. Provide inquiry-based science content via scaffolded activities that are aligned with the Common Core State Standards (CCSS).

Action Step 1

Action Steps: Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in an ongoing class science project.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student projects, site generated assessments including benchmarks

Facilitator:

Science Coach

Participants:

Science Teachers in K-5

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

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Site generated assessments, Interim assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, GIZMO

G4.B2 The area of deficiency for students scoring at Level 4 as noted on the 2013 administration of the FCAT 2.0 Science Test was Physical Science. Barrier: Students need additional exposure to instructional strategies that are linked to increasing rigor through inquiry-based learning in Physical Science.

G4.B2.S1 Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Action Step 1

Monitor the use of a variety of resources to support NGSSS and gap benchmarks during all the components of the Gradual Release Model

Person or Persons Responsible

Administrators

Target Dates or Schedule

10/24/13

Evidence of Completion

Observation: Administrative Feedback/Reflections, Lesson Plans, Interactive Journal/Student Work

Action Step 2

Monitor the use of an essential to focus instruction during all the components of the Gradual Release Model.

Person or Persons Responsible

Administrators

Target Dates or Schedule

10/24/13

Evidence of Completion

Observation: Administrative Feedback/Reflections, Lesson Plans, Interactive Journal/Student Work

Action Step 3

Teachers construct lesson plans designed as a result of unwrapping the benchmark following the Gradual Release of Responsibility Model

Person or Persons Responsible

Science Coach

Target Dates or Schedule

10/18/13

Evidence of Completion

Lesson plans, Interactive Journals, Science Coach Logs/Reflections

Action Step 4

Model the delivery of instruction designed as a result of unwrapping the benchmark while incorporating a variety of science resources.

Person or Persons Responsible

Science CSS, Science Coach

Target Dates or Schedule

10/11/13

Evidence of Completion

Lesson plans, Interactive Journals, Science Coach Logs/Reflections

Action Step 5

Provide PD in Unwrapping the Benchmark for Teachers 3-5, thus enabling them to construct and implement lesson plans that utilize a variety of science resources to support NGSSS and gap benchmarks.

Person or Persons Responsible

Science CSS, Science Coach

Target Dates or Schedule

10/4/13

Evidence of Completion

Professional Development Roster, Agenda

Action Step 6

Provide PD in Unwrapping the Benchmark for Teachers K-2, thus enabling them to construct and implement lesson plans that utilize a variety of science resources to support NGSSS and gap benchmarks.

Person or Persons Responsible

Science CSS, Science Coach

Target Dates or Schedule

10/4/13

Evidence of Completion

Professional Development Roster, Agenda

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2.S2 Utilize planning to develop lessons that incorporate the use of the Gradual Release Model.

Action Step 1

Monitor all aspects of the Gradual Release Model, with a focus on the I Do/We Do portion, and the use of collaborative strategies during the "They Do" portion of the lesson, through classroom walk-throughs, during formal and informal observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

10/24/13

Evidence of Completion

Observation: Administrative Feedback/Reflections, Lesson Plans, Interactive Journals/Student Work

Action Step 2

Teachers provide students with opportunities to use collaborative strategies during the "They DO" portion of the lesson.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

10/18/13

Evidence of Completion

Completed Lesson Plan, Coaching Feedback Form, Observations

Action Step 3

Teacher construct lesson plans following the Gradual Release of Responsibility Model (I Do, We Do, They Do, You Do) with a focus on the I Do/We Do portion.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

10/11/13

Evidence of Completion

Completed Lesson Plan, Coaching Feedback Form, Observations

Action Step 4

Model the delivery of instruction incorporating all the components of the Gradual Release of Responsibility Model (I Do, We Do, They Do, You Do) with a focus on the I Do/We Do portion.

Person or Persons Responsible

Science CSS, Science Coach

Target Dates or Schedule

10/4/13

Evidence of Completion

Completed Lesson Plan, Coaching Feedback Form, Observations

Action Step 5

Provide PD in Gradual Release Model K-5, thus enabling them to construct and implement lesson plans that follow all steps in the Gradual Release of Responsibility Model (I Do, We Do, They Do, You Do) with a focus on the I Do/We Do portion.

Person or Persons Responsible

Science CSS, Science Coach

Target Dates or Schedule

10/4/13

Evidence of Completion

Professional Development Roster, Agenda

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2.S3 Strategy: Provide opportunities that incorporate inquiry-based enrichment learning activities and computer-assisted instruction such as GIZMO, for students to practice and experience the scientific method, and increase participation in the District Elementary Science Fair.

Action Step 1

Action Steps: During delivery of content use multiple media (oral, graphics, written, technology) to reach a wide range of learning styles and address development of Physical Science Content. Teachers will utilize graphic organizers that are used during reading instruction, including Venn diagrams for compare/contrast, 2-column notes, maps, webs, and timelines.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, site generated assessments including benchmarks

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Site generated assessments, Interim assessments

Plan to Monitor Effectiveness of G4.B2.S3

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, GIZMO

G5. The goal for 2013-2014 is to increase the number of STEM-related experiences provided for students from 2 to 4, and to increase participation in the experiences from 50% to 75.

G5.B1 Barrier: Students do not have enough opportunities to participate in STEM-related activities.

G5.B1.S1 Strategy: Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in The Scientific method.

Action Step 1

Action Steps: Plan at least one STEM activity (field trip, competition, etc.) each quarter. Review student work folders for evidence of the use of inquiry based learning activities and monitor monthly school based assessments and district interim assessments to ensure adequate progress and require students in grade 5 to participate in the District Science Fair.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

student work, field trip rosters, site generated assessments

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

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Site generated assessments, Interim assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the Florida Continuous Improvement Model (FCIM), progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment. Progress will be monitored with the results of monthly assessments and the Fall and Winter Interim Assessments. Differentiated instructional groups will be realigned to address student deficiencies after each assessment.

Person or Persons Responsible

Administration, Mathematics Coach, Classroom Teachers, MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Computer Assisted Programs reports generated from SuccessMaker, FCAT Explorer, Riverdeep, GIZMO

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 ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

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

Title III

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title VI, Part B – NA

N/A

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Lakeview will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Writing Test indicate that 51% of students scored at or above 3.5. Our goal for the 2013-3014 is to increase the percentage of students scoring Level 3.5 or higher to 56%.

G1.B1 Barrier: Students do not have opportunities to demonstrate understanding of the writing process. Students have limited exposure to English vocabulary when responding to writing prompts.

G1.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process.

PD Opportunity 1

Provide professional development on the writing process along with a focus on revision versus editing.

Facilitator

Reading Coach, ETO CSS

Participants

4th Grade Writing Teachers

Target Dates or Schedule

10/10 Common Planning Session

Evidence of Completion

Professional development roster, Professional development deliverables (PPT, handouts)

G2. The results of the 2013 Mathematics FCAT indicate that 46% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 56% of our students to score at Level 3 and above resulting in an increase of twenty-one percent.

G2.B1 Performance data for students in grades 3-5 on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B1.S2 Take part in regular embedded professional development (i.e., planning, lesson study, professional learning communities).

PD Opportunity 1

Partake in quarterly professional learning opportunities that increase their knowledge and application of strategies to improve instruction for diverse learners (ELL and ESE students).

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

11/1/13

Evidence of Completion

Professional Development handouts, Lesson Plans created during planning, student work samples

PD Opportunity 2

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks and share instructional strategies that were targeted during Lesson Study.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

11/1/13

Evidence of Completion

Lesson plans created during planning, meeting agendas, walk-through documentation, coaching logs

G2.B1.S3 Strategies: Apply the inverse property to solve real-world problems and to check the solution of a problems involving multiplication or division. Supply mathematical fluency and problem solving skills in the area of multiplication, patterns and graphs by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Action Steps: Results of the FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS). Support mathematical fluency and problems solving proficiency in the areas of multiplication, patterns and graphs. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Facilitator

Mathematics Coach

Participants

Administration, Mathematics Coach, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, GO Math! assessments, site generated assessments, including benchmarks

G2.B4 Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 3 in the Reporting Category 1 - Number: Operations, Problems and Statistics Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B4.S1 Strategies: Apply the inverse property to solve real-world problems and to check the solution of a problems involving multiplication or division. Supply mathematical fluency and problem solving skills in the area of multiplication, patterns and graphs by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Action Steps: Results of the 2013 FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS). Support mathematical fluency and problems solving proficiency in the areas of multiplication, patterns and graphs. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Facilitator

Mathematics Coach

Participants

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and site generated and GO Math! assessments

G2.B5 Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 4 in the Reporting Category 1 - Number: Operations and Problems Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B5.S1 Strategies: Apply the inverse property to solve real-world problems and to check the solution of a problems involving multiplication or division. Supply mathematical fluency and problem solving skills in the area of multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Action Steps: Results of the 2013 FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS), support mathematical fluency and problems solving proficiency in the areas of multi- digit multiplication, patterns, expressions and equations. Provide the opportunities to use patterns, models and relationships as contexts for writing and solving simple equations.

Facilitator

Mathematics Coach

Participants

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Go Math! Assessments, site generated assessments

G2.B6 Performance data for students on the 2013 FCAT 2.0 indicate that there is a deficiency for Grade 5 in the Reporting Category 1 - Number: Base Ten and Fractions Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B6.S1 Strategies: Add and subtract fractions with both like and unlike denominators; add and subtract decimals, use models, place value or properties in real-world situations.

PD Opportunity 1

Action Steps: Results of the 2013 FCAT 2.0 will be analyzed and differentiated instruction will be delivered according to students' needs. Use mathematical practices of the Common Core State Standards (CCSS), support mathematical fluency and problems solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed number and decimals. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Facilitator

Mathematics Coach

Participants

Administration, Mathematics Coach, Classroom Teachers, MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

GO Math! Assessments, site generated assessments, Interim assessments

G3. The results of the 2013 Reading FCAT indicate that 45 %of students scored at Level 3 and above. Our goal for the 2013-2014 school year is for 57 % of students to score at level 3 and above resulting in an increase of 12%.

G3.B1 Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need to follow and instructional routine that will improve student achievement.

G3.B1.S1 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Facilitator

Reading Coach

Participants

RLA Teachers

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas, Coaching Log, lesson plans created during planning

PD Opportunity 2

Model effective lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Facilitator

Reading Coach, ETO CSS

Participants

RLA Teachers

Target Dates or Schedule

6/5/14

Evidence of Completion

Sign-in Sheets, planning agenda, Model Observation Checklist, Debriefing forms

PD Opportunity 3

Provide professional development on the implementation of small group, differentiated instruction during planning.

Facilitator

Reading Coach, ETO CSS

Participants

RLA Teachers in grades K-5

Target Dates or Schedule

10/10/13

Evidence of Completion

sign-in sheets, PD deliverables, planning agenda

G3.B1.S3 Strategy: Provide students with more practice with prefixes, suffixes, root words, synonyms, and antonyms through the use of word walls, personal dictionaries, context clues charts, vocabulary maps and word arrays. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings opportunities to utilize computer-assisted instruction such as SuccessMaker. Provide scaffolded activities that are aligned with Common Core State Standards (CCSS).

PD Opportunity 1

Action Steps: Instruct students in the use of context clues, word relationships and multiple meanings of words. 1. Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. 2. Students will develop and maintain a response journal.

Facilitator

Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, site generated monthly assessments, and interim assessments

G3.B2 Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need opportunities to utilize graphic organizers to ensure comprehension of skills during instruction.

G3.B2.S1 Utilize grade-level appropriate texts and graphic organizers that reinforce skill including, but not limited to, explicit ideas and information on main idea, relevant supporting details, cause and effect, themes and topics, text structure, comparison and contrast, chronological order of events, identifiable author's purpose and perspective for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining story elements and problem/resolution. Provide scaffolded activities that are aligned with Common Core State Standards (CCSS).

PD Opportunity 1

Action Steps: Teach students to read and comprehend literature and informational text at the high end of the grade level text complexity band independently and proficiently. 1. Provide opportunities for students to refer to details and examples in a text, what the text says explicitly and when drawing inferences from text. 2. Provide grade level appropriate practice utilizing graphic organizers to ensure comprehension of reading skills.

Facilitator

Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, district benchmark interim assessments

G3.B3 Barrier: Performance on the 2013 FCAT indicates that students in grades 3-5 need additional exposure to grade level appropriate literature during Reading Clinics.

G3.B3.S1 Strategy: Provide exposure to grade level appropriate literature during monthly Reading Clinics for students in grades 3-5 from September to February, and weekly clinics from February up to the administration of the FCAT 2.0.

PD Opportunity 1

Action Steps: Provide monthly reading clinics for students in grades 3-5. 1. Teach students to identify and interpret elements of story structure within a text. 2. Use poetry to practice identifying descriptive language that defines mood and imagery. 3. Teach students to compare and contrast the point of view from different stories, events or topics from different stories.

Facilitator

Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and McGraw-Hill assessments, site-generated assessments, district interim assessments

G3.B5 Barrier: Students' performance data for students scoring at level 4 and above from the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – Information Text/Research Process. Students are not exposed to enough information text resources.

G3.B5.S1 Strategy: Provide a variety of enrichment strategies and informational text resources and activities including computer-assisted instruction such as FCAT Explorer and Reading Plus.

PD Opportunity 1

Enroll students into FCAT Explorer programs and provide Reading Plus to all students at Level 4.

Facilitator

District

Participants

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus reports, and FCAT Explorer reports

G4. The results of the 2013 Science FCAT indicate that 23% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 35% of our students to score at Level 3 and above resulting in an increase of twelve percent.

G4.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT 2.0 Science Test was Reporting Category 1 – Nature of Science. Barrier: Students do not have opportunities to increase scientific thinking and participate in inquiry-based activities.

G4.B1.S1 Strategies: Scaffold students learning by instruction them according to their learning styles. Provide inquiry-based science content via scaffolded activities that are aligned with the Common Core State Standards (CCSS).

PD Opportunity 1

Action Steps: Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in an ongoing class science project.

Facilitator

Science Coach

Participants

Science Teachers in K-5

Target Dates or Schedule

Monthly

Evidence of Completion

Student projects, site generated assessments including benchmarks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The results of the 2013 Mathematics FCAT indicate that 46% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 56% of our students to score at Level 3 and above resulting in an increase of twenty-one percent.	\$7,000
G3.	The results of the 2013 Reading FCAT indicate that 45 %of students scored at Level 3 and above. Our goal for the 2013-2014 school year is for 57 % of students to score at level 3 and above resulting in an increase of 12%.	\$7,000
Total		\$14,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	\$14,000	\$14,000
Total	\$14,000	\$14,000

Budget Details

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

G2. The results of the 2013 Mathematics FCAT indicate that 46% of our students scored at Level 3 or above. Our goal for the 2013-2014 school year is for 56% of our students to score at Level 3 and above resulting in an increase of twenty-one percent.

G2.B2 Performance data for students in the Black, Hispanic and Economically Disadvantaged subgroups on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B2.S1 Performance data for students in the Black, Hispanic and Economically Disadvantaged subgroups on the 2013 FCAT 2.0 indicate that there is a deficiency in the Reporting Category 1 – Number: Operations, Problems and Statistics. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Resource Type

Personnel

Resource

classroom teachers, supplemental materials

Funding Source

Title I

Amount Needed

\$3,500

G2.B9 According to the results of the 2013 FCAT 2.0 Mathematics Test, for students in the lowest 25%, the area of greatest difficulty for Grade 3 was Reporting Category 2 – Number: Fractions, for Grade 4 was Reporting Category 1 – Number: Operations and Problems, and for Grade 5 was Reporting Category 1 - Number: Base Ten and Fractions. Barrier: Students do not have opportunities to utilize math skills and make real world connections.

G2.B9.S1 Strategies: Before and after school tutorials will be provided for students in grade 3-5 in mathematics.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Resource Type

Personnel

Resource

classroom teachers, supplemental materials

Funding Source

Title I

Amount Needed

\$3,500

G3. The results of the 2013 Reading FCAT indicate that 45 %of students scored at Level 3 and above. Our goal for the 2013-2014 school year is for 57 % of students to score at level 3 and above resulting in an increase of 12%.

G3.B4 Barrier: Black and Hispanic subgroups did not make their AMO for 2013. Performance data for Students in the Black, Hispanic and Economically Disadvantaged subgroups indicate that there is a deficiency in the Reporting Category 2 – Reading Application. Students need additional supplemental interventions and remediation.

G3.B4.S1 Before and after school tutorials will be provided for Black and Hispanic students in grades 3-5 in reading.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Resource Type

Personnel

Resource

classroom teachers, supplemental materials

Funding Source

Title I

Amount Needed

\$3,500

G3.B7 Barrier: Students' performance data from the 2013 FCAT 2.0 indicates that there is a deficiency for the lowest 25% in Reporting Category 2 – Reading. Students need additional supplemental interventions and remediation.

G3.B7.S1 Strategy: Before and after school tutorials will be provided for the lowest 25% of students in grades 3-5 in reading.

Action Step 1

Action Steps: Students will be placed in tutorial groups based on results of the 2013 FCAT 2.0. A pretest will be administered to all students in tutoring programs.

Resource Type

Personnel

Resource

classroom teachers, supplemental resources

Funding Source

Title I

Amount Needed

\$3,500