



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Campbell Drive K 8 Center

15790 SW 307TH ST

Homestead, FL 33033

305-245-0270

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

## School Demographics

**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
97%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
97%

## School Grades History

**2013-14**  
B

**2012-13**  
C

**2011-12**  
B

**2010-11**  
C

**2009-10**  
C

## 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

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Campbell Drive K 8 Center

##### Principal

Thelma Fornell

##### School Advisory Council chair

Tracy Cameron

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

| Name             | Title               |
|------------------|---------------------|
| Thelma Fornell   | Principal           |
| Lanee Coleman    | Assistant Principal |
| Julie Nuhfer     | Reading Coach       |
| Andrea Abrantes  | Reading Coach       |
| Amy Snyder       | Science Coach       |
| Valerie Tobiczky | Math Coach          |

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal – 1, UTD steward – 1, teachers - 6, parents - 8, educational support – 1, student - 1, community business representative - 1

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

The SAC reviews the previous year's SIP to provide recommendations for the upcoming year. Members discuss and agree upon recommendations for changes and additions provided by SAC members as well as faculty. Members review data and discuss and approve changes/additions throughout the year.

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

The School Advisory Council will meet monthly to support the educational programs of the schools and to ensure the implementation of the School Improvement Plan. The SAC will review the school's data and make recommendations to adjust or enhance instruction as needed. The SAC will support the school's initiatives to increase student achievement on mini assessments and to reduce the number of tardies through incentives. The SAC will assist in efforts to increase parental involvement in the school.

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

Technology to enable access to online materials such as document cameras, projectors: \$3,500  
 Academic clubs \$500  
 Student rewards/incentives \$500

**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:**

**Thelma Fornell**

Principal

Years as Administrator: 20

Years at Current School: 5

**Credentials**

Elementary Ed., Psychology, Ed. Leadership

**Performance Record**

2013 - School Grade - C  
 Rdg. Levels 3-5, 38%  
 Math Levels 3-5, 44%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 56 points  
 Rdg Progress - 43 points  
 Math Progress - 51 points  
 Reading AMO - 38%  
 Math AMO - 44%  
 2012 - School Grade - B  
 Rdg. Levels 3-5, 37%  
 Math Levels 3-5, 43%  
 Rdg. Lrg. Gains, 73 points  
 Math Lrg. Gains, 68 points  
 Rdg. Imp. of Lowest 25% - 83 points  
 Math Imp. of Lowest 25% - 79 points  
 Rdg Progress - 38 points  
 Math Progress - 46 points  
 Reading AMO - 35%  
 Math AMO - 39%  
 2011 - School Grade - C  
 Rdg. Levels 3-5, 56%  
 Math Levels 3-5, 61%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% - 59 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg Progress - 32 points  
 Math Progress - 41 points  
 2010 - School Grade - C  
 Rdg. Levels 3-5, 60%  
 Math Levels 3-5, 56%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 59 points  
 Rdg. Imp. of Lowest 25% - 48 points  
 Math Imp. of Lowest 25% - 69 points  
 Rdg Progress -  
 Math Progress -  
 2009 - School Grade - C  
 Rdg. Levels 3-5, 71%  
 Math Levels 3-5, 73%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% - 60 points



Math Imp. of Lowest 25% - 62 points  
Rdg Progress -  
Math Progress -

**Lanee Coleman**

Asst Principal

Years as Administrator: 5

Years at Current School: 3

**Credentials**

Elementary Ed., ESOL, MG Math, Ed. Leadership

**Performance Record**

2013 - School Grade - C  
 Rdg. Levels 3-5,  
 Math Levels 3-5,  
 Rdg. Lrg. Gains,  
 Math Lrg. Gains,  
 Rdg. Imp. of Lowest 25% -  
 Math Imp. of Lowest 25% -  
 Rdg Progress - 43 points  
 Math Progress - 51 points  
 Reading AMO - 38%  
 Math AMO - 44%  
 2012 - School Grade - B  
 Rdg. Levels 3-5, 37%  
 Math Levels 3-5, 43%  
 Rdg. Lrg. Gains, 73 points  
 Math Lrg. Gains, 68 points  
 Rdg. Imp. of Lowest 25% - 83 points  
 Math Imp. of Lowest 25% - 79 points  
 Rdg Progress - 38 points  
 Math Progress - 46 points  
 Reading AMO - 35%  
 Math AMO - 39%  
 2011 - School Grade -  
 Rdg. Levels 3-5, 76%  
 Math Levels 3-5, 77%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 58 points  
 Rdg. Imp. of Lowest 25% - 60 points  
 Math Imp. of Lowest 25% - 68 points  
 Rdg Progress - 32 points  
 Math Progress - 41 points  
 2010 - School Grade -  
 Rdg. Levels 3-5, 70%  
 Math Levels 3-5, 75%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 72 points  
 Rdg. Imp. of Lowest 25% - 75 points  
 Math Imp. of Lowest 25% - 75 points  
 Rdg Progress -  
 Math Progress -  
 2009 - School Grade -  
 Rdg. Levels 3-5, 46%  
 Math Levels 3-5, 49%  
 Rdg. Lrg. Gains, 23 points  
 Math Lrg. Gains, 61 points  
 Rdg. Imp. of Lowest 25% - 58 points

Math Imp. of Lowest 25% - 54 points  
Rdg Progress -  
Math Progress -

### Instructional Coaches

**# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Julie Nuhfer**

Full-time / School-based

Years as Coach: 7

Years at Current School: 20

**Areas**

Reading/Literacy, RtI/MTSS

**Credentials**

Elementary Ed., Reading, ESOL, Primary ED

**Performance Record**

2013 - School Grade - C  
 Rdg. Levels 3-5, 38%  
 Math Levels 3-5, 44%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 56 points  
 Rdg Progress - 43 points  
 Math Progress - 51 points  
 Reading AMO - 38%  
 Math AMO - 44%  
 2012 - School Grade - B  
 Rdg. Levels 3-5, 37%  
 Math Levels 3-5, 43%  
 Rdg. Lrg. Gains, 73 points  
 Math Lrg. Gains, 68 points  
 Rdg. Imp. of Lowest 25% - 83 points  
 Math Imp. of Lowest 25% - 79 points  
 Rdg Progress - 38 points  
 Math Progress - 46 points  
 Reading AMO - 35%  
 Math AMO - 39%  
 2011 - School Grade - C  
 Rdg. Levels 3-5, 56%  
 Math Levels 3-5, 61%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% - 59 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg Progress - 32 points  
 Math Progress - 41 points  
 2010 - School Grade - C  
 Rdg. Levels 3-5, 60%  
 Math Levels 3-5, 56%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 59 points  
 Rdg. Imp. of Lowest 25% - 48 points  
 Math Imp. of Lowest 25% - 69 points  
 Rdg Progress -  
 Math Progress -  
 2009 - School Grade - C  
 Rdg. Levels 3-5, 71%  
 Math Levels 3-5, 73%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 60 points  
Math Imp. of Lowest 25% - 62 points  
Rdg Progress -  
Math Progress -

**Andrea Abrantes**

Full-time / School-based

Years as Coach: 1

Years at Current School: 2

**Areas**

Reading/Literacy, RtI/MTSS

**Credentials**

Elementary Ed., ESE, Reading, ESOL

**Performance Record**

2013 - School Grade - C  
 Rdg. Levels 3-5, 38%  
 Math Levels 3-5, 44%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 63 points  
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 Math Lrg. Gains, 56 points  
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 Math Imp. of Lowest 25% - 65 points  
 Rdg Progress - 32 points  
 Math Progress - 41 points  
 2010 - School Grade - C  
 Rdg. Levels 3-5, 60%  
 Math Levels 3-5, 56%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 59 points  
 Rdg. Imp. of Lowest 25% - 48 points  
 Math Imp. of Lowest 25% - 69 points  
 Rdg Progress -  
 Math Progress -  
 2009 - School Grade - C  
 Rdg. Levels 3-5, 71%  
 Math Levels 3-5, 73%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% - 60 points  
 Math Imp. of Lowest 25% - 62 points

Rdg Progress -  
Math Progress -

**Amy Snyder**

Full-time / School-based

Years as Coach: 4

Years at Current School: 18

**Areas**

Science

**Credentials**

Elementary Ed., ESOL, Primary ED

**Performance Record**

2013 - School Grade - C  
 Rdg. Levels 3-5, 38%  
 Math Levels 3-5, 44%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 56 points  
 Rdg Progress - 43 points  
 Math Progress - 51 points  
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 Math Progress - 46 points  
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 Math Levels 3-5, 61%  
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 Math Lrg. Gains, 56 points  
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 Math Imp. of Lowest 25% - 65 points  
 Rdg Progress - 32 points  
 Math Progress - 41 points  
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 Rdg. Levels 3-5, 60%  
 Math Levels 3-5, 56%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 59 points  
 Rdg. Imp. of Lowest 25% - 48 points  
 Math Imp. of Lowest 25% - 69 points  
 Rdg Progress -  
 Math Progress -  
 2009 - School Grade - C  
 Rdg. Levels 3-5, 71%  
 Math Levels 3-5, 73%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 60 points



Rdg. Imp. of Lowest 25% - 60 points  
Math Imp. of Lowest 25% - 62 points  
Rdg Progress -  
Math Progress -

**Valerie Tobiczky**

Full-time / School-based

Years as Coach: 5

Years at Current School: 5

**Areas**

Mathematics

**Credentials**

Elementary Ed.

**Performance Record**

2013 - School Grade - C  
 Rdg. Levels 3-5, 38%  
 Math Levels 3-5, 44%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 56 points  
 Rdg Progress - 43 points  
 Math Progress - 51 points  
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 Math Levels 3-5, 61%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% - 59 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg Progress - 32 points  
 Math Progress - 41 points  
 2010 - School Grade - C  
 Rdg. Levels 3-5, 60%  
 Math Levels 3-5, 56%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 59 points  
 Rdg. Imp. of Lowest 25% - 48 points  
 Math Imp. of Lowest 25% - 69 points  
 Rdg Progress -  
 Math Progress -  
 2009 - School Grade - C  
 Rdg. Levels 3-5, 71%  
 Math Levels 3-5, 73%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 60 points  
 Math Imp. of Lowest 25% - 62 points  
 Rdg Progress -  
 Math Progress -

### Classroom Teachers

#### # of classroom teachers

69

#### # receiving effective rating or higher

69, 100%

#### # Highly Qualified Teachers

49%

#### # certified in-field

69, 100%

#### # ESOL endorsed

41, 59%

#### # reading endorsed

5, 7%

#### # with advanced degrees

21, 30%

#### # National Board Certified

3, 4%

#### # first-year teachers

9, 13%

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

8, 12%

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

30, 43%

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

22, 32%

### Education Paraprofessionals

#### # of paraprofessionals

8

#### # Highly Qualified

8, 100%

### Other Instructional Personnel

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

We provide opportunities for common planning and lesson studies, in addition to ongoing professional development. New teachers receive mentors, and second year teachers receive buddy teacher support. Ms. Coleman, the assistant principal oversees the common planning schedules, mentoring pairs and the school-wide professional development.

**Teacher Mentoring Program/Plan**

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

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Teachers new to the profession as well as teachers new to the school are provided with a mentor teacher. Strategies are shared through weekly planning sessions, in-class modeling, and coaching. New Teacher Informational meetings monthly in addition to general faculty meetings to review IPEGS, IPDP, Electronic Gradebook, Best Practices for Core Instructional Areas, Development of a Classroom Behavior Plan, and other topics as requested by members of the team. Individual mentors will meet with mentees bi-weekly and will document these meetings on provided agendas discussing topics discussed, and areas of concern.

Below are the pairings for first year teachers:

Mentor Jessica Crowley (Middle Grades Reading) - Mentee Kenneth Wright (Middle Grades Reading)  
 Mentor Beth Funcia (3rd Grade Chair) -Mentee Miraisy Rodriguez (3rd Grade Teacher)  
 Mentor Valerie Tobiczky (Math Coach) - Mentee Nickolas Johnson (Middle Grades Math)  
 Mentor Dr. Saint-Hilaire (Middle Grades Math - Mentee Suzanne Nfor (Middle Grades Math)  
 Mentor Andrea Abrantes (Reading Coach) - Mentee Kinsey Moore (Kindergarten Teacher)  
 Mentor Julie Nuhfer (Reading Coach) - Mentee Jalal Akhtar (Kindergarten Teacher)  
 Mentor Rosemarie Harvey (Behavior Management Technician) - Mentee Tamara Hervara (EBD 3-5)  
 Mentor Kristi Garisson (Middle Grades Reading) - Mentee Romel Velarde (Middle Grades Reading)  
 Mentor Mercedes Larrea (Counselor) - Mentee Julia Manhart (Counselor)

**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**

Members of the MTSS Leadership Team meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

The MTSS Leadership Team will meet monthly to review the effectiveness of the developed strategies, make adjustments or revisions as needed to the programs, interventions and initiatives to ensure the

effective application of school-developed and district-developed programs for improving student achievement.

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

The MTSS Leadership team consists of the Thelma Fornell, Principal; Lanee Coleman, Assistant Principal; Mercedes Larrea, Counselor; Julie Nuhfer-Gonzalez, Reading Coach; Amy Snyder, Science Coach; Valerie Tobiczky, Math Coach; Jessica Crowley, teacher; Mary Davis, teacher; Belinda Esteve, teacher. The function and responsibilities of the members of the MTSS team will be to disaggregate and analyze student performance data to develop and monitor the implementation of programs to address deficient areas and to develop enrichment programs for identified benchmarks. MTSS/Rtl Team will also evaluate student performance data to determine the need for development of individual intervention plans for reading, mathematics or behavior management based on Rtl Tier Levels as assessed by the team. MTSS/RTI Leadership will inform members of instructional staff of plans developed to improve overall student achievement in core instructional areas, and individual plans developed based on student need. Identified members of the MTSS/RTI team will participate in SST and/or Rtl meetings as needed to inform parents of intervention plans, and to assess students response to intervention to make determination as to a need for additional student testing to identify plans for success.

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

Members of the leadership team attend weekly grade level planning sessions to monitor data and adjust instruction or intervention strategies as needed.

The leadership team meets weekly to review school-wide data.

### **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**

Tier I (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT),  
Baseline Assessments through Edusoft and Comprehensive Language Learning Assessment (CELLA).

Tier II (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT),  
Baseline Assessments through Edusoft
- Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
- End of year: FAIR, FCAT, CELLA

Tier III (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT),  
Literacy Leadership Team (LLT)  
Baseline Assessments through Edusoft
- Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
- Interventions using Voyager and Successmaker
- End of year: FAIR, FCAT, CELLA

Tier I (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, and Prerequisite Skills Assessments through Edusoft.

- Progress Monitoring: Weekly Assessments through Edusoft, District Interim Assessments through Edusoft

Tier II (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, and Prerequisite Skills Assessments through Edusoft.
- Progress Monitoring: Weekly Assessments through Edusoft, District Interim Assessments through Edusoft
- End of year: FCAT

Tier III (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, and Prerequisite Skills Assessments through Edusoft.
- Progress Monitoring: Weekly Assessments through Edusoft, Interim Assessments through Edusoft
- Interventions using Successmaker, Think Central and Teacher Led Groups
- End of year: FCAT

Tier I (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft

Tier II (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessments through Edusoft, District Interim Assessments through Edusoft
- End of year: FCAT

Tier III (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessment through Edusoft, Interim Assessments through Edusoft
- End of year: FCAT

Tier I (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft

Tier II (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft
- Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
- End of year: FCAT

Tier III (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft
- Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
- End of year: FCAT

Behavioral data:

Student Case Management System, detentions, suspensions/expulsions, referrals, team climate surveys, attendance, and referrals to special education programs.

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

Professional development will be provided by the MTSS trained team during teachers' common planning time. Additional professional development will be provided during grade level meetings for grade level specific MTSS/RtI. Through data chats with teachers, the MTSS team will facilitate the development of, monitor and modify the students' plans.

Data will also be reviewed at SAC meetings.

### **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:** 1,350

Before School Technology Based Intervention will be implemented to increase student access to SuccesMaker, Reading Plus and/or FCAT Explorer to provide additional intervention and/or enrichment in reading, mathematics, and science.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Student usage reports and student performance growth will be monitored to manage student contact hours with the program and measurement and analysis of growth as a result of usage of the identified programs.

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

Instructional Coaches will be responsible for monitoring the identification of students for participation in the before school program, student log-in and usage reports of identified programs, and student performance analysis after usage of the program with fidelity.

**Strategy:** Before or After School Program

**Minutes added to school year:** 540

School site will establish "Professional Development Wednesday" on the third Wednesday of each month to provide opportunities for professional development to share best practices for instruction in the core instructional areas, effective utilization of the gradual release model, implementation of the common board configuration as an instructional tool, data disaggregation to drive instruction, differentiated instruction, and additional topics based on school need.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Professional development agendas, attendance logs, and survey completed at completion of the professional development will be utilized to monitor participation in the identified program.

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

Professional Development Liaison, Administration, Instructional Coaches

**Strategy:** Before or After School Program**Minutes added to school year:** 1,350

After School tutoring will be provided to students in third through eighth grade providing instructional support and intervention based on student performance data to improve student achievement on district, state and school site developed assessments in reading, mathematics and writing.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students performance on pre-,post- and OPM assessments will be monitored of students who participate in after school tutoring in the instructional areas of reading, mathematics and writing. Interim assess performance will also be assessed to determine student response to provided intervention.

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

Instructional coaches and administration will monitor student performance of students participating in provided after school programs.

**Strategy:** Before or After School Program**Minutes added to school year:** 1,350

Science Clubs will be developed with focus on fifth and eighth grade students to provide increased exposure to the scientific process, science writing, test taking strategies, and appropriate responses to higher order thinking questions through projects and exploration opportunities.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Student attendance logs will be monitored to ensure student participation in the identified program, student completion of developed projects and completion of identified activities will be assessed, student performance on school site developed and interim assessments will be monitored to assess student response to provided enrichment programs.

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

Science coach and administration will be responsible for monitoring the success of the strategy, and will adjust the activities being completed during the identified time as needed.

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



| Name             | Title               |
|------------------|---------------------|
| Thelma Fornell   | Principal           |
| Lanee Coleman    | Assistant Principal |
| Julie Nuhfer     | Reading Coach       |
| Andrea Abrantes  | Reading Coach       |
| Amy Snyder       | Science Coach       |
| Valerie Tobiczky | Math Coach          |
| Jessica Crowley  | Teacher             |
| Belinda Esteve   | Teacher             |
| Rita Fassbender  | Media Specialist    |

### How the school-based LLT functions

The principal will select the team members, encourage participation across the curriculum, offer and encourage professional development opportunities for team members and personnel, create a positive atmosphere conducive to sharing and collaboration among peers, encourage literacy instruction in all classes, encourage the use of data-based decision making to improve student achievement and monitor the LLT's effectiveness based on analysis of the data ongoing throughout the school year. The principal will conduct classroom visitations and will collaborate with the team to determine needs and make adjustments and will monitor the team's actions to ensure the plan is not only being implemented but is also being effective. The assistant principal will analyze and monitor the student data to ensure appropriate progress, assist in conducting classroom visits, and will meet with the LLT and the data team. The reading coach will focus on modeling the most current research-based reading strategies for teachers, provide professional development for incorporating reading strategies across curriculum, provide assistance in the development of differentiated instruction, provide teacher support as needed, analyze student data throughout the year, monitor student progress, and make necessary adjustments to instruction and/or interventions as needed. The professional development liaison will work together with administration, the reading coach and the teachers to determine the professional development needs of the staff and develop a plan to provide the staff with the courses that would be most effective in meeting the identified needs. The team will meet monthly to review any and all data provided in order to monitor the implementation of the CRRP; identify low performing students within each benchmark strand; determine areas of strengths and weaknesses in order to modify instruction; develop intervention plans based on data prior to state testing. Using the above mentioned data, the team will use available resources, local professional development opportunities, and student portal technology for example; Wonder Works, Accelerated Reader, River Deep, Reading Plus, FCAT Explorer, and Success Maker programs provided to students through the Beyond the Bell initiative.

### Major initiatives of the LLT

The major initiatives of the LLT will be the following:

- Collect and analyze assessment data continually to adjust instruction and intervention strategies.
- Target low performing benchmarks and provide intervention strategies to support those students.
- Provide support to staff through professional development based on needs and provide vertical articulation and collaboration opportunities.
- Increase independent reading overall through use of the Accelerated Reader program and implementation of grade-level and school-wide contests and incentives.
- Professional development in reading will be recommended as part of IPEGS goal development for teachers and encouraged and supported by administration.
- Use of the Wonder Works and Successmaker programs by students will be encouraged and supported by administration and team members.

- Focus on vocabulary development via vocabulary and reflection journals, games and technological resources in the content areas of math and science.

## Every Teacher Contributes to Reading Instruction

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

Teachers will contribute to the reading improvement of the school by following the Education Transformation Office (ETO) Pacing Guides and participating in common planning, with the Reading Coach, using the ETO pre-planning sheet and lesson plan template. Teachers will participate in professional development in the areas of reading and writing provided by the Language Arts Department.

The Literacy Leadership team purchased National Geographic Magazines and Weekly Scholastic Newspapers to be used schoolwide. In addition, the teachers will receive support from the ETO Curriculum Support Specialist throughout the school year.

## Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Parents are encouraged to meet with the teachers three times during the school year. At Campbell Drive K-8 Center, all incoming kindergarten students are assessed in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing using Florida Kindergarten Readiness Screener (FLKRS). Additionally, the Kindergarten Readiness Test will be re-administered four times throughout the year to determine student learning gains so that changes to the instructional/intervention programs can be made if applicable. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

The following initiatives will continue in order to maintain the high levels of success seen in Campbell Drive K-8 Center's Kindergarten program:

- Expand the current kindergarten orientation to build partnership with local early education programs, including the in-school Pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten, as well as receive information relative to the matriculation of students at the school.
- Maintain a working relationship and a culture of exchange and mutual respect between school site Pre-Kindergarten and Kindergarten teachers in order to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.
- Provide parental workshops to inform parents on how to prepare their Pre-Kindergarten children for a smooth transition into Kindergarten.

## Expected Improvements

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

### Area 1: Reading

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 43%           | 38%           | No          | 49%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 42%           | 26%           | No          | 48%           |
| Hispanic                   | 43%           | 39%           | No          | 48%           |
| White                      |               | 0%            |             |               |
| English language learners  | 37%           | 30%           | No          | 43%           |
| Students with disabilities | 29%           | 20%           | No          | 36%           |
| Economically disadvantaged | 43%           | 38%           | No          | 49%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 107           | 25%           | 33%           |
| Students scoring at or above Achievement Level 4 | 53            | 13%           | 16%           |

### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       |               | 64%           | 68%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               | 67%           | 70%           |

### 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) | 156           | 65%           | 69%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 52            | 22%           | 30%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 47            | 20%           | 28%           |

**Postsecondary Readiness**

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

**Area 2: Writing**

|   | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 17                                  | 20%           | 50%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | [data excluded for privacy reasons] |               | 0%            |

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 51%           | 44%           | No          | 56%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 43%           | 28%           | No          | 48%           |
| Hispanic                   | 55%           | 48%           | No          | 60%           |
| White                      |               |               |             |               |
| English language learners  | 54%           | 42%           | No          | 59%           |
| Students with disabilities | 39%           | 31%           | No          | 45%           |
| Economically disadvantaged | 51%           | 43%           | No          | 56%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 105           | 25%           | 36%           |
| Students scoring at or above Achievement Level 4 | 63            | 15%           | 20%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  |               | 63%           | 67%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |               | 56%           | 60%           |

**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          | 21            | 21%           | 25%           |
| Students scoring at or above Achievement Level 4 | 19            | 19%           | 21%           |

**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%            |

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

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | <i>[data excluded for privacy reasons]</i> |               | 0%            |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> |               | 0%            |

**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%            |

**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) | 7             |               | 50          |
| Participation in STEM-related experiences provided for students  | 492           | 65%           | 70%         |

## 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  | 51            | 13%           | 8%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 31            | 5%            | 4%            |
| Students who are not proficient in reading by third grade   | 76            | 72%           | 49%           |
| Students who receive two or more behavior referrals   | 21            | 3%            | 2%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 10            | 2%            | 1%            |

### Middle School Indicators

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   | 17            | 14%           | 9%            |
| Students who fail a mathematics course   | 1             | 1%            | 0%            |
| Students who fail an English Language Arts course  | 0             | 0%            | 0%            |
| Students who fail two or more courses in any subject   | 4             | 3%            | 2%            |
| Students who receive two or more behavior referrals  | 8             | 7%            | 6%            |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 4             | 3%            | 2%            |

## Area 9: Parent Involvement

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

### Parental involvement targets for the school

#### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

## Goals Summary

- G1.** Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 49%.
- G2.** Students demonstrating proficiency of 3.5 or above on the 2014 FCAT Writing assessment will increase by six percentage points to 50%.
- G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics assessment will increase by from 44% to 56%, an increase of twelve percentage points.
- G4.** Analysis of student performance data on the 2013 FCAT 2.0 Science Assessment indicated that 40% of students performed at a Level III or above. Student performance on the 2014 FCAT 2.0 Science administration will increase six percentage points to 46%.
- G5.** Seven of the activities provided at the school site during the 2013-2014 instruction were STEM related, during the 2013-2014 50% of school wide activities will be STEM related with 65% of our student population being actively engaged in the activity.
- G6.** Analysis of student performance on the Civics Baseline assessment indicates that zero percent of students tested demonstrated proficiency.
- G7.** Increase offering of Career and Technical Education courses for students, and provide opportunities for completion of industry certification in the identified CTE course.
- G8.** Strategies will be developed to identify at-risk elementary students through analysis of Early Warning Systems data to reduce number of students in each of the identified areas.
- G9.** Strategies will be developed to identify at-risk middle school students through analysis of Early Warning System data to reduce number of students in each of the identified areas.

## Goals Detail



**G1.** Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 49%.

### **Targets Supported**

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

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

- STAR and Accelerated Reader
- SuccessMaker
- Student Journals
- National Geographic
- Leveled Libraries
- FCAT Explorer

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

- Students in the Black subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 26% of students in this subgroup met AMO, this number will increase to 48%. Student performance data indicates that there is a deficiency in the reporting category of Reading Application due to a need for increased direct instruction on strategies for effective reading comprehension.
- Students in the Hispanic and ELL subgroups did not make Annual Measurable Objectives (AMO) for Reading. Analysis of students performance data indicates that 39% of Hispanic Students and 30% of ELL students met AMO, these numbers will increase to 48% for Hispanic students and 43% for ELL students. The area of deficiency for the Hispanic and ELL subgroups is Literary Analysis due to a need for increased student exposure to fiction and non-fiction text, with increased development of tools for effective literary analysis.
- Students in the SWD subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 20% of students in this subgroup made AMO, this number will increase to 36%. Student performance data indicates that this subgroup of students demonstrate deficiency in the area of Informational Text/Research Process due to a need increased student exposure to on-grade level text, and real-world documents such as how-to articles, brochures, fliers, and websites.
- Students in the Economically Disadvantaged subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 38% of students in this subgroup made AMO, this number will increase to 49% on the 2014 FCAT 2.0 Administration. The area of deficiency for the Economically Disadvantaged subgroup is Reading Application due to a need for increased direct instruction on strategies for effective reading comprehension.
- Analysis of 2013 FCAT 2.0 Reading Performance Data indicates that 25% of students scored at a Level 3. The number of student performing at a Level 3 on the 2014 FCAT 2.0 Reading Assessment will increase to 33%. The barrier to increased number of students performing at a Level 3 on the FCAT 2.0 Reading administration is a need for fidelity in student use and monitoring of state and school site approved technology based resources for remediation and enrichment of identified skills, such as SuccessMaker, Reading Plus, and FCAT Explorer.
- Analysis of 2013 FCAT 2.0 Reading Student Performance Data indicates that 13% of students scored at a Level 4 or higher. The number of students scoring at a Level 4 or higher will increase to 16% on the 2014 FCAT 2.0 Reading Administration. Performance data for students scoring a



Level 4 on the 2013 FCAT 2.0 indicate that there is a deficiency in the area of Informational Text/ Research Process due to a need for increased exposure to on and above grade level information text, use of higher order thinking questions stems in instruction, and direct instruction on critical analysis and synthesis of text details.

- Analysis of FCAT 2.0 Reading student performance data indicates that 64% of students demonstrating learning gains, this number will increase to 64% on the 2014 FCAT 2.0 Reading administration. The barrier to increase performance in this reporting category is a need for consistency in the implementation and monitoring of reading intervention programs provided before, during and after school.
- Analysis of FCAT 2.0 Reading student performance data indicates that 67% of students in the lowest quartile demonstrated learning gains, this number will increase to 70% on the 2014 FCAT 2.0 Reading administration. The barrier to increased performance in this reporting category is a need for development, monitoring, and implementation of differentiated instruction as a key element of the core reading instructional block.
- Performance data for CELLA Speaking and Listening indicate that 65% of students scored proficient in the area of Listening/Speaking, this number will increase to 69% in 2014. Performance data for CELLA Listening/Speaking indicates that students require additional opportunities in and outside the classroom to speak in English.
- Performance data for CELLA Reading indicates that 22% of students scored proficient in the area of Reading, this number will increase to 30% in 2014. Performance data for CELLA Reading indicate that students require additional opportunities to read in English.
- Performance data for CELLA Writing indicates that 20% of students scored proficient in the area of Writing, this number will increase to 28% in 2014. Performance data for CELLA Writing indicate that students require additional opportunities to practice academic writing.

### Plan to Monitor Progress Toward the Goal

Monitor student performance on school site and district developed assessments in alignment with the FCIM, adjusting instruction as needed to ensure student achievement.

#### Person or Persons Responsible

MTSS/RtI Team Literacy Leadership Team Administration

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessment - District Interim Assessment, Benchmark Assessments Summative Assessment  
- Results for the 2014 FCAT 2.0

**G2. Students demonstrating proficiency of 3.5 or above on the 2014 FCAT Writing assessment will increase by six percentage points to 50%.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- ETO Pacing Guides and Lesson Plans
- Writing Journals
- Zelda Glaser Writing Institute Materials

**Targeted Barriers to Achieving the Goal**

- Students' performance data from the 2013 FCAT writing assessment indicates that students require additional support with fluency and plot development in narrative/expository essay writing. Students experienced difficulty in writing narrative accounts with engaging plot, developed characters, and a range of appropriate and specific narrative actions.
- Students' performance data at the District Level from the 2013 FCAT writing assessment indicates that students require additional support in generating ideas for multiple sources (e.g. prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher directed topics and personal interests in order to appropriately respond to narrative/persuasive prompts.

**Plan to Monitor Progress Toward the Goal**

Using the FCIM, monitor student performance on narrative/expository/persuasive writing prompts developed at the district, school site and state level to assess, adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Leadership Team Reading Coach Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Interim Assessment, School Site Assessments, FCAT Writing 2.0

**G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics assessment will increase by from 44% to 56%, an increase of twelve percentage points.

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Algebra 1 EOC

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

- Hands-On Manipulatives
- Math Interactive Journals
- Edgenuity Mathematics
- SuccessMaker
- White Boards

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

- Students in the Black subgroup did not meet the Annual Measurable Objective target for mathematics. Analysis of student performance data indicates that 28% of students in this subgroup met AMO, this number will increase to 48%. Student performance data indicates that there is a need for increased support in developing mathematics fluency and problem solving skills.
- Students in the Hispanic Subgroup and the ELL Subgroup did not meet the AMO target for mathematics. Analysis of student performance data indicates that 48% of Hispanic students and 42% of ELL students met AMO, this number will increase to 60% and 59% respectively, on the 2014 FCAT Mathematics administration. Student performance data indicates that students would benefit from increased differentiation in instruction to reteach deficient skills and provide enrichment for skills in which students have demonstrated mastery.
- Students in the Economically Disadvantaged subgroup did not meet the Annual Measurable target for mathematics. Analysis of student performance data indicates that 43% of students in this subgroup met AMO, this number will increase to 56% on the 2014 FCAT Mathematics Administration. Student performance data indicates that there is a need for development of an instructional focus calendar which will clearly identify a secondary benchmark for reteaching, and assess student comprehension for the identified benchmark during the core mathematics and mathematics intervention blocks.
- Analysis of 2013 FCAT Mathematics performance data indicates that 25% of students scored at a Level 3. Students performing at a Level 3 on the 2014 FCAT Mathematics administration will increase to 36%. Student performance data indicates that the barrier to increased performance is a need to provide students with contexts for mathematics exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.
- Analysis of 2013 FCAT Mathematics performance data indicates that 15% of students scores at a Level 4-5. Students performing a Level 4-5 on the 2014 FCAT Mathematics administration will increase to 20%. Student performance data indicates that the barrier to increase performance is a need to provide students with opportunities to use patterns, models and relationships as context for writing and solving simple and complex equations, using mathematics vocabulary, and accountable talk.

- Analysis of 2013 FCAT Mathematics performance data indicates that 63% of students demonstrated learning gains. Students demonstrating learning gains on the 2014 FCAT Mathematics administration will increase to 67%. Student performance data indicates that the barrier to increased learning gains is a need for increased direct instruction in developing mathematics fluency and problem solving skills.
- Analysis of 2013 FCAT Mathematics performance data indicates that 56% of students identified as being in the lowest 25th percentile demonstrated learning gains. Students in the lowest 25th percentile demonstrating learning gains on the 2014 FCAT Mathematics administration will increase to 60%. Student performance data indicates that the barrier to increased learning gains for students in the lowest 25th percentile is a need for increased provision of instructional support needed for students to develop quick recall of addition facts and related subtraction facts and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions, and decimals.
- Analysis of district student performance data on the 2013 Algebra EOC indicates that 39% of students scored at a Level 3, and 27% scored at a Level 3-5. Students performing at a Level 3 will increase to 41% and students performing at a Level 4-5 will increase to 28% on the 2014 Algebra EOC administration. The barrier to increasing student performance is an increased need to provide opportunities to construct arguments and critique arguments of peers, and to encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

### Plan to Monitor Progress Toward the Goal

Monitor fidelity of implemented strategies such as interactive math journals, differentiated mathematics instruction, hands-on manipulatives, and identification of problem solving strategies.

#### Person or Persons Responsible

Mathematics Coach Instructional Support Personnel Administration MTSS/Rtl Leadership Team

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Interim Assessments, Benchmark Assessments, Teacher-Developed Assessments, Rubrics, 2014 FCAT 2.0 Mathematics Assessment, EOC Algebra Assessment

**G4.** Analysis of student performance data on the 2013 FCAT 2.0 Science Assessment indicated that 40% of students performed at a Level III or above. Student performance on the 2014 FCAT 2.0 Science administration will increase six percentage points to 46%.

#### **Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School

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

- Discovery Education
- NBC Learning K-8
- Essential Labs
- Brain Pop
- Gradual Release Lesson Plans
- FCAT Explorer
- GIZMOs
- Interactive Notebook

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

- The percentage of fifth grade students scoring at a Level 3 on the 2013 FCAT 2.0 Science Assessment was 21%, this number will be increased to 25% for the 2014 administration of the FCAT 2.0 Science Assessment. The area of deficiency, as noted on the FCAT 2.0 administration was the reporting category of Nature of Science, due to a need for increased implementation of a routine of inquiry, based hands-on activities relevant to the objectives of the topic.
- The percentage of fifth grade students scoring at a Level 4 or higher on the 2013 FCAT 2.0 Science Assessment was 19%, this number will be increased to 21% for the 2014 administration of the FCAT 2.0 Science Assessment. The area of deficiency, as noted on the FCAT 2.0 Administration was the reporting category of Physical Science, due to an increased need to provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answer through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.
- According to District performance data the percentage of eighth grade students scoring at level 3 on the 2013 FCAT 2.0 Science Assessment was 22%, the target for the 2014 FCAT 2.0 Science Administration is 26%. The area of deficiency, as noted on the FCAT 2.0 Science administration was the reporting category of Nature of Science, due to a need to increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning, as delineated by Common Core Standards.
- According to District performance data the percentage of eighth grade students scoring at a level 4 or above on the 2013 FCAT 2.0 Science Assessment was 21%, the target for the 2015 FCAT 2.0 Science Administration is 23%. The area of deficiency, as noted on the FCAT 2.0 Science administration was in the reporting category of Physical Science, due to a need for increased monitoring and support in the implementation of rigorous activities, and high order questioning strategies to increase student conceptual understanding.

## Plan to Monitor Progress Toward the Goal

Monitoring of student completion of essential labs, student participation in school wide science fair, schoolwide implementation of interactive science journal format, and coaching/modeling of direct explicit instruction to improve student achievement in science concepts.

### Person or Persons Responsible

Science Coach MTSS/RtI Leadership Team Instructional Support Personnel Administration

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

Science Lab Sheets, Essential Lab Logs, Coaches Logs, Classroom Walkthroughs, Science Fair Participation Log, Interactive Science Journals, Interim Assessments, Topic Assessments, Benchmark Assessments, FCAT Science 2.0 Assessment

**G5.** Seven of the activities provided at the school site during the 2013-2014 instruction were STEM related, during the 2013-2014 50% of school wide activities will be STEM related with 65% of our student population being actively engaged in the activity.

### Targets Supported

- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Science Fair Boards
- Laptops
- Field Trips

### Targeted Barriers to Achieving the Goal

- A barrier to student participation in STEM related activities is a need for increased incorporation of STEM concepts, strategies and activities in direct instruction.
- A barrier to student participation in STEM related activities is a need to offer additional and more diverse STEM related opportunities at the school site, developing activities for students in kindergarten through eighth grade, and increased offering of STEM related electives, and core science courses in the middle grades.

## Plan to Monitor Progress Toward the Goal

Monthly dialogue and documentation on the number and type of STEM related activities offered at the school site, increased student enrollment in STEM related courses and electives at the secondary level, clear identification of incorporation of STEM in direct instruction across the curriculum., provided professional development on the Elements of Stem and best practices of how to include STEM concepts and strategies in daily instruction.

### Person or Persons Responsible

Administration Science Coach Mathematics Coach MTSS/RtI Leadership Team

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Lesson Plans, Professional Development Log, STEM Calendar, Grade Level Planning Meetings

**G6.** Analysis of student performance on the Civics Baseline assessment indicates that zero percent of students tested demonstrated proficiency.

### Targets Supported

- Social Studies
- Civics EOC

### Resources Available to Support the Goal

- Time For Kids
- Discovery Education

### Targeted Barriers to Achieving the Goal

- A barrier to improving the number of students demonstrating proficiency is student performance in the question group of Organization and Function of Government as demonstrated by student performance on the Civics Baseline assessment, due a need for increased explicit direct instruction of the organization of government and the responsibility of tier of government.
- A barrier to improving student proficiency is student performance in the question group of Origins and Purpose of Law and Government as assessed on district and state developed Civics assessment, due to a need for increased opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.

### Plan to Monitor Progress Toward the Goal

Student engagement in direct instruction of Civics benchmarks through utilization of print and non-print resources will be monitored to assess student performance on district, school site and state developed assessments.

**Person or Persons Responsible**

Civics Teacher Reading Coach Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Interim Assessments, Topic Assessments, Benchmarks Assessments, EOC Civics Assessment

**G7.** Increase offering of Career and Technical Education courses for students, and provide opportunities for completion of industry certification in the identified CTE course.

**Targets Supported**

- CTE

**Resources Available to Support the Goal****Targeted Barriers to Achieving the Goal**

- Currently there are no members of the instructional staff that are certified in any CTE subject areas or currently have industry certification in any of the identified CTE courses. School site should incorporate CTE instructional concepts in provided courses in preparation for the possible offering of CTE courses and industry certification in future instructional years.
- Students do not have knowledge of CTE programs, possible offering at the school or at feeder pattern high schools.

### Plan to Monitor Progress Toward the Goal

Development of a CTE Course offering including course curriculum, course assessments to assess student performance, and identify of tentative teacher for the course with required industry certification and subject area teaching certification.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

CTE Course Offering, Identified CTE Teacher, CTE Curriculum, CTE Industry Certification Assessment



**G8.** Strategies will be developed to identify at-risk elementary students through analysis of Early Warning Systems data to reduce number of students in each of the identified areas.

#### **Targets Supported**

- EWS
- EWS - Elementary School

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

- Attendance Incentives
- Hourly Teachers

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

- Analysis of school site attendance data demonstrates that 15 % of students missed 10% or more of available instructional time as a result of removal from class, this number will decrease to 14% for the 2014 instructional year, there is an increased need to monitor student attendance and to identify at risk students that require attendance interventions.
- Analysis of school site referral data demonstrates that 18% of students receive two more more behavior referrals, and 8% of students who receive one or more behavior referrals lead to suspension, these numbers will be reduced to 17% and seven percent respectively, in order to address this barrier there must be a school wide implementation of the District Code Of Student Conduct and implementation with fidelity of the alternative to suspension plan.
- Analysis of school site retention data demonstrates that 11% of students are retained in Pre-Kinergarten through fifth grade this number will be reduced to 10% for the 2014 instructional year, in order to assess this barrier the fidelity of reading and mathematics intervention and early identification of individual student instructional needs must be improved with the development of a specific intervention plan identified for students that are candidates for retention.
- Analysis of student performance data indicates that 72% of students are not proficient in reading by 3rd grade, this number will be decreased to 65% for the 2014 instructional year. In order to address this barrier, a school wide reading program including addressing direct teacher instruction, remediation and intervention of reading deficiencies, fluency development, and vocabulary development.

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

Implementation of identified strategies to monitor Early Warning Systems to identify at-risk students, develop individual student attendance plans, provide subject specific intervention with fidelity, implementation of the student code of conduct and school site developed alternative to suspension plan, identification of students demonstrating academic and/or behavioral issues developing individual student plans for behavior and/or academics in alignments with Response to Intervention strategies.

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

Administration Guidance Counselors MTSS/RTI Leadership Team Behavior Management Technician

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

Monthly

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

School wide RtI Plan, Attendance Logs, Referral Reports, Suspension Reports, Implementation of Alternative Suspension Plan

**G9.** Strategies will be developed to identify at-risk middle school students through analysis of Early Warning System data to reduce number of students in each of the identified areas.

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Student Code of Conduct
- Alternative to Suspension Plan
- Attendance Plan

**Targeted Barriers to Achieving the Goal**

- Analysis of student performance data indicates that 15% of students missed 10% or more of available instructional time, this number will be reduced to 14% for the 2014 instructional year. This barrier is a result of a need for implementation of attendance directives and early identification of students with excessive absences.
- Evaluation of student achievement in instructed core classes demonstrate seven percent of students failed a math course, six percent of students failed an English/Language Arts Course, and eight percent of students failed at two or more courses, the number of students failing a math course will reduce to six percent for the 2014 instructional year, five percent of students will be fail an English/Language Arts Course, and the number of students who fail two or more courses in any subject will reduce to seven percent. This barrier is directly aligned to an increased need for parent and student understanding of course credit requirements, and understanding of class syllabus and course requirements.
- Analysis of school site referral data demonstrates that eight percent of students received one or more behavior referrals that lead to suspension, this number will increase to seven percent. This barrier is a direct result of a need to provide assemblies and professional development on the District Student Code of Conduct, and effective implementation of the Alternative to Suspension Plan.

**Plan to Monitor Progress Toward the Goal**

Monitoring of student attendance reports, development of attendance and/or behavior plans for identified students, individual student data chats to discuss course and credit requirements, increased parent communication for at-risk students in each of the identified areas.

**Person or Persons Responsible**

Guidance Counselor MTSS/RtI Leadership Team SST/RtI Team Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Attendance Logs, Behavior Plans, Attendance Intervention Plans, Referral Reports, Parent Communication Logs, Student Data Chat Documents

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 49%.

**G1.B1** Students in the Black subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 26% of students in this subgroup met AMO, this number will increase to 48%. Student performance data indicates that there is a deficiency in the reporting category of Reading Application due to a need for increased direct instruction on strategies for effective reading comprehension.

**G1.B1.S1** Teach students to utilize graphic organizers to see patterns and summarize main points in text.

### Action Step 1

Provide direct instruction on the use of graphic organizers to assist students in seeing in patterns in text and summarizing main idea, details, and main points to increase comprehension.

### Person or Persons Responsible

Teachers Reading Coach Curriculum Support Personnel Administration Literacy Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom Walkthroughs, Reading Response Journals, Student Work Folders/Portfolios, Lesson Plans

## **Action Step 2**

Provide professional development on the effective use of graphic organizers to assist student in seeing patterns and summarizing main points in text.

### **Person or Persons Responsible**

Reading Coach Literacy Leadership Team Curriculum Support Personnel Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Classroom Walkthroughs, Lesson Plans, Professional Development Logs, Student Work Folders, Reading Response Journals

### **Facilitator:**

Reading Coach, Curriculum Support Personnel

### **Participants:**

Primary Teachers, Intermediate Reading/Language Arts and Social Science Teachers, Special Area Teachers, Intervention/Enrichment Support Personnel

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

Evaluate student workfolders, journals, portfolios to assess use of graphic organizers to increase understanding and summarization of text. Complete classroom walkthroughs to assess student utilization of graphic organizers to develop support statements and written response to text.

### **Person or Persons Responsible**

Literacy Leadership Team Administration Reading Coach Curriculum Support Personnel

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Student Work Folders, Classroom Walkthroughs, Lesson Plans, Student Reading Response Journals

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

Development of rubrics to assess student use of graphic organizers to demonstrate understanding and summarizing of main points in text. Analysis of student performance on school site and district developed assessments focusing on the Reporting Category of Reading Application.

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

Administration Literacy Leadership Team

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

Bi-Weekly

#### **Evidence of Completion**

School Site Development Benchmark Assessments, Interim Assessment, Graphic Organizers, Rubrics

**G1.B1.S2** Provide direct instruction in the analysis of author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

#### **Action Step 1**

Provide direct instruction during small group differentiated instruction on the analysis of author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text through text marking, and questioning the author strategies.

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

Teacher Reading Coach Curriculum Support Personnel Literacy Leadership Team

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

Ongoing

#### **Evidence of Completion**

Classroom Walkthroughs, Lesson Plans, Differentiated Instruction Classroom Rotation, Student Work, Examples of Text

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

Review of examples of student work and reading response journals completed during differentiated instruction demonstrating evidence of text marking, and author questioning through student developed questions and responses.

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

Literacy Leadership Team Reading Coach MTSS/RtI Team Administration

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

Monthly

#### **Evidence of Completion**

Student Work Folders, Plans for Differentiated Instruction, Reading Response Journals, Classroom Walkthroughs, Lesson Plans

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

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

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

MTSS/RtI Team Administration Literacy Leadership Team

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

Monthly

#### **Evidence of Completion**

School Site Development Benchmark Assessments, Interim Assessment

**G1.B1.S3** Encourage students to read from a wide variety of texts and cite several pieces of textual evidence to support analysis of that the text says explicitly as well as inferences drawn from text.

### **Action Step 1**

Increase the availability and diversity of text types used during direct instruction, focusing on increasing student exposure to non-fiction text and poetry.

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

Media Specialist Reading Coach Literacy Leadership Team Curriculum Support Personnel  
Teacher Administration

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

Ongoing

#### **Evidence of Completion**

Classroom Walkthroughs, Library Usage Logs, Lesson Plans, Student Reading Logs, Classroom Libraries, Student Work Folders

### **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Review of student reading response journals and work folders for evidence of a variety of text being used and student written response to the text.

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

Literacy Leadership Team MTSS/RtI Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Reading Response Journal, Student Work Folders, Lesson Plans, Classroom Libraries, Classroom Walkthroughs

## **Plan to Monitor Effectiveness of G1.B1.S3**

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

### **Person or Persons Responsible**

MTSS/RtI Team Literacy Leadership Team Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Quizzes, Tests, Assessments

**G1.B2** Students in the Hispanic and ELL subgroups did not make Annual Measurable Objectives (AMO) for Reading. Analysis of students performance data indicates that 39% of Hispanic Students and 30% of ELL students met AMO, these numbers will increase to 48% for Hispanic students and 43% for ELL students. The area of deficiency for the Hispanic and ELL subgroups is Literary Analysis due to a need for increased student exposure to fiction and non-fiction text, with increased development of tools for effective literary analysis.

**G1.B2.S1** Increase student exposure and opportunities to respond to to on- and above-grade level, and exemplar fiction and non-fiction text.

### **Action Step 1**

Provide students with increased opportunity to respond to variety of text on, above, and exemplar level text through readers response journals, Author's toolbox, story maps and character charts to increase understanding of text.

### **Person or Persons Responsible**

Administration Reading Coach Teacher Literacy Leadership Team MTSS/RtI Team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Classroom Walkthroughs, Readers Response Journals, Student Work Folders, Lesson Plans, Classroom Library Content



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

Following the FCIM model, student work folders and readers response journals will be reviewed to ensure use of effective use of instructed reading strategies such as story maps and author's toolbox with fidelity.

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

Assistant Principal Reading Coach Literacy Leadership Team

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

Monthly

#### **Evidence of Completion**

Student Work Folders, Journals, Lesson Plans, Grade Level Meeting Agendas, LLT Meeting Agendas, Classroom walkthroughs

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

Following the FCIM model, student performance in the reporting category of literary analysis on school site and district developed assessments will be reviewed to determine the effectiveness of implemented programs, the instructional plan and/or focus will be adjusted to ensure improvement of student achievement..

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

Principal Assistant Principal

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

Monthly

#### **Evidence of Completion**

Edusoft Reports, Cold Reads, Interim Assessments, Monthly Benchmark Assessments

**G1.B2.S2** Provide direct instruction in the use of figurative language such as similes, metaphors, and personification, and identification of text features such as (subtitles, headings, charts, graphs, diagrams) to locate interpret and organize information.

### **Action Step 1**

Provide professional development to teachers on best practices on how to instruct students to use figurative language such as similes, metaphors, and personification and identification of text features to locate, interpret, and organize information.

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

Reading Coach Curriculum Support Personnel Administration Literacy Leadership Team

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

October 2013 - November 2013 at Grade Level Planning Meetings

#### **Evidence of Completion**

Professional Development Attendance Log, Grade Level Meeting Agendas, Literacy Leadership Team Meeting Agendas, Lesson Plans, Student Work Folders, Journals, Classroom Walkthroughs

#### **Facilitator:**

Reading Coach Curriculum Support Personnel

#### **Participants:**

Primary Teachers, Reading/Language Arts and Social Science Teachers, Special Area Teachers, Media Specialist

### **Action Step 2**

Provide direct instruction to students on how to identify similes, metaphors, personification and other text features through graphic organizers and readers response strategies to locate, interpret, and organize information.

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

Teachers Reading Coach Curriculum Support Personnel MTSS/RtI Team Literacy Leadership Team

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

Ongoing

#### **Evidence of Completion**

Student work folders, graphic organizers, Journals, Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

Review of examples of student work folders and journals to assess use of graphic organizers and text feature identification strategies used to locate, interpret, and organize information.

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

Literacy Leadership Team Administration

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

Monthly

#### **Evidence of Completion**

Student Work Folders, Lesson Plans, Reading Response Journals, Classroom Walkthroughs

### **Plan to Monitor Effectiveness of G1.B2.S2**

Evaluate student performance on school site and district developed assessments focusing on the reporting category of literary analysis to assess student understanding of the text element, and increased ability to locate, interpret and organize information.

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

Literacy Leadership Team Curriculum Support Personnel Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Classroom Walkthroughs, Lesson Plans

**G1.B3** Students in the SWD subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 20% of students in this subgroup made AMO, this number will increase to 36%. Student performance data indicates that this subgroup of students demonstrate deficiency in the area of Informational Text/Research Process due to a need increased student exposure to on-grade level text, and real-world documents such as how-to articles, brochures, fliers, and websites.

**G1.B3.S1** Provide students with direct instruction through text feature charts and text feature analysis to locate, interpret and organize information.

### **Action Step 1**

Develop text feature charts and student text feature analysis cards for students to utilize when interacting with information text. Provide students with explicit strategies to utilize when analyzing this text for understanding.

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

Teacher Curriculum Support Personnel Reading Coach Administration Literacy Leadership Team  
SPED Support Personnel SWD Teachers

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

Ongoing

#### **Evidence of Completion**

Student Work Folders, Text Feature Charts posted in classroom, Reading Response Journals, Lesson Plans, Classroom Walkthroughs, Rubrics

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review a sampling of student work to assess the consistent use of text feature charts, and text feature analysis to organize information and to respond directly to informational text questions.

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

Literacy Leadership Team MTSS/RtI Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Student Work Folders, Journals, Benchmark Assessments, Lesson Plans, Classroom Walkthroughs

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

Utilizing the FCIM the LLT, along with the MTSS/RtI team will review students monthly assessment reports to monitor progress in the reporting category of Informational Text/Research Process and adjust instruction as needed.

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

Principal Assistant Principal Reading Coach

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

Monthly

#### **Evidence of Completion**

School site and district developed reading assessments, District Interim Assessment

**G1.B3.S2** Provide students with strategies to analyze how the visual and multimedia elements of a text contributes and draws information in the meaning and locating the details to answer and quickly solve problems.

#### **Action Step 1**

Utilize reciprocal teaching strategies to provide students with the tools to identify visual and multimedia elements that would support drawing information in the meaning and locating the details to answer and quickly solve problems.

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

Teachers SWD Teachers Reading Coach Curriculum Support Personnel Administration

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

Ongoing

#### **Evidence of Completion**

Reciprocal Teaching Charts in Student Journals, Student Work Folders, Journals, Lesson Plans, Professional Development Agendas, Grade Level Planning Meeting Agendas, Student Portfolios, Classroom Walkthroughs

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

MTSS/RtI Team and Literacy Leadership Team will review a sampling of student work folders to assess the use of reciprocal teaching strategies to improve student ability to locate details and answer and quickly solve problems and questions.

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

MTSS/RtI Team Literacy Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Student Work Folders, Journals, Lesson Plans, Classroom Walkthroughs, Reciprocal Reading Rubrics

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

Using the FCIM model, evaluate student performance on school site and district developed assessments in the reporting category of Informational Text/Research Process to evaluate the effectiveness of the use of reciprocal reading strategies to improve student performance, adjust instruction as needed based on student performance.

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

MTSS/RtI Team Literacy Leadership Team Administration Reading Coach

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Reciprocal Reading Rubric, Lesson Plans

**G1.B4** Students in the Economically Disadvantaged subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 38% of students in this subgroup made AMO, this number will increase to 49% on the 2014 FCAT 2.0 Administration. The area of deficiency for the Economically Disadvantaged subgroup is Reading Application due to a need for increased direct instruction on strategies for effective reading comprehension.

**G1.B4.S1** During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

### **Action Step 1**

Students will receive small group differentiated instruction focusing on effective reading strategies to increase ability to identify the main idea or essential message in on-grade level fiction and non-fiction text.

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

Administration Reading Coach MTSS/Rtl Team

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

Ongoing

#### **Evidence of Completion**

Lesson Plan, Student Work Folders, Differentiated Instructional Rotation Charts, Classroom Walkthroughs, Observations

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students daily work and weekly assessments to monitor progress and to adjust instructional strategies as needed.

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

Principal Assistant Principal Reading Coach

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

Weekly

#### **Evidence of Completion**

Student work, Differentiated Instruction Folders, Lesson Plans

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

Utilizing the FCIM, the LLT along with the MTSS/RtI Team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

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

Principal Assistant Principal Reading Coach

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

Monthly

#### **Evidence of Completion**

Teacher developed assessments, District Interim Assessment, Student Work Folders

**G1.B4.S2** Teach students to utilize graphic organizers to see patterns, and summarize main points in text.

#### **Action Step 1**

Provide direct instruction on the utilization of graphic organizers to clearly identify main idea and supporting details in text. Regularly summarize text both fiction and non-fiction, through development of graphic organizers and transitioning to full written response.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Daily

#### **Evidence of Completion**

Graphic Organizers, Student Work, Readers Response Journals, Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G1.B4.S2**

Evaluate student work folders, and journals to assess student utilization of graphic organizers to identify main idea, and key details in text.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Student Work Folders, Lesson Plans, Graphic Organizers, Journals, Classroom Walkthroughs



## Plan to Monitor Effectiveness of G1.B4.S2

Using the FCIM, the MTSS/RtI Leadership team will assess student performance on school site and district developed assessments, focusing on student performance on the reporting category of Reading Application, instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RtI Leadership Team Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Interim Assessments, Benchmark Assessments

**G1.B5** Analysis of 2013 FCAT 2.0 Reading Performance Data indicates that 25% of students scored at a Level 3. The number of student performing at a Level 3 on the 2014 FCAT 2.0 Reading Assessment will increase to 33%. The barrier to increased number of students performing at a Level 3 on the FCAT 2.0 Reading administration is a need for fidelity in student use and monitoring of state and school site approved technology based resources for remediation and enrichment of identified skills, such as SuccessMaker, Reading Plus, and FCAT Explorer.

**G1.B5.S1** Students will be assigned individual performance goals and contact hour goals for Successmaker for intervention and Reading Plus for enrichment of needed benchmarks, and student use will be monitored.

### Action Step 1

Opportunities will be provided during differentiated instruction, before/after school hours, and during enrichment to allow students to utilize school site approved technology based resources for remediation and remediation of identified skills in reading.

### Person or Persons Responsible

Literacy Leadership Team Reading Coach Administration Hourly Personnel MTSS/RtI Leadership Team Teacher

### Target Dates or Schedule

Three times per week

### Evidence of Completion

Monthly SuccessMaker Reports, Monthly Reading Plus Reports, FCAT Explorer Student Performance Reports, Student Attendance Logs Before/After School, Lesson Plans, Classroom Walkthroughs

## **Action Step 2**

Literacy Leadership team will develop bi-weekly and monthly goals for student use and performance on Reading Plus and/or SuccessMaker in an order to improve student achievement.

### **Person or Persons Responsible**

Principal Assistant Principal Reading Coach Computer Technician Literacy Leadership Team  
MTSS/RtI Team

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Monthly SuccessMaker Report, Monthly Reading Plus Report, FCAT Explorer Student  
Performance Reports

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review student monthly assessment reports to monitor progress and to adjust instructional needs and student goals as needed.

### **Person or Persons Responsible**

Principal Assistant Principal Reading Coach

### **Target Dates or Schedule**

Bi-Weekly

### **Evidence of Completion**

SuccessMaker Report, Reading Plus Report, FCAT Explorer Reports

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

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

### **Person or Persons Responsible**

Principal Assistant Principal

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

EduSoft Reports, SuccessMaker Reports, Reading Plus Reports

**G1.B5.S2** Provide professional development to teachers on how to collect and utilize student performance data from student usage reports from SuccessMaker, Reading Plus and/or FCAT Explorer to help drive instruction, small group remediation, and enrichment to improve overall student achievement.

### **Action Step 1**

Train teachers on how to access reports to monitor student achievement, provide training on best practices on effective implementation of reading centers and incorporation of technology as part of the rotation. Provide professional development on how to disaggregate and review data with students to assist them in setting their own goals for performance.

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

Reading Coach Administration Literacy Leadership Team MTSS/RtI Team

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

October 2013

#### **Evidence of Completion**

Professional Development Attendance Logs, Professional Development Agenda, Teacher Data Binders, Lesson Plans, Student Data Chat Documents, FCAT Explorer/SuccessMaker/Reading Plus Student Usage Reports

#### **Facilitator:**

Reading Coach

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B5.S2**

Observe students engaged in the use of selected technology based intervention programs as part of the guided reading rotation, review of teacher data binders, review of teacher lesson plans demonstrating incorporation of technology as part of center rotation.

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

Literacy Leadership Team MTSS/RtI Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Data Binders, Classroom Walkthroughs, Classroom Rotation Charts, Lesson Plans, FCAT Explorer/SuccessMaker/Reading Plus Student Usage Reports

## Plan to Monitor Effectiveness of G1.B5.S2

Using the FCIM, evaluate student performance on the district and school site developed assessments, of students who utilized with fidelity the identified programs to assess the effectiveness of implementation and professional development.

### Person or Persons Responsible

REading C

### Target Dates or Schedule

### Evidence of Completion

**G1.B6** Analysis of 2013 FCAT 2.0 Reading Student Performance Data indicates that 13% of students scored at a Level 4 or higher. The number of students scoring at a Level 4 or higher will increase to 16% on the 2014 FCAT 2.0 Reading Administration. Performance data for students scoring a Level 4 on the 2013 FCAT 2.0 indicate that there is a deficiency in the area of Informational Text/Research Process due to a need for increased exposure to on and above grade level information text, use of higher order thinking questions stems in instruction, and direct instruction on critical analysis and synthesis of text details.

**G1.B6.S1** Professional development will be provided to teachers to provide best practices on the increased use of higher-order question stems, and effective differentiated instruction.

### Action Step 1

Provide teachers with ongoing professional development on best practices for supporting reading instruction, developing higher order thinking questions using suggested questions stems, and using reciprocal reading strategies to support critical analysis and synthesis of text.

### Person or Persons Responsible

Principal Assistant Principal Reading Coach Instructional Support Personnel

### Target Dates or Schedule

Monthly

### Evidence of Completion

Professional Development Attendance Logs, Lesson Plans, Student Work Folders, Question Task Cards

### Facilitator:

Instructional Support Personnel Reading Coach

### Participants:

Primary and Intermediate Teachers Special Area Teachers

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

The LLT along with the MTSS/Rtl team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction and provide professional development as needed.

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

Principal Assistant Principal Literacy Leadership Team

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

Monthly

#### **Evidence of Completion**

Lesson Plans, Differentiated Instruction Activities, Student Work, Data Binders, Classroom Walkthroughs, Professional Development Attendance Logs

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

The LLT along with the MTSS/Rtl team will monitor student performance of students in the identified subgroup to assess the effectiveness of the provided professional development, and adjust instruction or provide additional support as needed.

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

Principal Assistant Principal LLT MTSS/Rtl Team

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

Bi-Monthly

#### **Evidence of Completion**

Interim Assessment Reports, Formal Teacher Observations, Monthly Benchmark Assessments, Teacher Developed Assessments

**G1.B6.S2** Increase student exposure to above grade level text, incorporating the use of higher order thinking question stems, challenging vocabulary, critical analysis and synthesis of text details.

### **Action Step 1**

Incorporate the use of above grade level text, higher order thinking question stems, and challenging vocabulary in small group differentiated instruction during the core instructional block. Access fiction and non-fiction text which requires critical analysis and synthesis of text details to increase understanding, through graphic organizers, readers response journals, and vocabulary maps.

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

Reading Coach Teachers Instructional Support Personnel MTSS/RtI Team Literacy Leadership Team

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

Weekly

#### **Evidence of Completion**

Student Work, Readers Response Journals, Lesson Plans, Differentiated Instruction Activity Logs, Data Binders, Classroom Walkthroughs

### **Plan to Monitor Fidelity of Implementation of G1.B6.S2**

Evaluation of text logs developed by Reading Coach and teachers listing the additional text that students have utilized during differentiated instruction. Analysis of grade level meeting agendas and teacher lesson plans to assess development and incorporation of higher order questions stems and critical analysis and synthesis of text. Review of student work to assess application of learned skills and strategies.

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

MTSS/RtI Leadership Team Literacy Leadership Team Reading Coach Instructional Support Personnel Administration

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

Monthly

#### **Evidence of Completion**

Lesson Plans, Student Work Folders, Grade Level Meeting Agendas, Classroom Walkthroughs

## Plan to Monitor Effectiveness of G1.B6.S2

Following the FCIM assess performance of identified students on school site and district developed assessments, adjust instruction as needed based on student performance.

### Person or Persons Responsible

MTSS/RtI Team Literacy Leadership Team Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Interim Assessments, Benchmark Assessments, Teacher Developed Assessments

**G1.B7** Analysis of FCAT 2.0 Reading student performance data indicates that 64% of students demonstrating learning gains, this number will increase to 64% on the 2014 FCAT 2.0 Reading administration. The barrier to increase performance in this reporting category is a need for consistency in the implementation and monitoring of reading intervention programs provided before, during and after school.

**G1.B7.S1** Provide professional development to all instructional staff on the school site adopted intervention programs for reading, include all certified teachers in school wide intervention programs to support student achievement.

### Action Step 1

School wide professional development will be provided on the use of the use of WonderWorks, SuccessMaker, and Voyager Reading to ensure that all members of the instructional staff are able to provide intervention with fidelity. Include all instructional teachers in the intervention schedule to increase student support in reading.

### Person or Persons Responsible

Principal Assistant Principal Reading Coach Instructional Support Personnel

### Target Dates or Schedule

October 2013

### Evidence of Completion

Professional Development Attendance Logs and Agendas

### Facilitator:

Reading Coach, Instructional Support Personnel

### Participants:

All Teachers

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' assessments and work folders to monitor progress and participation in school site adopted intervention programs and will adjust instruction as needed.

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

Principal Assistant Principal Reading Coach MTSS/RtI Leadership Team

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

Bi-Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Assessment, student work folders, Intervention Attendance Logs

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

Utilizing the FCIM, the LLT along with MTSS/RtI team will review students monthly assessment reports to monitor progress and to adjust instruction as needed.

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

Principal Assistant Principal MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

District Interim Assessments, Formal Observations, Student Work Folders



**G1.B7.S2** Develop quality monitoring system to assess the consistency of the intervention provided, to clearly identify students that require additional intervention at Tier III, provide intervention with fidelity at each Tier Level to improve student achievement.

### **Action Step 1**

Monitor attendance logs from daily school wide reading intervention, evaluate student performance on bi-weekly ongoing progress monitoring tools, monitor provided intervention to assess quality of instruction, student response to intervention, and to adjust intervention groups based on student identified need.

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

Reading Coach MTSS/RTI Leadership Team Instructional Support Personnel Literacy Leadership Team Administration

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

Bi-Weekly

#### **Evidence of Completion**

Attendance Logs, OPM Documents, Classroom Walkthroughs, Student Work, Intervention Journals, Intervention Group Lists

### **Plan to Monitor Fidelity of Implementation of G1.B7.S2**

Using the FCIM, MTSS/RTI Team and Literacy Leadership Team will evaluate student performance on OPM assessments, and intervention attendance logs, to monitor fidelity of provided intervention, and student response to the provided intervention.

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

MTSS/RTI Leadership Team Literacy Leadership Team Administration

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

Monthly

#### **Evidence of Completion**

Intervention Attendance Logs. OPM Assessments, Lesson Plans

## Plan to Monitor Effectiveness of G1.B7.S2

Using the FCIM, student participation in intervention programs and student performance on OPM assessments, FAIR Assessment, and school site and district developed assessments will be monitored to evaluate student response to intervention.

### Person or Persons Responsible

MTSS/RtI Leadership Team Literacy Leadership Team Reading Coach Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Intervention Attendance Logs, OPM, FAIR Assessment Data, Interim Assessments, FAIR Assessment Data

**G1.B8** Analysis of FCAT 2.0 Reading student performance data indicates that 67% of students in the lowest quartile demonstrated learning gains, this number will increase to 70% on the 2014 FCAT 2.0 Reading administration. The barrier to increased performance in this reporting category is a need for development, monitoring, and implementation of differentiated instruction as a key element of the core reading instructional block.

**G1.B8.S1** Develop activities to improve reading comprehension and to provide direct instruction on identified benchmarks for utilization during the core reading instructional block, during grade level meetings, and vertical team meetings.

### Action Step 1

Utilize common planning to develop activities to be utilized during the differentiated instruction portion of the core reading instructional block, that meet student need to develop skills that require enrichment or remediation.

### Person or Persons Responsible

Reading Coach Teacher Instructional Support Personnel Principal Assistant Principal

### Target Dates or Schedule

Weekly

### Evidence of Completion

Grade Level Planning Meeting Agendas, Lesson Plans. Differentiated Instruction Folders, Use of FCRR activities

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

Monitor student access and utilization of teacher developed differentiated instruction activities during the guided reading block. Assess that activities are related to student need and are addressing areas in need of reteaching or enrichment.

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

Reading Coach Literacy Leadership Team MTSS/RtI Team Principal Assistant Principal

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

Bi-Weekly

#### **Evidence of Completion**

Lesson Plans, classroom walkthroughs, student work, Differentiated Instruction Folders, Differentiated Instruction Activities in the classroom

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

The LLT and the MTSS/RtI Team will utilize the FCIM to review students response to differentiated instructional activities through review of monthly assessments, classroom work, rubrics, and teacher developed assessments in order to monitor students' progress and to adjust instruction as needed.

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

Principal Assistant Principal MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Formal/Informal Assessments, Rubrics, Classroom Walkthroughs, Student Work

**G1.B8.S2** Develop clear schedule/template for the core reading instructional block to ensure effective use of allotted time for differentiated instruction.

### **Action Step 1**

Provide training on the core reading block, each of the key elements and the effective use of instructional time. Develop a template for the core instructional block to ensure all elements of core instruction are incorporated daily weekly.

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

Administration Reading Coach Instructional Support Team

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

October 2013

#### **Evidence of Completion**

Instructional Block Schedule, Lesson Plans, Common Board Configuration

#### **Facilitator:**

Instructional Support Personnel, Reading Coach

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B8.S2**

Using the FCIM, MTSS/RtI team and Literacy Leadership Team will assess the effectiveness of differentiated instruction provided during the core reading block through review of student work, and student access to remediation and enrichment activities based on student achievement.

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

MTSS/RtI Leadership Team Literacy Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Student Work Folders, DI Folders, Lesson Plans, Student Journals, Center Rotation Charts

## **Plan to Monitor Effectiveness of G1.B8.S2**

Using the FCIM, the MTSS/RtI Team will monitor student response to differentiated instruction through evaluation of student performance on school site and district developed assessments.

### **Person or Persons Responsible**

MTSS/RtI Leadership Team Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Student Work Folders

**G1.B9** Performance data for CELLA Speaking and Listening indicate that 65% of students scored proficient in the area of Listening/Speaking, this number will increase to 69% in 2014. Performance data for CELLA Listening/Speaking indicates that students require additional opportunities in and outside the classroom to speak in English.

**G1.B9.S1** During instruction, students will be provided with opportunities to listen and to read-a-loud, and think-a-loud and to participate in Reader's Theater.

### **Action Step 1**

Provide students with strategies to utilize with listening, reading-a-loud, and think-a-loud such as restating complex sentences as a sequence of simple sentences, explaining the use of idiomatic expressions, restating portions of text at a slower rate, and pausing often to allow student to process what they hear.

### **Person or Persons Responsible**

ESOL Teacher ESOL Support Staff Reading Coach Assistant Principal Principal

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Rubrics, Classroom Walkthroughs, Lesson Plans, Student Work Folders

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

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

ESOL Teacher Reading Coach Assistant Principal Principal

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

Bi-Weekly

#### **Evidence of Completion**

Observation logs, rubrics, lesson plans, student work folders, classroom walkthroughs

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

Using FCIM, monitor student performance on school site and district developed assessment to assess student performance and understanding of the student language and adjust instruction as needed.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Rubrics, Teacher Developed Assessments

**G1.B9.S2** Implement the Language Experience Approach to instruct students on how to produce language in response to first-hand, multi-sensorial experiences, using the students' ideas and their language to develop reading and writing skills.

### **Action Step 1**

Provide professional development on the Language Experience Approach, clearly identify the 8 steps in lesson plans, develop instructional rubric to assess student response to this instructional model.

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

Reading Coach ELL Teacher ELL Support Personnel MTSS/RtI Leadership Team Administration  
Instructional Support Personnel

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

Ongoing

#### **Evidence of Completion**

Professional Development Attendance Logs, Lesson Plans, Rubric

#### **Facilitator:**

Instructional Support Personnel

#### **Participants:**

ELL Teacher, Teachers Supporting ELL Students

### **Plan to Monitor Fidelity of Implementation of G1.B9.S2**

Monitor student work folders, and student journals to identify elements of the Language Experience Approach implemented during instruction. Monitor student application of these strategies in independent work, and in interaction with text.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Student Work Folders, Rubrics, Journals, Lesson Plans

## **Plan to Monitor Effectiveness of G1.B9.S2**

Using the FCIM, evaluate student performance on district and school site developed assessments to evaluate student response to provided intervention to develop listening/speaking skills.

### **Person or Persons Responsible**

MTSS/RtI Leadership Team Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Interim Assessments, Rubrics, Benchmark Assessments, Oral Assessments

**G1.B10** Performance data for CELLA Reading indicates that 22% of students scored proficient in the area of Reading, this number will increase to 30% in 2014. Performance data for CELLA Reading indicate that students require additional opportunities to read in English.

**G1.B10.S1** Modify instruction to meet students' varying readiness levels, learning preferences, and interests, based on the three aspects of curriculum: content, process, and products.

### **Action Step 1**

Employ differentiated instruction daily to address individual student needs adjusting content, process and/or products based on individual student reading readiness levels, increasing the use of comprehension support strategies such as graphic organizers, story maps, leveled readers, etc.

### **Person or Persons Responsible**

ESOL Teacher Reading Coach Administration

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Lesson Plans, Student Work Folders, Guided Reading Rotation, Classroom Walkthroughs



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

Complete classroom walkthroughs, and provide support through instructional coach to ensure daily utilization of differentiated instruction as an effective teaching tool. Assess the adjustment of content, process or product through review of lesson plans, student work folders, and student activities being completed in class.

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

Administration Reading Coach

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

Monthly

#### **Evidence of Completion**

Lesson Plans, Classroom Walkthroughs, Student Work Folders, Journals

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

Utilizing the FCIM, monitor student achievement on district and school site developed reading comprehension assessments, to assess student response to differentiated instruction, instruction will be adjusted as needed.

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

Reading Coach MTSS/RTI Leadership Team Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, FAIR, Benchmark Assessments, Teacher Developed Assessments

**G1.B10.S2** Develop student vocabulary with context clues by checking for synonyms or definitions embedded in the text, or checking for antonym clues within the text.

### **Action Step 1**

Instruct students on basic steps to unlock the meaning of unfamiliar words in text through strategies such as unlocking the meaning of an unfamiliar word by searching the context of the sentence in which a new words appears for clues, or identification of antonym clues in text.

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

ELL Teacher ELL Support Personnel Reading Coach Administration

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

Daily

#### **Evidence of Completion**

Lesson Plans, Marginal Notes in Student Text, Journals, Student Work

### **Plan to Monitor Fidelity of Implementation of G1.B10.S2**

Observe student use of context clues strategies when interacting with text, through monitoring of marginal notes, development of vocabulary maps, rewriting of sentences within the text with synonyms.

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

Reading Coach Administration Instructional Support Personnel

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

Monthly

#### **Evidence of Completion**

Lesson Plans, Student Work Folders, Marginal Notes, Differentiated Instruction Folders, Journals

### **Plan to Monitor Effectiveness of G1.B10.S2**

Using the FCIM, MTSS/RtI Leadership Team and LLT will monitor the effectiveness of instructed strategies to increase comprehension through evaluation of student performance on school site an district developed assessments, instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Literacy Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessment, Teacher Developed Assessments, Benchmark Assessments

**G1.B11** Performance data for CELLA Writing indicates that 20% of students scored proficient in the area of Writing, this number will increase to 28% in 2014. Performance data for CELLA Writing indicate that students require additional opportunities to practice academic writing.

**G1.B11.S1** Students will identify, illustrate and/or label key concepts when involved in writing activities, or when involved in individual or peer editing.

### **Action Step 1**

Instruct students on key concepts in writing, and demonstrate the illustration, labeling, and identifying of these concepts in written text, in student reading response journals. Encourage students to utilize these strategies when comprehending written text and passages to increase comprehension.

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

Reading Coach Writing Coach Assistant Principal Principal

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

Ongoing

#### **Evidence of Completion**

Rubrics, Lesson Plans, Student Work, Classroom Walkthroughs

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

Monitor student work folders, journals, and fiction/non-fiction passages and text utilized during instruction to observe utilization of illustration and labeling concepts to improve writing.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Journals, Student Work, Exemplar Text, Marginal Notes

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

Using the FCIM, the MTSS/RtI team and the Literacy Leadership Team will evaluate student performance on teacher developed, school site, and district developed writing assessments to evaluate student response to strategies.

#### Person or Persons Responsible

MTSS/RtI Leadership Team Literacy Leadership Team Reading Coach Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim Assessments, Writing Prompts, Journals, Student Work

**G1.B11.S2** Students will utilize dialogue journals, in which the communicate regularly with the teacher, which will provide to students a communicative context for language and writing development since the activity is both functional and interactive.

#### Action Step 1

Students will be engaged two to three times per week in written dialogue with teacher or ELL support personnel. Students will write on topics of their choice and the teacher will respond with advice, comments, observations, serving as a participant and not an evaluator of written conversation.

#### Person or Persons Responsible

ELL Teacher ELL Support Personnel Reading Coach Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Dialogue Journals, Lesson Plans, Classroom Walkthroughs

### Plan to Monitor Fidelity of Implementation of G1.B11.S2

Monitor student journals for regular interaction with the writing process, and consistent teacher feedback.

#### Person or Persons Responsible

Reading Coach Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Dialogue Journals, Lesson Plans, Classroom Walkthroughs

## **Plan to Monitor Effectiveness of G1.B11.S2**

Using the FCIM, MTSS/RtI Leadership team will evaluate student performance on school site and district developed writing assessments, to assess student understanding of writing in English, and will adjust instruction as needed.

### **Person or Persons Responsible**

Reading Coach MTSS/RtI Leadership Team Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Writing Assessments, Journals, Lesson Plans

**G2.** Students demonstrating proficiency of 3.5 or above on the 2014 FCAT Writing assessment will increase by six percentage points to 50%.

**G2.B1** Students' performance data from the 2013 FCAT writing assessment indicates that students require additional support with fluency and plot development in narrative/expository essay writing. Students experienced difficulty in writing narrative accounts with engaging plot, developed characters, and a range of appropriate and specific narrative actions.

**G2.B1.S1** During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in bi-weekly monthly narrative/expository writing prompts.

### **Action Step 1**

Following the FCIM, pre-writing plans will be reviewed and edited to assist students in the development of completed narrative/expository prompts.

### **Person or Persons Responsible**

Teachers Reading Coach Assistant Principal Principal

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Rubrics, Classroom Walkthroughs, Information Observations, Student Writing Journals

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

Following the FCIM, monthly narrative/expository writing prompts will be scored by teachers in addition to scoring of student pre-writing plan in order to monitor students' progress in the identified areas of need and to regroup students, or reteach concepts as needed.

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

Reading Coach Assistant Principal Principal

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

Monthly

#### **Evidence of Completion**

Narrative Prompts, Rubrics, Pre-Writing Plans, Student Work Folders, Lesson Plans, Student Journals

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

Following the FCIM, monthly narrative/expository writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI team in order to monitor students' progress in the identified areas of need and to regroup student or adjust instruction as needed.

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

Reading Coach Assistant Principal Principal

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

Monthly

#### **Evidence of Completion**

Rubrics, Narrative Writing Prompts, Formal Teacher Observations

**G2.B1.S2** Students will be provided strategies and support in writing a draft which is appropriate to the topic, audience, and purpose.

### **Action Step 1**

Students will be provided with direct instruction in moving from a plan to a draft writing as quickly as possible, using supporting details or providing facts and/or opinions, and applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing.

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

Teacher Reading Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Writing Journal, Student Writing Samples, Lesson Plans, Student Work Folders, Graphic Organizers

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

Student writing journals, and sample writing passages will be reviewed by Literacy Leadership team to monitor the development of student writing from planning to draft to final product, to assess student comprehension and application of the instructed writing process.

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

Literacy Leadership Team Reading Coach Administration

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

Bi-Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Writing Journal, Writing Samples, Lesson Plans

## **Plan to Monitor Effectiveness of G2.B1.S2**

Using the FCIM, MTSS/RtI Leadership team will assess student response to direct instruction in writing a draft through evaluation of student performance on school site and district developed writing assessments in expository and narrative writing.

### **Person or Persons Responsible**

MTSS/RtI Team Reading Coach Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Narrative/Expository Writing Samples, District and School Site Developed Writing Assessments

**G2.B2** Students' performance data at the District Level from the 2013 FCAT writing assessment indicates that students require additional support in generating ideas for multiple sources (e.g. prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher directed topics and personal interests in order to appropriately respond to narrative/persuasive prompts.

**G2.B2.S1** Students will use prewriting strategies to generate ideas and formulate a plan by generating ideas from multiple sources based upon teacher-directed topics and personal interests..

### **Action Step 1**

Develop and maintain with student's a Writer's Notebook, Journal, and/or Portfolio which contains brainstorming in a variety of ways:using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material.

### **Person or Persons Responsible**

Teacher Reading Coach Instructional Support Personnel MTSS/RtI Leadership Team Administration

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Journal, Lesson Plans, Writer's Notebook, Classroom Walkthroughs



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

Review samples of students Writer's Notebook, Journals, and Portfolios to monitor student engagement in the pre-writing process, and utilization of instructed strategies.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Bi-Weely

#### **Evidence of Completion**

Writer's Notebook, Journals, Portfolios, Student Writing Samples, Classroom Walkthroughs, Lesson Plans

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

Using the FCIM, MTSS/RtI Leadership team will monitor student performance on school site and district developed writing assessments, to evaluate student utilization of pre-writing strategies to develop writing samples, instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Monthly

#### **Evidence of Completion**

Writing Samples, Interim Assessment, Student Work Folders

**G2.B2.S2** Students will write a draft appropriate to the topic, audience, and purpose by developing main ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.

**Action Step 1**

Students will be provided strategies to be able to support claims in writing with logical reasoning and relevant accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources when transitioning from prewriting to draft.

**Person or Persons Responsible**

Teacher Instructional Support Personnel Reading Coach Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Journals, Writing Samples, Student Work Folders, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Student journals and work samples will be assessed to evaluate student use of accurate data to support statements in persuasive or narrative writing.

**Person or Persons Responsible**

Reading Coach Administration Instructional Support Personnel

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Journals, Writing Samples, Classroom Walkthrough, Lesson Plans, Work Folders

## Plan to Monitor Effectiveness of G2.B2.S2

Using the FCIM, MTSS/RtI Leadership Team will assess student performance on school site and district developed writing assessments to assess student ability to transition writing from prewriting to draft, instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RtI Leadership Team Reading Coach Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Journals, Writing Samples, Writing Assessments

**G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics assessment will increase by from 44% to 56%, an increase of twelve percentage points.

**G3.B1** Students in the Black subgroup did not meet the Annual Measurable Objective target for mathematics. Analysis of student performance data indicates that 28% of students in this subgroup met AMO, this number will increase to 48%. Student performance data indicates that there is a need for increased support in developing mathematics fluency and problem solving skills.

**G3.B1.S1** Students will develop interactive mathematics journals focusing on developing mathematics vocabulary and mathematical concepts, through visual representations, vocabulary maps, identification of math terms in word problems, and word problem analysis.

### Action Step 1

Develop a rubric and guidelines for development of interactive mathematics journals, with increased focus on mathematics vocabulary development and identification of key terms "H.O.T" (Higher Order Thinking) work problems. Utilize interactive mathematics journals daily during instruction, to illustrate or document key concepts, to reference previous instructed benchmarks or lessons, and to respond to instructed concepts.

### Person or Persons Responsible

Teacher Mathematics Coach Instructional Support Personnel Administration

### Target Dates or Schedule

Daily

### Evidence of Completion

Interactive mathematics Journal, Rubric, Lesson Plans, Mathematics Vocabulary, Classroom Walkthroughs

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

Student utilization of interactive math journals to reference previously instructed concepts, review of teacher directed elements of the math journal, monitoring of corrective feedback incorporated in mathematics journal, student response to feedback.

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

Teacher Math Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Interactive Math Journals, Classroom Walkthroughs, Lesson Plans, Rubrics, Corrective Feedback

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

Utilizing the FCIM, the MTSS/RtI Leadership Team will analyze student performance data to assess the effectiveness of the use of interactive math journals and development of mathematics fluency, to improve student achievement, classroom instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Math Coach Administration

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

Bi-Weekly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Interactive Journals, Rubrics, Lesson Plans

**G3.B1.S2** Provide direct instruction on the use of clearly identified problem solving steps to solve Higher order thinking mathematics questions to develop increased understand and application of instructed concepts.

**Action Step 1**

Provide professional development mathematics teachers on improving direct instruction on the understanding and application of problem solving strategies for higher order thinking questions.

**Person or Persons Responsible**

Mathematics Coach Instructional Support Personnel Administration

**Target Dates or Schedule**

September - November 2013

**Evidence of Completion**

Professional Development Attendance Log, Professional Development Agenda, Classroom Walkthroughs

**Facilitator:**

Mathematics Coach Instructional Support Personnel Administration

**Participants:**

Primary Teachers, Intermediate Mathematics Teachers, Mathematics Intervention Personnel

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

Assess student completion of "H.O.T." questions in mathematics text, student response to real world application mathematics problems, evaluate student understanding of strategies for responding to mathematics word problems.

**Person or Persons Responsible**

Teacher Mathematics Coach MTSS/Rtl Leadership Team Instructional Support Personnel Administration

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Coaches Logs, Classroom Walkthroughs, Lesson Plans, Common Board Configuration, Student Work Folders and Work Text

### **Plan to Monitor Effectiveness of G3.B1.S2**

Using the FCIM, the MTSS/RtI Leadership team will monitor the effectiveness of direct instruction on identified problem solving steps to assess its effect on student performance on school site and district developed assessments, instruction will be changed as needed.

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

MTSS/RtI Leadership Team Mathematics Coach Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Topic Assessments, Classroom Walkthroughs

**G3.B2** Students in the Hispanic Subgroup and the ELL Subgroup did not meet the AMO target for mathematics. Analysis of student performance data indicates that 48% of Hispanic students and 42% of ELL students met AMO, this number will increase to 60% and 59% respectively, on the 2014 FCAT Mathematics administration. Student performance data indicates that students would benefit from increased differentiation in instruction to reteach deficient skills and provide enrichment for skills in which students have demonstrated mastery.

**G3.B2.S1** Professional development to be provided on implementation of differentiated instruction during the mathematics block, analysis of student performance data to determine the specific benchmarks/standards to be retaught, and identification of specified activities to be utilized during small group instruction.

### **Action Step 1**

Develop, and implement professional development on the utilization of differentiated instruction to meet individual student instructional needs through intervention or enrichment, using intervention materials, technology based support resources, and enrichment activities to increase student achievement.

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

Teachers Mathematics Coach Instructional Support Personnel Administration

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

September 2013 - October 2013

#### **Evidence of Completion**

Professional Development Logs, Lesson Plans, Classroom Walkthroughs, DI Group Identification, Disaggregation of Student Performance Data

#### **Facilitator:**

Mathematics Coach Instructional Support Personnel Administration

#### **Participants:**

Primary Teachers, Intermediate Mathematics Teachers

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

Monitor the incorporation of differentiated mathematics instruction during the mathematics block, evaluate materials utilized during the differentiated instructional block, and assess student performance data to determine DI group development.

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

Mathematics Coach Instructional Support Personnel Administration

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

Bi-Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, DI Center Rotation, Student Work, Lesson Plans

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

Using the FCIM, the MTSS/RtI Leadership team will assess the implementation differentiated instruction during the mathematics block and will assess its effect on student performance on formative and informative assessments, instruction will be adjusted as needed.

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

Mathematics Coach Administration MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Topic Assessments, Benchmark Assessments, FCAT 2.0 Assessment



**G3.B2.S2** Incorporate differentiated instruction during the mathematics instructional block to provide opportunities to reteach deficient skills, and provide enrichment as needed.

**Action Step 1**

Monitor activities completed during the DI block, review classroom logs documenting times students met for small group instruction with teacher, monitor use of technology based intervention/enrichment programs to assess student average usage.

**Person or Persons Responsible**

Mathematics Coach Instructional Support Personnel Administration

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Lesson Plans, Student Work Folders, SuccessMaker Logs, Gizmos exploration lab completion

**Plan to Monitor Fidelity of Implementation of G3.B2.S2**

Observe student performance while engaged in small group differentiated instruction activities, monitor student usage of technology based programs.

**Person or Persons Responsible**

Mathematics Coach Instructional Support Personnel Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

DI Logs, Lesson Plans, Student Work Folders, Technology Usage Reports

**Plan to Monitor Effectiveness of G3.B2.S2**

Using the FCIM, the MTSS/RtI Leadership Team will evaluate the effect on differentiated instruction on improving student performance on assessments, instruction will be adjusted as needed.

**Person or Persons Responsible**

Mathematics Coach Instructional Support Personnel Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Interim Assessment, Topic Assessments, Benchmark Assessments

**G3.B3** Students in the Economically Disadvantaged subgroup did not meet the Annual Measurable target for mathematics. Analysis of student performance data indicates that 43% of students in this subgroup met AMO, this number will increase to 56% on the 2014 FCAT Mathematics Administration. Student performance data indicates that there is a need for development of an instructional focus calendar which will clearly identify a secondary benchmark for reteaching, and assess student comprehension for the identified benchmark during the core mathematics and mathematics intervention blocks.

**G3.B3.S1** Utilize several different tools to evaluate student performance and to develop an instructional focus calendar identifying secondary benchmarks for reteaching to ensure student understanding of concepts.

### **Action Step 1**

Develop an instructional focus calendar with clearly identified secondary instructional benchmark based on analysis of student performance data. Identify materials and activities that can be completed to reteach concepts and improve student achievement on deficient benchmarks.

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

Mathematics Coach Teachers Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Focus Calendar, Lesson Plans, Reteaching Materials and Activities, Student Work Folders, Classroom Walkthroughs

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

Monitor clearly identified secondary benchmark in common board configuration, evaluate student performance on support materials for secondary benchmarks, assess student performance on secondary benchmark mini-assessments to assess student understanding of retaught benchmarks.

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

Mathematics Coach Instructional Support Personnel Administration

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

Bi-Weekly

#### **Evidence of Completion**

Lesson Plans, Benchmark Assessments, Instructional Focus Calendar, Common Board Configuration, Classroom Walkthroughs

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

Using the FCIM, the MTSS/RtI Leadership Team will assess students performance on secondary benchmarks on the formative and informative assessments, instruction will be adjusted as needed.

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

Mathematics Coach MTSS/RtI Leadership Team Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessment, Topic Assessments, Benchmark Assessments

**G3.B3.S2** Utilize the gradual release model to instruct the primary and secondary benchmarks, including modeling of instructed concepts, opportunities for accountable talk between students to explain and support ideas and concepts, and allow opportunities for individual student work on instructed benchmarks.

#### **Action Step 1**

Model and co-teaching of the gradual release model to support classroom instruction.

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

Mathematics Coach

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

November 2013

#### **Evidence of Completion**

PD Logs, PD Agenda

#### **Facilitator:**

Mathematics Coach Instructional Support Personnel

#### **Participants:**

Primary Teachers Intermediate Math Teachers

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

Observation of students engagement in each element of the gradual release model, monitoring of student interactive mathematics journals demonstrating student understanding of concepts shared in the "I Do" portion of instruction, assessment of student accountable talk, monitoring of student work completed in small groups and individually.

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

Mathematics Coach MTSS/RtI Leadership Team Administration

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

Bi-Weekly

#### **Evidence of Completion**

Lesson Plans, Common Board Configuration, Mathematics Journals, Rubrics, Work Folders, Classroom Walkthroughs

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

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess the effectiveness of the utilization of the gradual release model to deliver instruction, adjustments will be made as needed.

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

MTSS/RtI Leadership team Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Topic Assessments, Observations, Classroom Walkthroughs, Lesson Plans

**G3.B4** Analysis of 2013 FCAT Mathematics performance data indicates that 25% of students scored at a Level 3. Students performing at a Level 3 on the 2014 FCAT Mathematics administration will increase to 36%. Student performance data indicates that the barrier to increased performance is a need to provide students with contexts for mathematics exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

**G3.B4.S1** Increase utilization of manipulatives in both direct explicit instruction and small group intervention to ensure student comprehension of number and operations concepts, aligned to problem solving and computation questions.

### **Action Step 1**

Instructional pacing guide will be utilized to identify appropriate manipulatives and support materials that can be aligned with instructed concepts. Students will be instructed on how to utilize manipulative materials during direct explicit instruction during whole group, during independent work, and during small group intervention, and differentiated instruction during the mathematics block.

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

Teachers Mathematics Coach MTSS/RtI Team Curriculum Support Personnel

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

Bi-Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Lesson Plans, Student Journals, Student Work Folders, Grade Level Meeting Planning Agendas

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

Students will be observed utilizing manipulatives to support mathematics instruction. Lesson plans will be reviewed to assess utilization of manipulatives to support direct and small group instruction. Support personnel attendance at grade level planning meetings to assist with suggested opportunities to include the use of manipulatives in daily instruction, as deemed appropriate.

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

Mathematics Coach Curriculum Support Personnel MTSS/RtI Leadership Team Administration

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

Bi-Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Lesson Plans, Grade Level Planning Meeting Agendas, Pacing Guides, Instructional Focus Calendars, Student Work Folder and Journals

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

Using the FCIM, the MTSS/RtI Leadership Team will review student performance data to assess impact of implementation on student performance in the area number and operations concepts, instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RtI Leadership Team Mathematics Coach Instructional Support Personnel Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim Assessments, Benchmark Assessments, Instructional Focus Calendars

**G3.B4.S2** Provide professional development on the implementation of gradual release as an instructional tool, and the improvement of explicit instruction to ensure students understanding of instructed concepts.

#### Action Step 1

Professional Development will be provided on the appropriate utilization of gradual release to provide explicit instruction of mathematics concepts. Through professional development teachers will increase opportunities for accountable talk, student interaction with peers, development of student concepts, and implementation of problem solving strategies.

#### Person or Persons Responsible

Mathematics Coach MTSS/RtI Leadership Team Instructional Support Personnel Administration

#### Target Dates or Schedule

October 2013-December 2013

#### Evidence of Completion

Professional Development Logs, Lesson Plans, Classroom Walkthroughs, Implementation and Documentation of the Coaching Cycle,

#### Facilitator:

Mathematics Coach Instructional Support Personnel

#### Participants:

Primary Teachers, Intermediate Mathematics Teachers, Interventionst

### **Plan to Monitor Fidelity of Implementation of G3.B4.S2**

Fidelity of implementation will be assessed through the documentation and participation in the coaching cycle of selected teachers on the use of gradual release to support classroom instruction. Classroom walkthroughs and teacher observations will be completed to assess utilization of gradual release during the instructional block. Review of lesson plans to assess the implementation of opportunities of student interaction in the lesson through accountable talk, cooperative group learning.

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

Mathematics Coach Administration Instructional Support Personnel MTSS/Rtl Leadership Team

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

Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Lesson Plans, Common Board Configuration, Coaching Cycle Documentation, Coaches Logs, Classroom Observations

### **Plan to Monitor Effectiveness of G3.B4.S2**

Using the FCIM, the MTSS/Rtl Leadership Team will assess student performance in the area of numbers and operation to assess the effect of gradual release on student performance, instructional and additional coaching will be provided as needed.

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

MTSS/Rtl Leadership Team Adminsitration Mathematics Coach

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

Monthly

#### **Evidence of Completion**

Benchmark Assessments, Interim Assessment, Teacher Developed Assessments, Instructional Focus Calendars

**G3.B5** Analysis of 2013 FCAT Mathematics performance data indicates that 15% of students scores at a Level 4-5. Students performing a Level 4-5 on the 2014 FCAT Mathematics administration will increase to 20%. Student performance data indicates that the barrier to increase performance is a need to provide students with opportunities to use patterns, models and relationships as context for writing and solving simple and complex equations, using mathematics vocabulary, and accountable talk.

**G3.B5.S1** Increase the utilization of interactive mathematics journals to document information provided through direct instruction from the teacher, and to provide opportunities for students to respond to provided information through vocabulary maps, response to essential questions, participation to accountable talk and response to higher order thinking questions, and utilization of school wide implemented problem solving techniques.

### **Action Step 1**

Provide professional development on the appropriate use and incorporation of the interactive mathematics journal as a tool to support instruction.

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

Mathematics Coach Instructional Support Personnel MTSS/RtI Leadership Team Administration

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

October 16, 2013

#### **Evidence of Completion**

Profession Development Logs, Lesson Plans, Professional Development Attendance Log and Agenda

#### **Facilitator:**

Instructional Support Personnel Mathematics Coach

#### **Participants:**

All Teachers and Paraprofessionals



**Action Step 2**

Utilization of interactive mathematics journals will be incorporated into daily instruction, to be utilized as a tool to support daily instruction. Teachers will provide explicit notes through direct instruction, technology tools, manipulatives for students to document in left side of journals. Students will be provided with opportunities to respond to information provided by teacher or through other instructional tools on right side of journal, through direct response to questions, development of vocabulary maps, interpretation of mathematics concepts through graphs, charts and pictures, and demonstration of utilization of problem solving techniques.

**Person or Persons Responsible**

Teacher Instructional Support Personnel MTSS/Rtl Leadership Team Mathematics Coach Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Interactive Mathematics Journals, Student Work Folders, Lesson Plans, Common Board Configuration, Grade Level Planning Meetings, Classroom Walkthroughs

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

Observation of utilization of interactive mathematics journals during mathematics instructional block. Utilization of school wide adopted problem solving strategies to address real world mathematics problems. Utilization of interactive mathematics journals to support student completion of assessments, independent classwork, and to support discussion during accountable talk.

**Person or Persons Responsible**

Mathematics Coach Administration MTSS/Rtl Leadership Team Instructional Support Personnel

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Classroom Walkthroughs, Teacher Observations, Interactive Mathematics Journals, Student Work Folders, Lesson Plans

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

Utilizing the FCIM, the MTSS/RtI Leadership team will assess student performance on school site and district developed assessments, to evaluate performance of identified students, changes in instructional delivery will be made as needed.

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

MTSS/RtI Leadership Team Administration Instructional Support Personnel

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

Monthly

#### **Evidence of Completion**

Benchmark assessments, Interim Assessment, Teacher Developed Assessments

**G3.B5.S2** Implement a school wide problem solving technique that will be implemented in all classes in kindergarten through fifth grade, and infuse the Step-It-Up Problem Solving Protocol into daily instruction in sixth through eighth grade classes equipping students with strategies to solve real-world application based problems.

#### **Action Step 1**

Select a problem solving technique that will be utilized in all classes in kindergarten through fifth grade, and utilize the Step-It-UP Problem Solving Protocol when responding to real-world application based problems. Selected technique will be regularly mentioned during morning and afternoon announcements to support implementation, and strategies will be posted throughout school site to increase student exposure. Student work will be reviewed to assess use of the strategy to support response to problem solving questions.

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

Mathematics Coach Instructional Support Personnel Teachers MTSS/RtI Leadership Team  
Administration

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

Ongoing - Daily

#### **Evidence of Completion**

Problem Solving Posters, Classroom Walkthroughs, Students Work Folders, Interactive  
Mathematics Journals

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

Observation of student utilization of problem solving techniques, to support response to problem solving questions. Observation of students using techniques during classwork and assessments. Student documentation of problem solving strategies in interactive math journals and student work folders.

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

Teacher Mathematics Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Student Work Folders, Interactive Math Journals, Lesson Plans, Assessments

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

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess student performance on formative assessments focusing on student responses to word problems and the utilization of problem solving techniques, instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Mathematics Coach Adminsitration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Teacher and School Site Developed Assessments, Student Work Folders, Classroom Walkthroughs

**G3.B6** Analysis of 2013 FCAT Mathematics performance data indicates that 63% of students demonstrated learning gains. Students demonstrating learning gains on the 2014 FCAT Mathematics administration will increase to 67%. Student performance data indicates that the barrier to increased learning gains is a need for increased direct instruction in developing mathematics fluency and problem solving skills.

**G3.B6.S1** Provide support to students through direct explicit instruction as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet needs of students in the identified subgroup.

### **Action Step 1**

Provide professional development and implement the coaching cycle for identified teachers on the delivery of explicit instruction to ensure student comprehension of instructed concepts. Professional development, coaching and/or modeling will focus on gradual release, utilization of the common board and tool to support instruction, utilization of mathematics manipulatives to increase student comprehension, and adoption of problem solving strategy in the classroom.

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

Mathematics Coach Instructional Support Personnel MTSS/RtI Leadership Team Adminsitration

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

Ongoing

#### **Evidence of Completion**

Professional Development Agenda/Attendance Log, Coaching Logs, Lesson Plans, Classroom Walkthroughs, Common Board Configuration

#### **Facilitator:**

Mathematics Coach Instructional Support Personnel

#### **Participants:**

All Teachers, Mathematics Interventionists

## **Action Step 2**

Utilization of interactive mathematics journals to support concepts instructed during explicit mathematics instruction, to support understanding and application of problem solving, and to provide a reference point for students to address previously instructed concepts and to review concepts for increased understanding.

### **Person or Persons Responsible**

Teacher Mathematics Coach Instructional Support Personnel

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Interactive Mathematics Journals, Lesson Plans, Classroom Walkthroughs, Student Work Folders, Teacher Observations by Administration

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

Assessment of students interactive mathematics journals using rubric, and analysis of fidelity of usage of interactive mathematics journal to support instruction. Monitoring of teacher use of strategies provided during professional development through review of student work folders, student utilization of strategies in accountable talk and individual work, and completion of classroom walkthroughs.

### **Person or Persons Responsible**

Administration MTSS/RtI Leadership Team Mathematics Coach Instructional Support Personnel

### **Target Dates or Schedule**

Bi-Weekly

### **Evidence of Completion**

Interactive Journals, Student Work, Lesson Plans, Classroom walkthroughs, Observation of Students Engaged in Accountable Talk

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

Utilizing the FCIM, performance in the identified subgroup will be assessed to determine the effect of explicit instruction strategies to increase mathematics fluency and problem solving skills on administered assessments.

#### Person or Persons Responsible

Administration MTSS/RtI Leadership Team Mathematics Coach

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim Assessments, Benchmark Assessments, Teacher Developed Assessments

**G3.B6.S2** Use mathematical practices of the Common Core Standards, support mathematics fluency and problem solving proficiency in the areas of number sense concepts, geometry and measurement, and expressions equations and statistics.

#### Action Step 1

Increase the utilization of mathematics manipulatives to support development of student understanding of instructed concepts, utilizing mathematics problem solving strategies to instruct students to identify key mathematics vocabulary in word problems and to guide students to select the appropriate strategy to respond to the provided question.

#### Person or Persons Responsible

Teacher Mathematics Coach Instructional Support Personnel MTSS/RtI Leadership Team Administration

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Student Work, Lesson Plans, Classroom Walkthroughs, Accountable Talk

### **Plan to Monitor Fidelity of Implementation of G3.B6.S2**

Complete classroom walkthroughs and observations of students engaged in mathematics instruction, observing student use of mathematics manipulatives, implementation of problem solving strategies, documentation of mathematics concepts in interactive mathematics journals.

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

Mathematics Coach Instructional Support Personnel MTSS/RtI Leadership Team Administration

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

Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Observation of Students, Lesson Plans, Student Work Folders, Accountable Talk

### **Plan to Monitor Effectiveness of G3.B6.S2**

Utilizing the FCIM, analysis of student performance will be assessed in the identified areas to assess the development of mathematics fluency and problem solving proficiency, instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Mathematics Coach Administration Instructional Support Personnel

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Teacher Developed Assessments

**G3.B7** Analysis of 2013 FCAT Mathematics performance data indicates that 56% of students identified as being in the lowest 25th percentile demonstrated learning gains. Students in the lowest 25th percentile demonstrating learning gains on the 2014 FCAT Mathematics administration will increase to 60%. Student performance data indicates that the barrier to increased learning gains for students in the lowest 25th percentile is a need for increased provision of instructional support needed for students to develop quick recall of addition facts and related subtraction facts and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions, and decimals.

**G3.B7.S1** Develop school wide program incorporating bi-weekly fact family assessments to develop quick recall of addition, subtraction, multiplication and division facts. Students will be provided one to five minute assessments on instructed facts to increase student fluency in the area of basic computation. As students master a identified fact family, they will receive a certificate of acknowledgement and placement on the "Math Wall of Fame."

### **Action Step 1**

Develop a series of timed tests for students in second through eighth grade including assessments of addition, subtraction, multiplication and division facts. Encourage students to study these concepts daily to develop mathematics fluency in the area of computation. Developing a reward system to acknowledge student understanding of computation concepts.

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

Mathematics Team Mathematics Coach Instructional Support Personnel MTSS/RtI Leadership Team Administration

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

Weekly

#### **Evidence of Completion**

Student Participation in Timed Tests, Analysis of student performance on timed tests, Lesson Plans, Reteaching of concepts

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

Maintain log monitoring class and individual student participation in timed tests. Analysis of student performance on computation assessments. Students identified on "Wall of Fame."

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

Mathematics Team MTSS/RtI Leadership Team Mathematics Coach Instructional Support Personnel

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

Weekly

#### **Evidence of Completion**

Class and Student Participation Logs, Student Performance on Timed Assessments, Classroom Walkthroughs, Common Board Configuration



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

Utilizing the FCIM, the MTSS/RtI Leadership team will monitor student understanding of computation concepts through school wide developed computation program, through student performance on formative assessments, instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RtI Leadership Team Mathematics Team Mathematics Coach Administration Instructional Support Personnel

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim assessments, Benchmark Assessments, Teacher-Developed Assessments

**G3.B7.S2** Provide direct explicit instruction for students to identify models or representations of multi-digit division, addition and subtraction of fraction of like and unlike denominators, whole numbers, and decimals and use models or properties in real-world situations, and identifying and graphing integers on a number line.

#### Action Step 1

Provide coaching and modeling support through mathematics coach in the area of direct explicit instruction to increase the utilization of mathematics manipulatives, models of representations, and utilizing of graphical representation to support mathematics instruction through interactive mathematics journals, small group differentiated instruction, and opportunities for accountable talk during the mathematics instructional block.

#### Person or Persons Responsible

Mathematics Coach Instructional Support Personnel Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Coaches Log, Lesson Plans, Interactive Mathematics Journals, Classroom Walkthroughs, DI Activities

### **Plan to Monitor Fidelity of Implementation of G3.B7.S2**

Monitor teacher engagement in coaching and/or modeling with mathematics coach. Observe student utilization of manipulatives and problem solving strategies to respond to word problems, and mathematics questions. Assess student utilization of interactive mathematics journals to document instructed mathematics concepts and as a point of reference for instructed concepts.

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

Mathematics Coach Instructional Support Personnel MTSS/RtI Leadership Team Administration

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

Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Interactive Mathematics Journals, Student Work, Lesson Plans, Grade Level Planning Meetings, Coaches Logs

### **Plan to Monitor Effectiveness of G3.B7.S2**

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess student performance on assessments, instruction and strategies to improve student achievement will be adjusted as needed.

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

MTSS/RtI Leadership Team Mathematics Coach Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Benchmark Assessments, Classroom Walkthroughs, Teacher Developed Assessments

**G3.B8** Analysis of district student performance data on the 2013 Algebra EOC indicates that 39% of students scored at a Level 3, and 27% scored at a Level 3-5. Students performing at a Level 3 will increase to 41% and students performing at a Level 4-5 will increase to 28% on the 2014 Algebra EOC administration. The barrier to increasing student performance is an increased need to provide opportunities to construct arguments and critique arguments of peers, and to encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

**G3.B8.S1** Professional Development, Coaching and Modeling will be provided on the effective utilization of gradual release as a tool to increase student engagement in instruction. Clearly identify student responsibilities in instruction and teach them how to engage in accountable talk, utilizing question stems, accountable talk starters, and formats for explaining arguments. Increased focus on effective management of the mathematics block to provide student increased opportunities for engagement in justification of conclusions, communication and responding to arguments.

### **Action Step 1**

Complete the mathematics coaching cycle for middle grades mathematics teachers on the utilization of the gradual release model to deliver effective mathematics instruction. Increased opportunities for students to be engaged in accountable talk, and argument of mathematics concepts to increase understanding. Professional development to be provided on the use of accountable talk question stems, in classroom discussion to redirect student misconceptions and to increase comprehension of concepts.

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

Mathematics Coach Instructional Support Personnel Administration

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

October 2013 - December 2013

#### **Evidence of Completion**

Lesson Plans, Classroom Walkthroughs, Coaches Logs, Teacher Observation by Administration, Student Work Folders, Anchor Papers in Classroom, Interactive Mathematics Journals, Professional Development Logs/Agendas

#### **Facilitator:**

Mathematics Coach Instructional Support Personnel

#### **Participants:**

Middle Grades Mathematics Teachers, Mathematics Interventionists

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

Observe student engagement in accountable talk, and communication and justification in response to arguments presenting during instruction. Review of anchor papers developed by student in the classroom, expressing understanding of mathematics concepts. Review of student mathematics journals, with student response to instructed mathematics concepts, through visualization, graphical representation, and narrative explanation.

#### Person or Persons Responsible

Mathematics Coach Instructional Support Personnel Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student Work Folders, Interactive Mathematics Journals, Classroom Walkthroughs, Lesson Plans, Anchor Papers, Student Observations, Teacher Observations

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

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess student performance on formative assessments to determine student understanding of algebra concepts and application of skills, instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RtI Leadership Team Mathematics Coach Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Topic Assessments, Interim Assessments, Benchmark Assessments, Secondary Benchmark assessments

**G3.B8.S2** Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of expressions equations and functions. Demonstrating this knowledge through engagement in accountable talk, documentation of concepts in mathematics journals, and development of anchor papers to support understanding of concepts.

### **Action Step 1**

Provide direct explicit instruction and modeling to students on how to engage in mathematics accountable talk, how to support arguments and justify their understanding of mathematics concepts, develop a rubric for concepts that must be incorporated in anchor papers to support concepts gained through direct mathematics instruction and engagement in small group differentiated instruction, and peer arguments of mathematics concepts.

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

Mathematics Coach Instructional Support Personnel Administration

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

Daily

#### **Evidence of Completion**

Interactive Mathematics Journals, Classroom Walkthroughs, Lesson Plans, Anchor Papers, Accountable talk, Student Work

### **Plan to Monitor Fidelity of Implementation of G3.B8.S2**

Development and utilization of rubric for interactive mathematics journals, development and utilization of format for student explanation of argument and justification of student understanding when engaged in small group and whole class accountable talk. Assess student performance on classwork and evaluate use of instructed strategies for improved student achievement on instructed concepts.

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

Mathematics Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Interactive Mathematics Journals, Classroom Walkthroughs, Student Observation, Student Work Folders, Anchor Papers, Rubrics

### **Plan to Monitor Effectiveness of G3.B8.S2**

Utilizing the FCIM, the MTSS/RtI Leadership Team will review student performance on interim and topic assessments to assess student understanding of instructed concepts, instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Mathematics Coach Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Topic Assessments, Benchmark Assessments, EOC Assessment

**G4.** Analysis of student performance data on the 2013 FCAT 2.0 Science Assessment indicated that 40% of students performed at a Level III or above. Student performance on the 2014 FCAT 2.0 Science administration will increase six percentage points to 46%.

**G4.B1** The percentage of fifth grade students scoring at a Level 3 on the 2013 FCAT 2.0 Science Assessment was 21%, this number will be increased to 25% for the 2014 administration of the FCAT 2.0 Science Assessment. The area of deficiency, as noted on the FCAT 2.0 administration was the reporting category of Nature of Science, due to a need for increased implementation of a routine of inquiry, based hands-on activities relevant to the objectives of the topic.

**G4.B1.S1** Provide opportunities for students to design and develop science projects and participate in essential labs to increase scientific thinking, and the the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to Physical Science, Earth/Space science, Life Science, and Nature of Science. At the completion of the inquiry-based activity, there will be an increase in rigor in science writing through journals and laboratory conclusions.

### **Action Step 1**

Student completion of essential labs in alignment with the district pacing guide and instructional focus calendars. Provide opportunities for student development of problem statements and hypothesis based on prior knowledge. Increased student engagement in the scientific process through hands-on science instruction, and utilization of manipulatives to support instruction. Completion of virtual labs through Gizmos and Discovery Education to provide additional opportunities for student engagement in the scientific process.

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

Science Teachers K-8 Science Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Essential Lab Log, Science Lab Sheets, Classroom Walkthroughs, Science Journals, Lesson Plans, Evidence of science writing, Student Work

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

Evaluation of science lab sheets and interactive science journals demonstrating student engagement in the scientific process and response to science questions answered through direct engagement in the scientific process.

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

Science Coach Instructional Support Personnel Administration

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

Bi-Weekly

#### **Evidence of Completion**

Lab Sheets, Essential Lab Log, Interactive Science Journals, Classroom Walkthroughs, Lesson Plans, Grade Level Planning Agendas, Instructional Focus Calendars

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

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess student understanding of instructed science concepts through analysis of student performance on science assessments and rubrics, instruction will be adjusted as needed.

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

Science Coach MTSS/RtI Leadership Team Instructional Support Personnel Administration

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

Monthly

#### **Evidence of Completion**

Interim Assessments, Topic Assessments, Interactive Science Journal Rubrics, Science Lab Sheets



**G4.B1.S2** Direct instruction for students on the development of conclusion statements after completion of the full scientific process, developing science writing, and student understanding of concepts gained through engagement in essential labs.

### **Action Step 1**

Direct explicit instruction on the development of conclusion statements utilizing instructed science vocabulary, increased opportunities for student accountable talk to address concept misconceptions and to assist students in the development of arguments to be utilized during direct science writing. Provide opportunities for students to develop responses to essential labs, and student developed problem statements in interactive science journals providing guidelines through a school site developed rubric.

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

Teacher Science Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Science Labs, Interactive Science Journals, Lesson Plans, Classroom Walkthroughs, Essential Labs, Science Vocabulary Word Walls (Student Developed)

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Assessment of student conclusion statements utilizing a rubric to assess student understanding of the full scientific process and the instructed concept.

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

Science Coach Instructional Support Personnel Administration

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

Bi-Weekly

#### **Evidence of Completion**

Essential labs Sheets, Rubrics, Interactive Science Journals, Classroom Walkthroughs, Lesson Plans

## Plan to Monitor Effectiveness of G4.B1.S2

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess student understanding of concepts to be learned through completion of the scientific concepts through formative assessments, instruction will be adjusted as needed.

### Person or Persons Responsible

Science Coach MTSS/RtI Leadership Team Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Topic Assessments, Interim Assessments, School Site Developed Assessments, Benchmark Assessments, Lab Sheets, Interactive Science Journals, Rubrics

**G4.B2** The percentage of fifth grade students scoring at a Level 4 or higher on the 2013 FCAT 2.0 Science Assessment was 19%, this number will be increased to 21% for the 2014 administration of the FCAT 2.0 Science Assessment. The area of deficiency, as noted on the FCAT 2.0 Administration was the reporting category of Physical Science, due to an increased need to provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answer through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

**G4.B2.S1** Develop a science club to be held before/after school, to provide opportunities for enrichment through project development based on natural phenomena, fostering student opportunities to utilize the scientific process to develop solutions to real-world problems, and to increased understanding of concepts through scientific inquiry.

### Action Step 1

Identify students based on FCAT Mathematics and Reading performance, and performance on interim and baseline assessment for participation in the Science Club. Provide opportunities for individual and small group research and evaluation of real-world problems affording students the chance to develop problem statements, and scientific steps to solve or evaluate the problem. Students will be present learned concepts to peers during the instructional block, on the announcements.

### Person or Persons Responsible

Teacher Science Coach Administration MTSS/RtI Leadership Team Instructional Support Personnel

### Target Dates or Schedule

Two days Per Week - November 2013 - April 2014

### Evidence of Completion

Student Attendance Logs, Student Performance data of Identified Students, Student Projects, Student Work Folders

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

Develop an instructional focus calendar and/or pacing guide to guide instruction during the science enrichment hour to ensure reteaching of fair game benchmarks, student engagement in higher-order thinking inquiry, and experimentation and research. Monitor student attendance and participation in the program and completion of enrichment projects.

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

Science Coach Enrichment Teacher MTSS/RtI Leadership Team Instructional Support Personnel

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

Bi-Weekly

#### **Evidence of Completion**

Instructional Focus Calendars, Student Work Folders, Student Attendance Logs

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

Utilizing the FCIM, the MTSS/RtI Leadership Team will evaluate the performance of identified students on district and school site developed assessments, instruction and activities or concepts will be adjusted as needed based on student performance data.

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

MTSS/RtI Leadership Team Science Coach Administration

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

Monthly

#### **Evidence of Completion**

Interim assessments, Topic assessments, Teacher Developed Assessments, Benchmark Assessments

**G4.B2.S2** Increase use of technology based science enrichment tools such as, Discovery Education, and Gizmos, to provide opportunities for student research and investigation of real-world science concepts.

### **Action Step 1**

Identify specified lab days for students to utilize the science lab to allow students increased opportunities to utilize district approved technology based science instructional support programs. Ensure student use of support materials, lab sheets, tutorials, mini-lessons on identified concepts to support classroom instruction and to provide students background knowledge to investigate through experimentation, research and information gathering. Provide instruction to students on active note taking to provide a reference for information gained through utilization of the identified technology tools.

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

Teacher Science Coach Instructional Support Personnel MTSS/Rtl Leadership Team

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

Bi-Weekly

#### **Evidence of Completion**

Completion of Gizmos Labs, Monitoring of Student log-in to Discovery Education and FCAT Explorer, Lesson Plans, Computer Lab Schedule, Interactive Science Journals

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

Student completion of Gizmos Labs, utilization of Discovery Education to support classroom instruction, student completion of FCAT Explorer activities. Evaluation of student interactive notebooks to assess student use of active note taking strategies to document concepts learned through use of identified technology based programs.

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

Science Coach Instructional Support Personnel Administration

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

Bi-Weekly

#### **Evidence of Completion**

Gizmos Labs, Discovery Education Log-Ins, FCAT Explorer Student Usage Logs, Interactive Notebooks, Lesson Plans, Classroom Walkthroughs

## **Plan to Monitor Effectiveness of G4.B2.S2**

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess performance of identified students on administered assessments, instruction will be adjusted as needed.

### **Person or Persons Responsible**

MTSS/RtI Leadership Team Science Coach Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Interim Assessments, Topic Assessments, Benchmark Assessments, Teacher-Developed Assessments

**G4.B3** According to District performance data the percentage of eighth grade students scoring at level 3 on the 2013 FCAT 2.0 Science Assessment was 22%, the target for the 2014 FCAT 2.0 Science Administration is 26%. The area of deficiency, as noted on the FCAT 2.0 Science administration was the reporting category of Nature of Science, due to a need to increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning, as delineated by Common Core Standards.

**G4.B3.S1** Provide coaching, modeling and professional development on the delivery of direct explicit direct instruction and the effective use of the gradual release model to deliver instruction and provide students with increased opportunity for active participation in the lesson.

### **Action Step 1**

Develop professional development for middle grades science teachers on the effective delivery of direct explicit instruction and the utilization of the gradual release model. Provide coaching/modeling on the management of the instructional block to ensure that all elements of the gradual release model are incorporated into science instruction.

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

Science Coach Science Instructional Support Personnel Administration

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

October 2013-December 2013

#### **Evidence of Completion**

Coaches Log, Subject Area Planning Meeting Agenda, Lesson Plans, Professional Development Logs, Common Board Configuraton

#### **Facilitator:**

Science Coach Instructional Support Personnel

#### **Participants:**

Middle Grade Science Teachers

## **Action Step 2**

Develop professional development for middle grades science teachers on the effective delivery of direct explicit instruction and the utilization of the gradual release model. Provide coaching/modeling on the management of the instructional block to ensure that all elements of the gradual release model are incorporated into science instruction.

### **Person or Persons Responsible**

Science Coach Science Instructional Support Personnel Administration

### **Target Dates or Schedule**

October 2013-December 2013

### **Evidence of Completion**

Coaches Log, Subject Area Planning Meeting Agenda, Lesson Plans, Professional Development Logs, Common Board Configurator

### **Facilitator:**

Science Coach Instructional Support Personnel

### **Participants:**

Middle Grade Science Teachers

## **Plan to Monitor Fidelity of Implementation of G4.B3.S1**

Observation of instructional strategies instructed during professional development in use during the science instructional block. Utilization of gradual release as the delivery tool for instruction of science concepts. Clear identification of student expectations and concepts to be instructed in common board configuration.

### **Person or Persons Responsible**

Science Coach Instructional Support Personnel Administration

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Lesson Plans, Classroom Walkthroughs, Coaches Logs, Common Board Configuration, Teacher Observation by Administrators

### Plan to Monitor Effectiveness of G4.B3.S1

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess the effectiveness of the delivery model and instruction using the gradual release model on improving student achievement, instruction and/or delivery will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RtI Leadership Team Science Coach Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Topic Assessments, Interim Assessments, Benchmark Assessments, Teacher-Developed Assessments

**G4.B3.S2** Increased utilization of the interactive science journal to increase rigor in science writing and to provide opportunities for students to respond to instruction provided through direct teacher instruction, documents, or videos, and to provide opportunities to develop laboratory conclusions that include claims, evidence and reasoning as delineated by Common Core Standards.

#### Action Step 1

Provide instruction on active note taking to increase effective utilization of the interactive science journal to increase student understanding of concepts. Provide increased opportunities for students to be engaged in rigorous science writing, developing arguments and response to presented concepts. Students will regularly develop laboratory conclusion through science writing, including claims, evidence and reasoning through activation of background knowledge, application of learned science concepts, and utilization of instructed science vocabulary.

#### Person or Persons Responsible

Teacher Science Coach Instructional Support Personnel Administration

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interactive Science Journals, Lesson Plans, Science Journal Rubrics, Science Vocabulary Assessments and Word Walls,



### **Plan to Monitor Fidelity of Implementation of G4.B3.S2**

Evaluation of student interactive science journals, observation of student documentation of science concepts and utilization of active note taking strategies during science instruction. Monitoring of student rigorous scientific writing in interactive notebook, and on essential labs, with increased focus on conclusion writing.

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

Science Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Interactive Science Notebook, Active Note Taking Posters, Essential Labs, Lesson Plans, Classroom Walkthroughs

### **Plan to Monitor Effectiveness of G4.B3.S2**

Utilizing the FCIM, the MTSS/RtI Leadership team will evaluate the student application of understanding gained through rigorous scientific writing through observation of student performance on formative assessments including multiple choice and extended response questions, instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Science Coach Administration

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

Monthly

#### **Evidence of Completion**

Interactive Science Journals, Topic assessments, Interim Assessments, Teacher-Developed Assessments, Benchmark Assessments

**G4.B4** According to District performance data the percentage of eighth grade students scoring at a level 4 or above on the 2013 FCAT 2.0 Science Assessment was 21%, the target for the 2015 FCAT 2.0 Science Administration is 23%. The area of deficiency, as noted on the FCAT 2.0 Science administration was in the reporting category of Physical Science, due to a need for increased monitoring and support in the implementation of rigorous activities, and high order questioning strategies to increase student conceptual understanding.

**G4.B4.S1** Provide increased direct instruction and completion of rigorous activities of fair game benchmarks. Utilize Higher order Thinking questions stems and strategies in alignment with guidelines for increased accountable talk to increase student conceptual understanding.

### **Action Step 1**

Identification of fair game benchmarks and identification of activities and/or materials that will allow for reteaching and/or enrichment of these identified benchmarks. Development of instructional focus calendar that will provide opportunities for instruction of fair game benchmarks. Reteaching and/or enrichment of these fair game benchmarks utilizing the higher order thinking questions stems and increased opportunities for accountable talk to allow students to demonstrate application and understanding of concepts.

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

Teacher Science Coach Instructional Support Personnel Administration

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

Ongoing - Secondary Instructional Benchmark

#### **Evidence of Completion**

Instructional Focus Calendar, Fair Game Instructional Support Documents/Technology/Activities, Student Work Folders, Lesson Plans, Classroom Walkthroughs, Higher Order Thinking Question Stems

### **Plan to Monitor Fidelity of Implementation of G4.B4.S1**

Evidence of fair game benchmarks instructed interactive science notebook. Completion of labs aligned with fair game benchmarks. Observation of students engaged in accountable talk during the instructional science block. Observation of the use of Higher order thinking questions stems during direct teacher instruction.

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

Science Coach Instructional Support Personnel Administration

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

Weekly

#### **Evidence of Completion**

Instruction Focus Calendar, Interactive Science Journals, Essential Labs, Classroom Walkthroughs, Student Work Folders, Lesson Plans, Grade Level Planning Agendas, Coaches Logs

### **Plan to Monitor Effectiveness of G4.B4.S1**

Utilizing the FCIM, the MTSS/RtI Team student performance on fair game benchmarks on district and school site developed assessments will be assessed, instruction will be adjusted as needed.

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

Science Coach Instructional Support Personnel Administration MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Topic Assessments, Interim Assessments, Teacher Developed Assessments, Benchmark Assessments

**G4.B4.S2** Develop a series of rigorous activities to completed by students to ensure understanding of instructed concepts. Utilize common core standards anchor papers and higher order thinking question stems to increased student understanding of instructed concepts.

#### **Action Step 1**

Develop and/or obtain a series of rigorous activities including research, science experiments, conclusion development, and response to essential questions to ensure understanding of instructional concepts. Incorporate rigorous activities in instructional focus calendar for clear identification by teachers. Utilize anchor papers and higher order thinking question stems during direct explicit instruction to increase student opportunities for analysis and synthesis of scientific concepts.

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

Teacher Science Coach Instructional Focus Calendar Administration

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

Ongoing

#### **Evidence of Completion**

Instructional Focus Calendar, Anchor Papers, Student Work Folders, Classroom Walkthroughs, Accountable Talk, Lab Sheets

### Plan to Monitor Fidelity of Implementation of G4.B4.S2

Complete classroom walkthroughs observing students engaged accountable talk, in response to higher order thinking questions, and developing anchor papers for response to essential questions, and higher order thinking concepts. Assess teacher utilization of instructional focus calendar to support instruction and to ensure all suggested activities are being incorporated in the instructional block. Monitoring of student interactive science journals to assess student engagement in rigorous activities and response to higher order thinking questions.

#### Person or Persons Responsible

Science Coach Instructional Support Personnel Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Interactive Science Journals, Lab Sheets, Instructional Focus Calendar, Student Observation

### Plan to Monitor Effectiveness of G4.B4.S2

Utilizing the FCIM, the MTSS/RtI Leadership Team will evaluate student performance on district and school site developed assessments to assess student understanding of science concepts and application of learned concepts.

#### Person or Persons Responsible

MTSS/RtI Leadership Team Science Coach Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim Assessments, Topic assessments, Benchmark Assessments, Classroom Walkthroughs, Essential Labs, Rubrics

**G5.** Seven of the activities provided at the school site during the 2013-2014 instruction were STEM related, during the 2013-2014 50% of school wide activities will be STEM related with 65% of our student population being actively engaged in the activity.

**G5.B1** A barrier to student participation in STEM related activities is a need for increased incorporation of STEM concepts, strategies and activities in direct instruction.

**G5.B1.S1** Provide professional development on incorporation and clear identification of STEM concepts and activities in direct instruction through cross curricular instruction. Identify specific activities that can be directly aligned to STEM instruction.

### **Action Step 1**

Provide professional development during "PD Wednesdays" developing a clear explanation of STEM, identify its elements and what it includes, allow teachers to review previously instructed lessons and identify STEM opportunities and/or activities based on their understanding of the concepts. Identify opportunities during cross curricular instruction for STEM related activities and incorporation of STEM related concepts. Work with grade level teams to develop specific STEM activities that incorporated in the school calendar to increase student exposure to STEM concepts.

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

Science Coach Mathematics Coach Instructional Support Personnel Administration

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

Monthly

#### **Evidence of Completion**

Professional Development Attendance Logs/Agendas, Lesson Plans, Instructional Focus Calendars, Grade Level Planning Meeting Agendas

#### **Facilitator:**

Science Coach Administration Instructional Support Personnel

#### **Participants:**

All Teachers

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

Development of STEM related activities by school site instructional team members for the 2013-2014 instructional year. Clear identification of STEM Related Activities in teacher lesson plans, and grade level planning meetings. Student completion of STEM related activities as evidenced in subject area specific journals, and/or student work folders.

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

Science Coach Math Coach Instructional Support Personnel Administration

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

Monthly

#### **Evidence of Completion**

Lesson Plans, School Wide Calendar, List of STEM Activities, Grade Level Planning Agendas, Student Work Folders, Journals

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

Utilizing the FCIM, the MTSS/Rti Team will evaluate the incorporation of STEM related activities in instruction, and develop opportunities for additional incorporation of STEM based on observations.

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

MTSS/Rti Leadership Team Mathematics Coach Science Coach Administration

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

Monthly

#### **Evidence of Completion**

Master Calendar, STEM Activity Logs, Lesson Plans, Student Work Folders

**G5.B1.S2** Increase student exposure and interaction with STEM related activities through identification of STEM related activities in instruction focus calendars of varying curriculum. Grade level chairpersons will be instructed to clearly identify opportunities for STEM during weekly planning, and clearly identifying them in lesson plans.

### **Action Step 1**

Identification of STEM related activities in district pacing guide and instructional focus calendars, providing increased opportunity for students to interact with science, technology, engineering, and mathematics concepts through analysis and synthesis of text, mathematics and science concepts to develop increased understanding.

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

Teacher Mathematics Coach Science Coach Grade Level Chairpersons Administration

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

Weekly

#### **Evidence of Completion**

Lesson Plans, Instructional Focus Calendars, Grade Level Planning Agendas, Coaches Logs, STEM Log

### **Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Monitor student work folders to assess student completion of identified STEM related activities, and to assess student understanding of concepts. Monitoring of teacher lesson plans for identification and inclusion of stem related activities.

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

Mathematics Coach Science Coach Administration

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

Monthly

#### **Evidence of Completion**

Lesson Plans, Student Work Folders, Grade Level Planning Agendas

## **Plan to Monitor Effectiveness of G5.B1.S2**

Utilizing the FCIM, the MTSS/RtI Leadership Team will assess the incorporation of STEM related activities in cross curricular instruction, and will adjust instruction as needed to increase student exposure to STEM related concepts.

### **Person or Persons Responsible**

Science Coach Mathematics Coach Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson Plans, Student Work Folders, STEM Log

**G5.B2** A barrier to student participation in STEM related activities is a need to offer additional and more diverse STEM related opportunities at the school site, developing activities for students in kindergarten through eighth grade, and increased offering of STEM related electives, and core science courses in the middle grades.

**G5.B2.S1** Utilize student performance data on school site and district developed assessments to identify students for participation in STEM related core instructional courses and electives.

### **Action Step 1**

Evaluate student performance on the FCAT, interim, and school site developed assessments to identify students for participation in STEM focused electives and enrollment in physical science, biology, and algebra advanced courses.

### **Person or Persons Responsible**

Mathematics Coach Science Coach Teachers Administration

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Student Enrollment, Data Chats, Student Performance Data Reports



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

Identification and continued monitoring of students currently enrolled in STEM related courses to assess their ability to demonstrate positive achievement. Monitoring of students in core science mathematics coaches to identify students for enrollment in science and math based STEM electives.

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

Mathematics Coach Science Coach Administration

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

Quarterly

#### **Evidence of Completion**

Student Enrollment, Performance Data Evaluation

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

Utilizing the FCIM, student enrollment and success in STEM related courses will be evaluated, additional courses and/or revision to current courses will be implemented to ensure increased student exposure to STEM concepts.

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

Mathematics Coach Science Coach Administration

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

Quarterly

#### **Evidence of Completion**

Student Grade Reports, Interim Assessments, EOC Assessments

**G5.B2.S2** Develop more school wide STEM activities that would increase participation of students in all grade levels from Kindergarten through eighth grade, such as: Science Exploration Night, Science Based Assemblies or Special Presentations, and Science Fair.

### **Action Step 1**

Develop a STEM committee to develop, manage and facilitate STEM related activities to held throughout the school year. Advertise these activities on the close circuit television system, PA system, ConnectED, and school calendar to ensure student and parent knowledge of STEM activities. Monitor student participation in activities through attendance and participation logs. Survey students to gauge the types of STEM activities that should be offered.

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

Administration STEM Committee Science Coach Mathematics Coach

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

Monthly

#### **Evidence of Completion**

STEM Committee Agendas, Master Calendar, ConnectED Logs, Student Participation/Attendance Logs, Student Survey

### **Plan to Monitor Fidelity of Implementation of G5.B2.S2**

Review student responses on STEM survey, develop STEM activities based on student interest. Assess student participation in STEM activities such as Math Night, Science Night, Science Fair activity. Schedule presentations with outside presenters during the instructional day to increase student participation.

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

STEM Committee Mathematics Coach Science Coach Administration

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

Monthly

#### **Evidence of Completion**

Student Surveys, STEM Logs, STEM Committee Agendas, Schoolwide STEM related assemblies

## Plan to Monitor Effectiveness of G5.B2.S2

Utilizing the FCIM, the MTSS/RtI Leadership team will assess student participation in STEM related activities and the effectiveness of STEM related activities in improving student achievement, additional activities and strategies will be developed as needed.

### Person or Persons Responsible

Science Coach Mathematics Coach Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

STEM Logs, STEM Attendance Logs

**G6.** Analysis of student performance on the Civics Baseline assessment indicates that zero percent of students tested demonstrated proficiency.

**G6.B1** A barrier to improving the number of students demonstrating proficiency is student performance in the question group of Organization and Function of Government as demonstrated by student performance on the Civics Baseline assessment, due a need for increased explicit direct instruction of the organization of government and the responsibility of tier of government.

**G6.B1.S1** Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

### Action Step 1

Develop classroom activities to increase student utilization of content-specific vocabulary taught in government/civics through debates, accountable talk, writing to inform and/or persuade about identified political issues, development of student developed class word wall, or individual vocabulary logs.

### Person or Persons Responsible

Civics Teacher Reading Coach Administration

### Target Dates or Schedule

Daily

### Evidence of Completion

Interactive Journals, Lesson Plans, Word Walls, Classroom Walkthroughs, Accountable Talk

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

Student development of classroom word walls, or anchor charts explaining instructed concepts, student written response to political/social questions encouraging students to persuade or inform reader about suggested concepts or issues, analysis of rubrics used to assess student response to provided questions.

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

Civics Teacher Reading Coach Administration

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

Bi-Weekly

#### **Evidence of Completion**

Interactive Journals, Lesson Plans, Student Work, Rubrics, Classroom Walkthroughs

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

Utilizing the FCIM, the MTSS/RtI Leadership team will assess student performance on formative assessments to evaluate student understanding of concept-specific vocabulary, instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team Reading Coach Administration

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

Quarterly

#### **Evidence of Completion**

Topic Assessments, Benchmark assessments, Interim Assessments

**G6.B1.S2** Provide opportunities for students to strengthen understanding of democratic principles by analyzing political cartoons/drawings.

**Action Step 1**

Modeling/Coaching will be provided by Reading Coach on the appropriate strategies by targeting instruction on text features using political cartoons/drawings.

**Person or Persons Responsible**

Reading Coach Civics Teacher Administration

**Target Dates or Schedule**

October 2013 - June 2014

**Evidence of Completion**

Interactive Journals, Coaches Log, Student Work Folders, Lesson Plans, Classroom Walkthroughs, Accountable Talk

**Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Evaluate student analysis of political cartoons/drawings. Evaluate teacher lesson plans to assess opportunities for students to analysis and synthesize concepts through individual and small group opportunities. Documentation of democratic principles in student interactive journals, with students response to instructed concepts.

**Person or Persons Responsible**

Reading Coach Administration

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Student Work Folders, Interactive Notebooks/Journals, Lesson Plans, Classroom Walkthroughs

## **Plan to Monitor Effectiveness of G6.B1.S2**

Utilizing the FCIM, the MTSS/RtI Team will evaluate student progress of analysis of political cartoons/ drawings .

### **Person or Persons Responsible**

Reading Coach MTSS/RtI Leadership Team Administration

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Lesson Plans, Student Work Folders, increased student performance on unit assessments.

**G6.B2** A barrier to improving student proficiency is student performance in the question group of Origins and Purpose of Law and Government as assessed on district and state developed Civics assessment, due to a need for increased opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.

**G6.B2.S1** Develop a library of print and non-print rich resources for students to allow opportunities for students to research specific issues. Provide student explicit instruction on appropriate research techniques, how to assess validity of a document, and developing and verbalizing arguments based on knowledge gained through research.

### **Action Step 1**

Attain print and non-print resources for students to utilize to develop research projects, to increase understanding of learned concepts. Instruction on research techniques that can be utilized to increase understanding of provided documents, and develop strategies to assess validity of a document.

### **Person or Persons Responsible**

Civics Teacher Reading Coach Administration Media Specialist

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Classroom Walkthroughs, Interactive Journals, Lesson Plans, Student Work Folders, Grade Level Planning Agendas, Library of print and non-print resources

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

Student interaction with print and non-print resources, student ability to explain in interactive journal or student work the validity of resource documents and student ability to explain information provided in provided text. Library of resource materials evident in classroom instruction, or use of technology to access documents. Observation of students engaged in accountable talk in response to information gained through analysis and synthesis of documents.

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

Civics Teacher Reading Coach Administration

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

Bi-Weekly

#### **Evidence of Completion**

Interactive Notebooks, Classroom Walkthroughs, Student Work Folders, Lesson Plans, Accountable Talk

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

Utilizing the FCIM, the MTSS/RtI Leadership team will assess the utilization effective utilization of print and non-print resources to improve student achievement on district and school site developed Civics Assessments.

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

MTSS/RtI Leadership Team Administration

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

Quarterly

#### **Evidence of Completion**

Interim Assessments, Topics Assessments, Benchmark Assessments

**G6.B2.S2** Provide opportunities/interventions for students who demonstrate deficiencies in the identified question group, and provide students with strategies to interpret and analyze print and non-print resources to increase understanding.

### **Action Step 1**

Identify students that require opportunities/interventions for students who demonstrate deficiency in the identified question group and provide small group differentiated instruction to develop understanding of the instructed concepts. Provide students with strategies to analyze and interpret print and non-print resources to improve student achievement, document strategies in interactive journals and utilize during assignment and school site developed assessments.

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

Civics Teacher Reading Coach Administration

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

Twice Weekly

#### **Evidence of Completion**

Analysis of student performance data, Differentiated Instruction Activities and Student Work Folders, Intervention Logs, Intervention Materials and Student Work, Student Work Folders, Lesson Plans, Subject Area Planning Agendas

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

Monitor the inclusion of intervention opportunities in teacher lesson plans, complete classroom walkthroughs to assess implementation of differentiated instruction, and center rotation in the Civics Instructional block, evaluation of student work and interactive journals to assess reteaching of deficient benchmarks.

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

Reading Coach Administration

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

Bi-Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Lesson Plans, Student Work Folders, Interactive Notebooks, Center Rotation, Small Group Differentiated Instruction



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

Utilizing the FCIM, the MTSS/RtI Leadership team will assess student performance on assessments in the area of Origins and Purpose of Law and Government, and will adjust instruction as needed to improve student achievement.

### Person or Persons Responsible

MTSS/RtI Leadership Team Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim assessment, Topic Assessments, Teacher Developed Assessments, Benchmark Assessments

**G7.** Increase offering of Career and Technical Education courses for students, and provide opportunities for completion of industry certification in the identified CTE course.

**G7.B1** Currently there are no members of the instructional staff that are certified in any CTE subject areas or currently have industry certification in any of the identified CTE courses. School site should incorporate CTE instructional concepts in provided courses in preparation for the possible offering of CTE courses and industry certification in future instructional years.

**G7.B1.S1** Survey staff members to assess if there is any interest or knowledge in the area of Career and Technical Education, develop a team to create a curriculum framework. Use survey responses to identify a staff member that would be able to instruct class and research the guidelines to offering the course, and administration of industry certification.

### Action Step 1

To increase effectiveness of instruction, and to facilitate development of CTE courses, interested CTE teacher/teachers will obtain industry certification.

### Person or Persons Responsible

Administration Instructional Support Personnel

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Survey of teachers, Teacher Registration in industry certification

## **Action Step 2**

Provide release time and/or substitute funding to allow teachers who demonstrate interest in CTE instruction to attend district ICE and CTE conferences and provided professional development.

### **Person or Persons Responsible**

Administration Teachers

### **Target Dates or Schedule**

As Provided

### **Evidence of Completion**

Attendance at District Provided Professional Development, Substitute Logs

### **Facilitator:**

District Personnel (CTE & ICE)

### **Participants:**

CTE Teacher

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

Meet regularly with interested CTE teacher/teachers to assess status of industry certification, attendance at district provided professional development and development of tentative CTE curriculum.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Professional Development Logs, CTE Curriculum Development, Completion of Industry Certification

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

Develop a full curriculum for offering of CTE course/courses for the 2014-2015 instructional year, identification of a teacher for delivery of courses that has completed industry certification and has added the subject area to his/her teaching certificate.

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

Administration

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

Quarterly

#### **Evidence of Completion**

Industry Certification, CTE Course Curriculum, CTE Course Offering

### **G7.B1.S2 Incorporate elements of CTE in currently offered electives at school site.**

#### **Action Step 1**

Incorporation of CTE Concepts and information about industry certification in elective instruction. Incorporation of technology based instruction, word processing techniques, and career education in course delivery.

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

Teacher Administration

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

Weekly

#### **Evidence of Completion**

Student Work Folders, Lesson Plans, Classroom Walkthroughs, Student Projects

### **Plan to Monitor Fidelity of Implementation of G7.B1.S2**

Evaluation of student work folders with incorporated CTE activities includes word processing activities, powerpoint development, photoshop project development, etc.

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

Administration

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

Monthly

#### **Evidence of Completion**

Student Projects, Student Work Folders, Lesson Plans, Classroom Walkthroughs

## Plan to Monitor Effectiveness of G7.B1.S2

Student completion of school site developed projects in alignment with CTE course offering and guidelines. Increased student exposure through direct instruction in elective courses in Career and Technical Education.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student Work Folders, Student Portfolios, Lesson Plans

**G7.B2** Students do not have knowledge of CTE programs, possible offering at the school or at feeder pattern high schools.

**G7.B2.S1** Provide opportunities for feeder pattern high schools to visit school site and provide information about course offerings in CTE, and the benefits of industry certification.

### Action Step 1

Schedule opportunities for feeder pattern and magnet high school to visit school site to provide information to eighth grade students about CTE course offerings at the school, and the pre-requisite skills required for enrollment in offered courses.

### Person or Persons Responsible

Guidance Counselor Activities Director Administration

### Target Dates or Schedule

As Scheduled

### Evidence of Completion

School Site Calendar, Guidance Counselor Communication Log

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

Student participation in CTE course offering assemblies, student enrollment in CTE courses.

**Person or Persons Responsible**

Guidance Counselor Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

School master Calendar, CTE Enrollment

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

Develop a log of student subject selection assessing student interest in CTE courses, and utilize information to assess possible course offering for the school site for the 2013-2014 instructional year.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student Subject Selection, Course Offerings for the 2014-2015 Instructional Year

**G7.B2.S2** Provide small group counseling on CTE offerings, and direct support with guidance counselor on subject selection and interest in CTE course offerings.

#### **Action Step 1**

Provide opportunities for small group peer counseling on career development and enrollment in CTE courses exploring the benefits of obtaining industry certification.

**Person or Persons Responsible**

Guidance Counselor Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Participation Logs in Small Group Peer Counseling, Student Interest through Sign-Up Sheets

### **Plan to Monitor Fidelity of Implementation of G7.B2.S2**

Monitoring of offering of small group counseling opportunities to discuss future enrollment in CTE courses.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Counseling Logs

### **Plan to Monitor Effectiveness of G7.B2.S2**

Assess enrollment of students who participated in small group peer counseling in CTE courses offered during the 2014-2015 instructional year.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student Enrollment in CTE Courses

**G8.** Strategies will be developed to identify at-risk elementary students through analysis of Early Warning Systems data to reduce number of students in each of the identified areas.

**G8.B1** Analysis of school site attendance data demonstrates that 15 % of students missed 10% or more of available instructional time as a result of removal from class, this number will decrease to 14% for the 2014 instructional year, there is an increased need to monitor student attendance and to identify at risk students that require attendance interventions.

**G8.B1.S1** Develop an attendance monitoring plan to include small group counseling, individual counseling, parent conferences, and individual student attendance goals to decrease absence from school.

### **Action Step 1**

Identify students with five or more absences, tardies or withdrawals and provide counseling on the importance of attendance and strategies to improve attendance. Schedule parent conferences to address attendance concerns and provide support as needed to improve student attendance.

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

Guidance Counselor Administration

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

Bi-Weekly

#### **Evidence of Completion**

Attendance Logs, Tardy Logs, Withdrawal Logs, Counseling Attendance Logs, Parent Communication Logs

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Attend Bi-Weekly Attendance Meetings to address individual student attendance needs, contact parents of students with repeated attendance issues.

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

Administration

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

Bi-Weekly

#### **Evidence of Completion**

Meeting Agenda and Sign-In Sheet, Parent Communication Logs

### **Plan to Monitor Effectiveness of G8.B1.S1**

Monitor daily attendance, and monthly attendance averages to determine the effectiveness of implemented attendance directives.

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

Administration Attendance Clerk

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

Weekly

#### **Evidence of Completion**

Assessment of School Wide Attendance, Monitoring of Individual Students

### **G8.B1.S2 Early identification of at-risk students for attendance and continue to monitor with fidelity.**

#### **Action Step 1**

Daily monitoring of attendance and district developed attendance reports to identify students at-risk for attendance. Develop individual attendance plans with excessive occurrences of late arrival, absences, or early dismissal.

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

Guidance Counselor Administration

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

Daily

#### **Evidence of Completion**

Attendance Logs, Individual Student Attendance Plans

### **Plan to Monitor Fidelity of Implementation of G8.B1.S2**

Meet regularly with guidance counselor and attendance team to monitor attendance of identified students and discuss strategies included in attendance plan.

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

Guidance Counselor Administration

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

Monthly

#### **Evidence of Completion**

Individual Student Attendance Plans, Attendance Logs, Monitoring of School wide Attendance



## **Plan to Monitor Effectiveness of G8.B1.S2**

Monitoring of individual attendance of identified students to assess improvement of attendance effect on grades and conduct.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Attendance Logs, Student Grade Reports

**G8.B2** Analysis of school site referral data demonstrates that 18% of students receive two more more behavior referrals, and 8% of students who receive one or more behavior referrals lead to suspension, these numbers will be reduced to 17% and seven percent respectively, in order to address this barrier there must be a school wide implementation of the District Code Of Student Conduct and implementation with fidelity of the alternative to suspension plan.

**G8.B2.S1** School wide assemblies to be held with each grade level to review student responsibilities as it relates to behavior as outlined in the Student Code of Conduct. Small group counseling/intervention for students and parents of students who have two or more referral to develop strategies for improved behavior and or Behavior Intervention Plans as needed.

### **Action Step 1**

Schedule school wide assemblies and develop handouts and/or powerpoint presentations on the Code of Student Conduct focusing on desired behaviors and sharing rewards for consistent demonstration of appropriate behavior.

### **Person or Persons Responsible**

Administration Guidance Counselor Behavior Management Technician

### **Target Dates or Schedule**

October - November 2013

### **Evidence of Completion**

Scheduled Assemblies, Student Signing of Behavior Contract, Distribution of Student Code of Conduct to each instructional teacher

## **Action Step 2**

Development of Behavior Intervention Plan for students who consistently exhibit undesired behavior as documented in the student code of conduct, or students who have multiple behavior referrals.

### **Person or Persons Responsible**

Administration SST/ Rtl Team Guidance Counselor Behavior Management Technicain

### **Target Dates or Schedule**

Bi-Weekly

### **Evidence of Completion**

Behavior Intervention Plans, Monitoring of Student Behavior in alignment with Developed Plan, Parent Conferences, Suspension and Referral Reports

## **Plan to Monitor Fidelity of Implementation of G8.B2.S1**

Monitor frequency reports developed for students on behavior intervention plans to asses reduction or increase in undesired behaviors. Student participation in Student Code of Conduct and behavior assemblies to ensure understanding of expected behaviors.

### **Person or Persons Responsible**

Administration Guidance Counselor Behavior Management Technician

### **Target Dates or Schedule**

Bi-Weekly

### **Evidence of Completion**

Frequency Charts, Assembly Agendas, Distribution of Student Code of Conduct

## **Plan to Monitor Effectiveness of G8.B2.S1**

Review school site reports documenting referrals and suspensions, and monitor the effectiveness of developed initiatives to reduce both.

### **Person or Persons Responsible**

Administration Behavior Management Technician

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Referral reports, Suspension Reports, Behavior Intervention Plans, Implementation of Student Code of Conduct

**G8.B2.S2** Provide professional development on the effective implementation of Student Code of Conduct, and school wide alternative to suspension plan to ensure reduction of student referrals and focus on encouragement of desired behaviors.

### **Action Step 1**

Deliver professional development on the implementation of the Student Code of Conduct to guide classroom behavior management, and to identify behaviors that warrant a referral or further action. Professional development will also be provided on the implementation of the alternative to suspension plan to decrease suspensions and redirect student behavior.

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

Administration Guidance Counselors Behavior Management Technician

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

October 2013

#### **Evidence of Completion**

Professional Development Attendance Logs, Professional Development Agenda, Teacher display of School Rules in Alignment with Student Code of Conduct

#### **Facilitator:**

Administration Guidance Counselor Behavior Management Technician

#### **Participants:**

All Teachers, Paraprofessionals

### **Plan to Monitor Fidelity of Implementation of G8.B2.S2**

School wide adaptation of school rules, and implementation of student code of conduct. Monitoring of number of submitted referrals, meetings with teachers who have excessive referral submissive to address behavior management plans.

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

Administration Behavior Management Technician

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

Monthly

#### **Evidence of Completion**

Suspension Reports, Referral Reports, Development of Behavior Management Plans for teachers with increased referrals

## Plan to Monitor Effectiveness of G8.B2.S2

Utilizing the FCIM, the SST/Rtl Team, will monitor suspension and referral reports, school wide behavior plan will be adjusted to ensure reduction of suspension and referrals.

### Person or Persons Responsible

Administration SST/Rtl Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

School Wide Behavior Plan, Referral Reports, Suspension Reports

**G8.B3** Analysis of school site retention data demonstrates that 11% of students are retained in Pre-Kinergarten through fifth grade this number will be reduced to 10% for the 2014 instructional year, in order to assess this barrier the fidelity of reading and mathematics intervention and early identification of individual student instructional needs must be improved with the development of a specific intervention plan identified for students that are candidates for retention.

**G8.B3.S1** Provide reading and mathematics intervention with fidelity in alignment with the district Rtl Intervention Plant. Develop individual intervention plans for students in Tier II and Tier III that are demonstrating positive response to intervention.

### Action Step 1

Identify students that are not responding to school site provided intervention in reading and/or mathematics and develop individual intervention plans to assess student response. Monitor student performance on ongoing progress monitoring assessments, to assess student movement toward demonstrating on grade level achievement.

### Person or Persons Responsible

MTSS/Rtl Leadership Team SST/Rtl Team Administration Reading Coach Mathematics Coach Interventionist School Psychologist

### Target Dates or Schedule

Monthly

### Evidence of Completion

OPM Assessments, Student Work, Intervention Attendance Logs, Rtl Intervention Plans for Reading and/or Mathematics

### **Plan to Monitor Fidelity of Implementation of G8.B3.S1**

Monitor teacher administration of OPM to assess fidelity of intervention program and student opportunities for intervention. Discuss and analyze student performance with SST/RtI Team. Monitor students grades, attendance, and conduct as needed in alignment with intervention plan.

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

SST/RtI Team MTSS/RtI Leadership Team Reading Coach Mathematics Coach

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

Bi-Weekly

#### **Evidence of Completion**

Student Work Folders, OPM Assessments, Student Grades, Student Attendance, Student Conduct, Referral Reports, Attendance Logs, Intervention Plan

### **Plan to Monitor Effectiveness of G8.B3.S1**

Utilizing the FCIM, the MTSS/RtI Leadership team will evaluate student performance data and assess student response to provided intervention to avoid retention, additional intervention and/or testing will be provided based on student performance.

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

MTSS/RtI Leadership Team Administration School Psychologist

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

Monthly

#### **Evidence of Completion**

OPM Assessments, Student Grades, Intervention Plan, Teacher Recommendations

**G8.B3.S2** Identify students that are candidates for possible retention at the start of the second nine week grading period, involve students in small group counseling to discuss the importance of completing class and homework, effort in school, attendance and other elements that affect retention. Meet with parents of students that have been identified as candidates for retention, to discuss intervention strategies that can be implemented at home, tutorial offerings, and attendance and/or behavioral concerns.

### **Action Step 1**

Utilize student assessment data and grade reports to identify students in the second grading period that might be candidates for retention. Develop individual intervention plans for identified students including strategies for attendance, behavior, academics, and intervention as needed. Meet with parents to discuss implementation o intervention plan and to discuss strategies that can be implemented at home to assist the student.

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

SST/RtI Team Guidance Counselor School Psychologist Teacher Reading Coach Mathematics Coach Administration

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

Ongoing

#### **Evidence of Completion**

Log of identified students with attendance, academics, and conduct documentation; SST/RtI Documents, Intervention Plan, SST parent Attendance Logs, Development of PMP

### **Plan to Monitor Fidelity of Implementation of G8.B3.S2**

Monitor student participation in intervention program before/during/after school, monitor student usage of technology based intervention programs, assess implementation of student specific intervention plan, communicate regularly with teacher and parent to asses effectiveness of developed intervention plan.

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

Guidance Counselor Administration MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Intervention Logs, OPM Data, Technology Usage Reports, PMP Documentation, Parent Communication Logs

## Plan to Monitor Effectiveness of G8.B3.S2

Utilizing the FCIM, the MTSS/RtI Leadership team will monitor student response to intervention plan and adjust plan as needed to avoid student retention.

### Person or Persons Responsible

Administration MTSS/RtI Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Communication Logs, Teacher Observation, OPM Assessments, Student Grades, Student Performance on District and School Site Developed Assessments

**G8.B4** Analysis of student performance data indicates that 72% of students are not proficient in reading by 3rd grade, this number will be decreased to 65% for the 2014 instructional year. In order to address this barrier, a school wide reading program including addressing direct teacher instruction, remediation and intervention of reading deficiencies, fluency development, and vocabulary development.

**G8.B4.S1** Provide professional development on analysis of student performance on FAIR, FCAT, Baseline, and Interim assessments, to identify instructional focus areas for whole group teacher directed instruction and small group differentiated instruction.

### Action Step 1

Provide small group professional development on the utilization of student performance data to guide small group and whole group instruction. Provide instruction on the gradual release model to ensure student comprehension of instructed reading instructional concepts.

### Person or Persons Responsible

Reading Coach Instructional Support Personnel Administration

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Grade Level Planning Meeting Agendas, Professional Development Attendance Logs/Agendas, FAIR/FCAT/Interim Assessment Performance Data

### Facilitator:

Reading Coach Instructional Support Personnel

### Participants:

Reading Teachers, Interventionist

### **Plan to Monitor Fidelity of Implementation of G8.B4.S1**

Monitor the implementation of gradual release to deliver direct explicit student instruction focusing on comprehension, fluency and vocabulary development. Increased utilization of small group differentiated instruction to provide explicit instruction to develop fluency and comprehension.

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

Reading Coach Instructional Support Personnel

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

Weekly

#### **Evidence of Completion**

Classroom Walkthroughs, Lesson Plans, Student Performance Data, Grade Level/Subject Area Meeting Agendas, Student Work Folders, Student performance on OPM assessments for fluency and comprehension

### **Plan to Monitor Effectiveness of G8.B4.S1**

Utilizing the FCIM, the MTSS/RtI Leadership team will assess student response to provided instruction through analysis of student performance data, additional professional development will be provided as needed.

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

MTSS/RtI Leadership Team Administration

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

Monthly

#### **Evidence of Completion**

Interim assessments, OPM Assessments, Professional Development Logs



**G8.B4.S2** Implement school wide intervention programs to increase fluency and vocabulary development through Accelerated Reader, School Wide Vocabulary Development, and utilization of district approved intervention programs

**Action Step 1**

Encourage student utilization of Accelerated Reader, and school wide Vocabulary models to develop reading fluency and develop student understanding of reading materials and increased comprehension through vocabulary development.

**Person or Persons Responsible**

Reading Coach Media Specialist Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Accelerated Reader Reports, Library Check Out Reports, Student Participation in Vocabulary Challenge

**Plan to Monitor Fidelity of Implementation of G8.B4.S2**

Reward students who regularly engage participate in accelerated reader program, announce weekly student participation in accelerated reader programs, and reward classes with increased student participation in programs.

**Person or Persons Responsible**

Media Specialist Reading Coach Adminsitration

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Accelerated Reader Reports, Grade Level Accelerated Reader Reprots

## **Plan to Monitor Effectiveness of G8.B4.S2**

Monitor student performance of students who regularly utilize the Accelerated Reader program to assess effect on student performance.

### **Person or Persons Responsible**

Administration MTSS/RtI Leadership Team

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Student Performance Data, FAIR Assessment Data, Interim Assessment Data, Accelerated Reader Reports

**G9.** Strategies will be developed to identify at-risk middle school students through analysis of Early Warning System data to reduce number of students in each of the identified areas.

**G9.B1** Analysis of student performance data indicates that 15% of students missed 10% or more of available instructional time, this number will be reduced to 14% for the 2014 instructional year. This barrier is a result of a need for implementation of attendance directives and early identification of students with excessive absences.

**G9.B1.S1** Monitor student attendance including early dismissal and tardiness to ensure increased student participation in all elements of core instruction with fidelity.

### **Action Step 1**

Monitor daily student attendance logs to evaluate student attendance, notify parents of students with three or more absences and identify reasons for absence. Increase acknowledgement for students that demonstrate consistent positive attendance each grading period. Provide small group counseling for students with consistent absences or tardies focusing on improving attendance.

### **Person or Persons Responsible**

Guidance Counselor Administration

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Attendance Logs, Parent Communication Logs, Counseling Logs

### **Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Monitor the individual attendance of identified students, develop attendance monitoring systems for these identified students, monitor student participation in small group counseling for students with excessive absences and/or tardies.

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

Guidance Counselor Administration

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

Monthly

#### **Evidence of Completion**

Attendance Logs, Counseling Logs, Individual Student Attendance

### **Plan to Monitor Effectiveness of G9.B1.S1**

Evaluate student academics, conduct, and performance on school site and district developed assessments after implementation of attendance intervention strategies.

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

Administration

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

Quarterly

#### **Evidence of Completion**

Attendance Logs, Student Grades, Student Conduct, District Assessments, School Site Developed Assessments, Attendance Intervention Plans

**G9.B1.S2** Develop attendance intervention plans for identified students who exceed seven excused/unexcused absences, or excessive tardiness.

#### **Action Step 1**

Identify students who have excessive absences and/or tardies, meet with parents to assess reason for attendance issues, develop individual student attendance plans to improve student attendance.

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

Guidance Counselor Administration

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

Ongoing

#### **Evidence of Completion**

Attendance Plans, Attendance Reports, Parent Communication Logs

### **Plan to Monitor Fidelity of Implementation of G9.B1.S2**

After development of intervention plans meet weekly with student to address any additional attendance concerns or to develop future goals for academics and/or attendance. Communicate regularly with parent to discuss status of attendance intervention plan.

**Person or Persons Responsible**

Guidance Counselor Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Attendance Intervention Plans, Parent Communication Logs, Individual student counseling logs

### **Plan to Monitor Effectiveness of G9.B1.S2**

Utilizing the FCIM, monitor student attendance after development of individual student attendance plans, adjust attendance plan as needed based on student response to intervention.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Intervention Plan, Attendance Logs, Student Academics

**G9.B2** Evaluation of student achievement in instructed core classes demonstrate seven percent of students failed a math course, six percent of students failed an English/Language Arts Course, and eight percent of students failed at two or more courses, the number of students failing a math course will reduce to six percent for the 2014 instructional year, five percent of students will be fail an English/Language Arts Course, and the number of students who fail two or more courses in any subject will reduce to seven percent. This barrier is directly aligned to an increased need for parent and student understanding of course credit requirements, and understanding of class syllabus and course requirements.

**G9.B2.S1** Identification of students that are demonstrating insufficient academic performance in core instructional classes during the first and second grading periods. Conduct individual and parent/student/teacher data chats to clarify course expectations, and course credit requirements for promotion.

### **Action Step 1**

Utilize grade reports to identify students in the first and second grading periods that are receiving failing grades in core instructional areas. Schedule student data chats, and parent/student/teacher data chats to develop a plan for student performance, to identify opportunities for make-up, or completion of missed assignments, and to provide information on course requirements, course credit requirements and upcoming assessments to improve student achievement.

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

Teachers Guidance Counselor Administration

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

Quarterly

#### **Evidence of Completion**

Student Data Chat Documents, Parent Communication Logs, Student Missing Assignment Reports, Student Academic Reports

### **Plan to Monitor Fidelity of Implementation of G9.B2.S1**

Continued monitoring of student academic performance through weekly progress reports and monitoring of electronic gradebook by both student and parent. Student monitoring of grades and development of goals to meet academic requirements.

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

Guidance Counselor Administration

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

Bi-Weekly

#### **Evidence of Completion**

Student Grade Reports, Weekly Progress Reports

### **Plan to Monitor Effectiveness of G9.B2.S1**

Utilizing the FCIM, monitor student response to intervention plan developed to improve academic achievement and to improve grade in identified course, intervention plan will be adjusted as needed.

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

Adminsitration

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

Quarterly

#### **Evidence of Completion**

Student Performance Reports, Student Academic Grades

**G9.B2.S2** Provide before/after school tutorial and/or intervention opportunities to provide students with additional instructional support in deficient core instructional areas to avoid failure of the course.

#### **Action Step 1**

Provide subject specific instructional support in identified core instructional areas based on student need. Provide opportunities for students to make-up and or redo assignments in which they demonstrated insufficient achievement.

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

Teachers Administration

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

Two - Three Times Per Week

#### **Evidence of Completion**

Student Attendance Logs in Before/After School Programs, Student Work Folders, Student Academic Reports

### **Plan to Monitor Fidelity of Implementation of G9.B2.S2**

Develop a before/after school tutorial calendar to ensure consistent offering of tutorial support in core academic instructional areas. Monitor student attendance logs to ensure identified students are participating in provided tutorial programs.

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

Instructional Coaches Administration

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

Weekly

#### **Evidence of Completion**

Tutorial Attendance Logs, Student Grade Reports

### **Plan to Monitor Effectiveness of G9.B2.S2**

Utilizing the FCIM, the MTSS/RtI Leadership team to monitor the effectiveness of provided tutorial programs to improve students academic achievement in core instructional areas.

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

Administration

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

Quarterly

#### **Evidence of Completion**

Student Grade Reports, Tutorial Attendance Logs

**G9.B3** Analysis of school site referral data demonstrates that eight percent of students received one or more behavior referrals that lead to suspension, this number will increase to seven percent. This barrier is a direct result of a need to provide assemblies and professional development on the District Student Code of Conduct, and effective implementation of the Alternative to Suspension Plan.

**G9.B3.S1** Conduct grade level assemblies on student expectation as identified in the Code of Student Conduct, and consequences for violation of expectation as identified in the document.

### **Action Step 1**

Develop student contract after student code of conduct assembly, regular announcement reference the student code of conduct to remind students of expected school site behaviors. Referencing of student code of conduct when meeting with individual students and/or parents to clearly identify consequences for inappropriate behavior.

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

Administration Guidance Counselor

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

Ongoing

#### **Evidence of Completion**

Student Contracts, Assembly Participation, Copies of Student Code of Conduct to all teachers

### **Plan to Monitor Fidelity of Implementation of G9.B3.S1**

Review referral and suspension reports to monitor number of referrals and suspensions school wide and for individual students. Meet with individual students who compose high levels of referrals and develop behavior management plans for identified classes to reduce number of referrals

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

Administration

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

Monthly

#### **Evidence of Completion**

Referral Reports, Suspension Reports, Individual Teacher Meeting Logs, Individual Class Behavior Management Plans



### **Plan to Monitor Effectiveness of G9.B3.S1**

Utilizing the FCIM, the MTSS/RtI Leadership team will assess student response to school wide implementation of student code of conduct and alternative to suspension plan to reduce student referrals and suspensions.

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

Administration

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

Quarterly

#### **Evidence of Completion**

Referral Reports, Suspension Reports

**G9.B3.S2** Provide professional development to middle grades teachers on the implementation of the Code of Student Conduct and Alternative to Suspension Plan as a means of redirecting inappropriate behavior, developing classroom behavior management plan, and appropriately addressing student behavior.

#### **Action Step 1**

Professional development will be provided on specific guidelines for behavior as identified in the student code of conduct and the school site developed alternative to suspension plan. Provide best practices for development of classroom rules and behavior management plans.

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

Administration Behavior Management Technician

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

October 2013 - December 2013

#### **Evidence of Completion**

Professional Development Logs, Classroom Walkthroughs, Individual Classroom Rules and Class Expectations

#### **Facilitator:**

Administration

#### **Participants:**

All Teachers and Instructional Support Staff

### **Plan to Monitor Fidelity of Implementation of G9.B3.S2**

Monitoring of student referrals from middle grades teachers, monitoring of alternative strategies such as detention, in-school suspension, temporary removal from class as alternatives to suspension. Monitoring of counseling logs to address inappropriate student behavior.

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

Administration

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

Monthly

#### **Evidence of Completion**

Counselor Logs, Student Referral Reports, Detention Logs

### **Plan to Monitor Effectiveness of G9.B3.S2**

Utilizing the FCIM, monitor student referral and suspension reports to assess implementation of student code of conduct and alternative to suspension plans, additional professional development will be provided as needed.

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

Administration

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

Quarterly

#### **Evidence of Completion**

Referral Reports, Suspension Reports, Professional Development Logs

## 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, Saturday Academy 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 CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title III

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

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

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

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

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

#### District Policy Against Bullying and Harassment

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

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan

for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse / Heiken Children's Vision Program

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

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

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

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

**G1.** Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 49%.

**G1.B1** Students in the Black subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 26% of students in this subgroup met AMO, this number will increase to 48%. Student performance data indicates that there is a deficiency in the reporting category of Reading Application due to a need for increased direct instruction on strategies for effective reading comprehension.

**G1.B1.S1** Teach students to utilize graphic organizers to see patterns and summarize main points in text.

### PD Opportunity 1

Provide professional development on the effective use of graphic organizers to assist student in seeing patterns and summarizing main points in text.

#### Facilitator

Reading Coach, Curriculum Support Personnel

#### Participants

Primary Teachers, Intermediate Reading/Language Arts and Social Science Teachers, Special Area Teachers, Intervention/Enrichment Support Personnel

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Professional Development Logs, Student Work Folders, Reading Response Journals

**G1.B2** Students in the Hispanic and ELL subgroups did not make Annual Measurable Objectives (AMO) for Reading. Analysis of students performance data indicates that 39% of Hispanic Students and 30% of ELL students met AMO, these numbers will increase to 48% for Hispanic students and 43% for ELL students. The area of deficiency for the Hispanic and ELL subgroups is Literary Analysis due to a need for increased student exposure to fiction and non-fiction text, with increased development of tools for effective literary analysis.

**G1.B2.S2** Provide direct instruction in the use of figurative language such as similes, metaphors, and personification, and identification of text features such as (subtitles, headings, charts, graphs, diagrams) to locate interpret and organize information.

### **PD Opportunity 1**

Provide professional development to teachers on best practices on how to instruct students to use figurative language such as similes, metaphors, and personification and identification of text features to locate, interpret, and organize information.

#### **Facilitator**

Reading Coach Curriculum Support Personnel

#### **Participants**

Primary Teachers, Reading/Language Arts and Social Science Teachers, Special Area Teachers, Media Specialist

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

October 2013 - November 2013 at Grade Level Planning Meetings

#### **Evidence of Completion**

Professional Development Attendance Log, Grade Level Meeting Agendas, Literacy Leadership Team Meeting Agendas, Lesson Plans, Student Work Folders, Journals, Classroom Walkthroughs

**G1.B5** Analysis of 2013 FCAT 2.0 Reading Performance Data indicates that 25% of students scored at a Level 3. The number of student performing at a Level 3 on the 2014 FCAT 2.0 Reading Assessment will increase to 33%. The barrier to increased number of students performing at a Level 3 on the FCAT 2.0 Reading administration is a need for fidelity in student use and monitoring of state and school site approved technology based resources for remediation and enrichment of identified skills, such as SuccessMaker, Reading Plus, and FCAT Explorer.

**G1.B5.S2** Provide professional development to teachers on how to collect and utilize student performance data from student usage reports from SuccessMaker, Reading Plus and/or FCAT Explorer to help drive instruction, small group remediation, and enrichment to improve overall student achievement.

### **PD Opportunity 1**

Train teachers on how to access reports to monitor student achievement, provide training on best practices on effective implementation of reading centers and incorporation of technology as part of the rotation. Provide professional development on how to disaggregate and review data with students to assist them in setting their own goals for performance.

#### **Facilitator**

Reading Coach

#### **Participants**

All Teachers

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

October 2013

#### **Evidence of Completion**

Professional Development Attendance Logs, Professional Development Agenda, Teacher Data Binders, Lesson Plans, Student Data Chat Documents, FCAT Explorer/SuccessMaker/Reading Plus Student Usage Reports



**G1.B6** Analysis of 2013 FCAT 2.0 Reading Student Performance Data indicates that 13% of students scored at a Level 4 or higher. The number of students scoring at a Level 4 or higher will increase to 16% on the 2014 FCAT 2.0 Reading Administration. Performance data for students scoring a Level 4 on the 2013 FCAT 2.0 indicate that there is a deficiency in the area of Informational Text/Research Process due to a need for increased exposure to on and above grade level information text, use of higher order thinking questions stems in instruction, and direct instruction on critical analysis and synthesis of text details.

**G1.B6.S1** Professional development will be provided to teachers to provide best practices on the increased use of higher-order question stems, and effective differentiated instruction.

### **PD Opportunity 1**

Provide teachers with ongoing professional development on best practices for supporting reading instruction, developing higher order thinking questions using suggested questions stems, and using reciprocal reading strategies to support critical analysis and synthesis of text.

#### **Facilitator**

Instructional Support Personnel Reading Coach

#### **Participants**

Primary and Intermediate Teachers Special Area Teachers

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

Monthly

#### **Evidence of Completion**

Professional Development Attendance Logs, Lesson Plans, Student Work Folders, Question Task Cards

**G1.B7** Analysis of FCAT 2.0 Reading student performance data indicates that 64% of students demonstrating learning gains, this number will increase to 64% on the 2014 FCAT 2.0 Reading administration. The barrier to increase performance in this reporting category is a need for consistency in the implementation and monitoring of reading intervention programs provided before, during and after school.

**G1.B7.S1** Provide professional development to all instructional staff on the school site adopted intervention programs for reading, include all certified teachers in school wide intervention programs to support student achievement.

### **PD Opportunity 1**

School wide professional development will be provided on the use of the use of WonderWorks, SuccessMaker, and Voyager Reading to ensure that all members of the instructional staff are able to provide intervention with fidelity. Include all instructional teachers in the intervention schedule to increase student support in reading.

#### **Facilitator**

Reading Coach, Instructional Support Personnel

#### **Participants**

All Teachers

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

October 2013

#### **Evidence of Completion**

Professional Development Attendance Logs and Agendas

**G1.B8** Analysis of FCAT 2.0 Reading student performance data indicates that 67% of students in the lowest quartile demonstrated learning gains, this number will increase to 70% on the 2014 FCAT 2.0 Reading administration. The barrier to increased performance in this reporting category is a need for development, monitoring, and implementation of differentiated instruction as a key element of the core reading instructional block.

**G1.B8.S2** Develop clear schedule/template for the core reading instructional block to ensure effective use of allotted time for differentiated instruction.

### **PD Opportunity 1**

Provide training on the core reading block, each of the key elements and the effective use of instructional time. Develop a template for the core instructional block to ensure all elements of core instruction are incorporated daily weekly.

#### **Facilitator**

Instructional Support Personnel, Reading Coach

#### **Participants**

All Teachers

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

October 2013

#### **Evidence of Completion**

Instructional Block Schedule, Lesson Plans, Common Board Configuration

**G1.B9** Performance data for CELLA Speaking and Listening indicate that 65% of students scored proficient in the area of Listening/Speaking, this number will increase to 69% in 2014. Performance data for CELLA Listening/Speaking indicates that students require additional opportunities in and outside the classroom to speak in English.

**G1.B9.S2** Implement the Language Experience Approach to instruct students on how to produce language in response to first-hand, multi-sensorial experiences, using the students' ideas and their language to develop reading and writing skills.

### **PD Opportunity 1**

Provide professional development on the Language Experience Approach, clearly identify the 8 steps in lesson plans, develop instructional rubric to assess student response to this instructional model.

#### **Facilitator**

Instructional Support Personnel

#### **Participants**

ELL Teacher, Teachers Supporting ELL Students

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

Ongoing

#### **Evidence of Completion**

Professional Development Attendance Logs, Lesson Plans, Rubric

**G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics assessment will increase by from 44% to 56%, an increase of twelve percentage points.

**G3.B1** Students in the Black subgroup did not meet the Annual Measurable Objective target for mathematics. Analysis of student performance data indicates that 28% of students in this subgroup met AMO, this number will increase to 48%. Student performance data indicates that there is a need for increased support in developing mathematics fluency and problem solving skills.

**G3.B1.S2** Provide direct instruction on the use of clearly identified problem solving steps to solve Higher order thinking mathematics questions to develop increased understand and application of instructed concepts.

### **PD Opportunity 1**

Provide professional development mathematics teachers on improving direct instruction on the understanding and application of problem solving strategies for higher order thinking questions.

#### **Facilitator**

Mathematics Coach Instructional Support Personnel Administration

#### **Participants**

Primary Teachers, Intermediate Mathematics Teachers, Mathematics Intervention Personnel

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

September - November 2013

#### **Evidence of Completion**

Professional Development Attendance Log, Professional Development Agenda, Classroom Walkthroughs

**G3.B2** Students in the Hispanic Subgroup and the ELL Subgroup did not meet the AMO target for mathematics. Analysis of student performance data indicates that 48% of Hispanic students and 42% of ELL students met AMO, this number will increase to 60% and 59% respectively, on the 2014 FCAT Mathematics administration. Student performance data indicates that students would benefit from increased differentiation in instruction to reteach deficient skills and provide enrichment for skills in which students have demonstrated mastery.

**G3.B2.S1** Professional development to be provided on implementation of differentiated instruction during the mathematics block, analysis of student performance data to determine the specific benchmarks/standards to be retaught, and identification of specified activities to be utilized during small group instruction.

### **PD Opportunity 1**

Develop, and implement professional development on the utilization of differentiated instruction to meet individual student instructional needs through intervention or enrichment, using intervention materials, technology based support resources, and enrichment activities to increase student achievement.

#### **Facilitator**

Mathematics Coach Instructional Support Personnel Administration

#### **Participants**

Primary Teachers, Intermediate Mathematics Teachers

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

September 2013 - October 2013

#### **Evidence of Completion**

Professional Development Logs, Lesson Plans, Classroom Walkthroughs, DI Group Identification, Disaggregation of Student Performance Data

**G3.B3** Students in the Economically Disadvantaged subgroup did not meet the Annual Measurable target for mathematics. Analysis of student performance data indicates that 43% of students in this subgroup met AMO, this number will increase to 56% on the 2014 FCAT Mathematics Administration. Student performance data indicates that there is a need for development of an instructional focus calendar which will clearly identify a secondary benchmark for reteaching, and assess student comprehension for the identified benchmark during the core mathematics and mathematics intervention blocks.

**G3.B3.S2** Utilize the gradual release model to instruct the primary and secondary benchmarks, including modeling of instructed concepts, opportunities for accountable talk between students to explain and support ideas and concepts, and allow opportunities for individual student work on instructed benchmarks.

### **PD Opportunity 1**

Model and co-teaching of the gradual release model to support classroom instruction.

#### **Facilitator**

Mathematics Coach Instructional Support Personnel

#### **Participants**

Primary Teachers Intermediate Math Teachers

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

November 2013

#### **Evidence of Completion**

PD Logs, PD Agenda

**G3.B4** Analysis of 2013 FCAT Mathematics performance data indicates that 25% of students scored at a Level 3. Students performing at a Level 3 on the 2014 FCAT Mathematics administration will increase to 36%. Student performance data indicates that the barrier to increased performance is a need to provide students with contexts for mathematics exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

**G3.B4.S2** Provide professional development on the implementation of gradual release as an instructional tool, and the improvement of explicit instruction to ensure students understanding of instructed concepts.

### **PD Opportunity 1**

Professional Development will be provided on the appropriate utilization of gradual release to provide explicit instruction of mathematics concepts. Through professional development teachers will increase opportunities for accountable talk, student interaction with peers, development of student concepts, and implementation of problem solving strategies.

#### **Facilitator**

Mathematics Coach Instructional Support Personnel

#### **Participants**

Primary Teachers, Intermediate Mathematics Teachers, Interventionst

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

October 2013-December 2013

#### **Evidence of Completion**

Professional Development Logs, Lesson Plans, Classroom Walkthroughs, Implementation and Documentation of the Coaching Cycle,



**G3.B5** Analysis of 2013 FCAT Mathematics performance data indicates that 15% of students scores at a Level 4-5. Students performing a Level 4-5 on the 2014 FCAT Mathematics administration will increase to 20%. Student performance data indicates that the barrier to increase performance is a need to provide students with opportunities to use patterns, models and relationships as context for writing and solving simple and complex equations, using mathematics vocabulary, and accountable talk.

**G3.B5.S1** Increase the utilization of interactive mathematics journals to document information provided through direct instruction from the teacher, and to provide opportunities for students to respond to provided information through vocabulary maps, response to essential questions, participation to accountable talk and response to higher order thinking questions, and utilization of school wide implemented problem solving techniques.

### **PD Opportunity 1**

Provide professional development on the appropriate use and incorporation of the interactive mathematics journal as a tool to support instruction.

#### **Facilitator**

Instructional Support Personnel Mathematics Coach

#### **Participants**

All Teachers and Paraprofessionals

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

October 16, 2013

#### **Evidence of Completion**

Profession Development Logs, Lesson Plans, Professional Development Attendance Log and Agenda

**G3.B6** Analysis of 2013 FCAT Mathematics performance data indicates that 63% of students demonstrated learning gains. Students demonstrating learning gains on the 2014 FCAT Mathematics administration will increase to 67%. Student performance data indicates that the barrier to increased learning gains is a need for increased direct instruction in developing mathematics fluency and problem solving skills.

**G3.B6.S1** Provide support to students through direct explicit instruction as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet needs of students in the identified subgroup.

### **PD Opportunity 1**

Provide professional development and implement the coaching cycle for identified teachers on the delivery of explicit instruction to ensure student comprehension of instructed concepts. Professional development, coaching and/or modeling will focus on gradual release, utilization of the common board and tool to support instruction, utilization of mathematics manipulatives to increase student comprehension, and adoption of problem solving strategy in the classroom.

#### **Facilitator**

Mathematics Coach Instructional Support Personnel

#### **Participants**

All Teachers, Mathematics Interventionists

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

Ongoing

#### **Evidence of Completion**

Professional Development Agenda/Attendance Log, Coaching Logs, Lesson Plans, Classroom Walkthroughs, Common Board Configuration

**G3.B8** Analysis of district student performance data on the 2013 Algebra EOC indicates that 39% of students scored at a Level 3, and 27% scored at a Level 3-5. Students performing at a Level 3 will increase to 41% and students performing at a Level 4-5 will increase to 28% on the 2014 Algebra EOC administration. The barrier to increasing student performance is an increased need to provide opportunities to construct arguments and critique arguments of peers, and to encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

**G3.B8.S1** Professional Development, Coaching and Modeling will be provided on the effective utilization of gradual release as a tool to increase student engagement in instruction. Clearly identify student responsibilities in instruction and teach them how to engage in accountable talk, utilizing question stems, accountable talk starters, and formats for explaining arguments. Increased focus on effective management of the mathematics block to provide student increased opportunities for engagement in justification of conclusions, communication and responding to arguments.

### **PD Opportunity 1**

Complete the mathematics coaching cycle for middle grades mathematics teachers on the utilization of the gradual release model to deliver effective mathematics instruction. Increased opportunities for students to be engaged in accountable talk, and argument of mathematics concepts to increase understanding. Professional development to be provided on the use of accountable talk question stems, in classroom discussion to redirect student misconceptions and to increase comprehension of concepts.

#### **Facilitator**

Mathematics Coach Instructional Support Personnel

#### **Participants**

Middle Grades Mathematics Teachers, Mathematics Interventionists

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

October 2013 - December 2013

#### **Evidence of Completion**

Lesson Plans, Classroom Walkthroughs, Coaches Logs, Teacher Observation by Administration, Student Work Folders, Anchor Papers in Classroom, Interactive Mathematics Journals, Professional Development Logs/Agendas

**G4.** Analysis of student performance data on the 2013 FCAT 2.0 Science Assessment indicated that 40% of students performed at a Level III or above. Student performance on the 2014 FCAT 2.0 Science administration will increase six percentage points to 46%.

**G4.B3** According to District performance data the percentage of eighth grade students scoring at level 3 on the 2013 FCAT 2.0 Science Assessment was 22%, the target for the 2014 FCAT 2.0 Science Administration is 26%. The area of deficiency, as noted on the FCAT 2.0 Science administration was the reporting category of Nature of Science, due to a need to increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning, as delineated by Common Core Standards.

**G4.B3.S1** Provide coaching, modeling and professional development on the delivery of direct explicit direct instruction and the effective use of the gradual release model to deliver instruction and provide students with increased opportunity for active participation in the lesson.

### **PD Opportunity 1**

Develop professional development for middle grades science teachers on the effective delivery of direct explicit instruction and the utilization of the gradual release model. Provide coaching/modeling on the management of the instructional block to ensure that all elements of the gradual release model are incorporated into science instruction.

#### **Facilitator**

Science Coach Instructional Support Personnel

#### **Participants**

Middle Grade Science Teachers

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

October 2013-December 2013

#### **Evidence of Completion**

Coaches Log, Subject Area Planning Meeting Agenda, Lesson Plans, Professional Development Logs, Common Board Configuraton

## **PD Opportunity 2**

Develop professional development for middle grades science teachers on the effective delivery of direct explicit instruction and the utilization of the gradual release model. Provide coaching/modeling on the management of the instructional block to ensure that all elements of the gradual release model are incorporated into science instruction.

### **Facilitator**

Science Coach Instructional Support Personnel

### **Participants**

Middle Grade Science Teachers

### **Target Dates or Schedule**

October 2013-December 2013

### **Evidence of Completion**

Coaches Log, Subject Area Planning Meeting Agenda, Lesson Plans, Professional Development Logs, Common Board Configuraton

**G5.** Seven of the activities provided at the school site during the 2013-2014 instruction were STEM related, during the 2013-2014 50% of school wide activities will be STEM related with 65% of our student population being actively engaged in the activity.

**G5.B1** A barrier to student participation in STEM related activities is a need for increased incorporation of STEM concepts, strategies and activities in direct instruction.

**G5.B1.S1** Provide professional development on incorporation and clear identification of STEM concepts and activities in direct instruction through cross curricular instruction. Identify specific activities that can be directly aligned to STEM instruction.

### **PD Opportunity 1**

Provide professional development during "PD Wednesdays" developing a clear explanation of STEM, identify its elements and what it includes, allow teachers to review previously instructed lessons and identify STEM opportunities and/or activities based on their understanding of the concepts. Identify opportunities during cross curricular instruction for STEM related activities and incorporation of STEM related concepts. Work with grade level teams to develop specific STEM activities that incorporated in the school calendar to increase student exposure to STEM concepts.

#### **Facilitator**

Science Coach Administration Instructional Support Personnel

#### **Participants**

All Teachers

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

Monthly

#### **Evidence of Completion**

Professional Development Attendance Logs/Agendas, Lesson Plans, Instructional Focus Calendars, Grade Level Planning Meeting Agendas

**G7.** Increase offering of Career and Technical Education courses for students, and provide opportunities for completion of industry certification in the identified CTE course.

**G7.B1** Currently there are no members of the instructional staff that are certified in any CTE subject areas or currently have industry certification in any of the identified CTE courses. School site should incorporate CTE instructional concepts in provided courses in preparation for the possible offering of CTE courses and industry certification in future instructional years.

**G7.B1.S1** Survey staff members to assess if there is any interest or knowledge in the area of Career and Technical Education, develop a team to create a curriculum framework. Use survey responses to identify a staff member that would be able to instruct class and research the guidelines to offering the course, and administration of industry certification.

### **PD Opportunity 1**

Provide release time and/or substitute funding to allow teachers who demonstrate interest in CTE instruction to attend district ICE and CTE conferences and provided professional development.

#### **Facilitator**

District Personnel (CTE & ICE)

#### **Participants**

CTE Teacher

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

As Provided

#### **Evidence of Completion**

Attendance at District Provided Professional Development, Substitute Logs

**G8.** Strategies will be developed to identify at-risk elementary students through analysis of Early Warning Systems data to reduce number of students in each of the identified areas.

**G8.B2** Analysis of school site referral data demonstrates that 18% of students receive two more more behavior referrals, and 8% of students who receive one or more behavior referrals lead to suspension, these numbers will be reduced to 17% and seven percent respectively, in order to address this barrier there must be a school wide implementation of the District Code Of Student Conduct and implementation with fidelity of the alternative to suspension plan.

**G8.B2.S2** Provide professional development on the effective implementation of Student Code of Conduct, and school wide alternative to suspension plan to ensure reduction of student referrals and focus on encouragement of desired behaviors.

### **PD Opportunity 1**

Deliver professional development on the implementation of the Student Code of Conduct to guide classroom behavior management, and to identify behaviors that warrant a referral or further action. Professional development will also be provided on the implementation of the alternative to suspension plan to decrease suspensions and redirect student behavior.

#### **Facilitator**

Administration Guidance Counselor Behavior Management Technician

#### **Participants**

All Teachers, Paraprofessionals

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

October 2013

#### **Evidence of Completion**

Professional Development Attendance Logs, Professional Development Agenda, Teacher display of School Rules in Alignment with Student Code of Conduct



**G8.B4** Analysis of student performance data indicates that 72% of students are not proficient in reading by 3rd grade, this number will be decreased to 65% for the 2014 instructional year. In order to address this barrier, a school wide reading program including addressing direct teacher instruction, remediation and intervention of reading deficiencies, fluency development, and vocabulary development.

**G8.B4.S1** Provide professional development on analysis of student performance on FAIR, FCAT, Baseline, and Interim assessments, to identify instructional focus areas for whole group teacher directed instruction and small group differentiated instruction.

### **PD Opportunity 1**

Provide small group professional development on the utilization of student performance data to guide small group and whole group instruction. Provide instruction on the gradual release model to ensure student comprehension of instructed reading instructional concepts.

#### **Facilitator**

Reading Coach Instructional Support Personnel

#### **Participants**

Reading Teachers, Interventionist

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

Bi-Weekly

#### **Evidence of Completion**

Grade Level Planning Meeting Agendas, Professional Development Attendance Logs/Agendas, FAIR/FCAT/Interim Assessment Performance Data

**G9.** Strategies will be developed to identify at-risk middle school students through analysis of Early Warning System data to reduce number of students in each of the identified areas.

**G9.B3** Analysis of school site referral data demonstrates that eight percent of students received one or more behavior referrals that lead to suspension, this number will increase to seven percent. This barrier is a direct result of a need to provide assemblies and professional development on the District Student Code of Conduct, and effective implementation of the Alternative to Suspension Plan.

**G9.B3.S2** Provide professional development to middle grades teachers on the implementation of the Code of Student Conduct and Alternative to Suspension Plan as a means of redirecting inappropriate behavior, developing classroom behavior management plan, and appropriately addressing student behavior.

### **PD Opportunity 1**

Professional development will be provided on specific guidelines for behavior as identified in the student code of conduct and the school site developed alternative to suspension plan. Provide best practices for development of classroom rules and behavior management plans.

#### **Facilitator**

Administration

#### **Participants**

All Teachers and Instructional Support Staff

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

October 2013 - December 2013

#### **Evidence of Completion**

Professional Development Logs, Classroom Walkthroughs, Individual Classroom Rules and Class Expectations

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description  | Total    |
|-------|--|----------|
| G1.   | Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 49%.   | \$10,550 |
| G3.   | Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics assessment will increase by from 44% to 56%, an increase of twelve percentage points.  | \$3,425  |
| G4.   | Analysis of student performance data on the 2013 FCAT 2.0 Science Assessment indicated that 40% of students performed at a Level III or above. Student performance on the 2014 FCAT 2.0 Science administration will increase six percentage points to 46%. | \$1,600  |
| G9.   | Strategies will be developed to identify at-risk middle school students through analysis of Early Warning System data to reduce number of students in each of the identified areas.  | \$4,950  |
| Total |  | \$20,525 |

### Budget Summary by Funding Source and Resource Type

| Funding Source                    | Evidence-Based Materials | Personnel | Total    |
|-----------------------------------|--------------------------|-----------|----------|
| Title I                           | \$5,725                  | \$9,900   | \$15,625 |
| Hourly Interventionist Allocation | \$0                      | \$3,300   | \$3,300  |
| Title                             | \$0                      | \$1,600   | \$1,600  |
| Total                             | \$5,725                  | \$14,800  | \$20,525 |

### Budget Details

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

**G1.** Students scoring at 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 11 percentage points to 49%.

**G1.B1** Students in the Black subgroup did not make Annual Measurable Objectives (AMO) for Reading. Analysis of student performance data indicates that 26% of students in this subgroup met AMO, this number will increase to 48%. Student performance data indicates that there is a deficiency in the reporting category of Reading Application due to a need for increased direct instruction on strategies for effective reading comprehension.

**G1.B1.S3** Encourage students to read from a wide variety of texts and cite several pieces of textual evidence to support analysis of that the text says explicitly as well as inferences drawn from text.

### **Action Step 1**

Increase the availability and diversity of text types used during direct instruction, focusing on increasing student exposure to non-fiction text and poetry.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Students will utilize National Geographic and Time for Kids to increase student exposure to on-grade level non-fiction text in grades 3-8.

#### **Funding Source**

Title I

#### **Amount Needed**

\$5,600

**G1.B5** Analysis of 2013 FCAT 2.0 Reading Performance Data indicates that 25% of students scored at a Level 3. The number of student performing at a Level 3 on the 2014 FCAT 2.0 Reading Assessment will increase to 33%. The barrier to increased number of students performing at a Level 3 on the FCAT 2.0 Reading administration is a need for fidelity in student use and monitoring of state and school site approved technology based resources for remediation and enrichment of identified skills, such as SuccessMaker, Reading Plus, and FCAT Explorer.

**G1.B5.S1** Students will be assigned individual performance goals and contact hour goals for Successmaker for intervention and Reading Plus for enrichment of needed benchmarks, and student use will be monitored.

### **Action Step 1**

Opportunities will be provided during differentiated instruction, before/after school hours, and during enrichment to allow students to utilize school site approved technology based resources for remediation and remediation of identified skills in reading.

#### **Resource Type**

Personnel

#### **Resource**

Hourly personnel utilized to provide support before and/or after school to students utilizing technology based programs.

#### **Funding Source**

Title I

#### **Amount Needed**

\$4,950

**G3.** Students scoring at 3 or above on the 2014 FCAT 2.0 Mathematics assessment will increase by from 44% to 56%, an increase of twelve percentage points.

**G3.B2** Students in the Hispanic Subgroup and the ELL Subgroup did not meet the AMO target for mathematics. Analysis of student performance data indicates that 48% of Hispanic students and 42% of ELL students met AMO, this number will increase to 60% and 59% respectively, on the 2014 FCAT Mathematics administration. Student performance data indicates that students would benefit from increased differentiation in instruction to reteach deficient skills and provide enrichment for skills in which students have demonstrated mastery.

**G3.B2.S1** Professional development to be provided on implementation of differentiated instruction during the mathematics block, analysis of student performance data to determine the specific benchmarks/standards to be retaught, and identification of specified activities to be utilized during small group instruction.

### **Action Step 1**

Develop, and implement professional development on the utilization of differentiated instruction to meet individual student instructional needs through intervention or enrichment, using intervention materials, technology based support resources, and enrichment activities to increase student achievement.

#### **Resource Type**

Personnel

#### **Resource**

Hourly Interventionist to provide instructional support during mathematics intervention block to students identified subgroup.

#### **Funding Source**

Hourly Interventionist Allocation

#### **Amount Needed**

\$3,300

**G3.B7** Analysis of 2013 FCAT Mathematics performance data indicates that 56% of students identified as being in the lowest 25th percentile demonstrated learning gains. Students in the lowest 25th percentile demonstrating learning gains on the 2014 FCAT Mathematics administration will increase to 60%. Student performance data indicates that the barrier to increased learning gains for students in the lowest 25th percentile is a need for increased provision of instructional support needed for students to develop quick recall of addition facts and related subtraction facts and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions, and decimals.

**G3.B7.S1** Develop school wide program incorporating bi-weekly fact family assessments to develop quick recall of addition, subtraction, multiplication and division facts. Students will be provided one to five minute assessments on instructed facts to increase student fluency in the area of basic computation. As students master a identified fact family, they will receive a certificate of acknowledgement and placement on the "Math Wall of Fame."

### **Action Step 1**

Develop a series of timed tests for students in second through eighth grade including assessments of addition, subtraction, multiplication and division facts. Encourage students to study these concepts daily to develop mathematics fluency in the area of computation. Developing a reward system to acknowledge student understanding of computation concepts.

### **Resource Type**

Evidence-Based Materials

### **Resource**

Mathematics Timed Test focusing on the four computation forms (addition, subtraction, multiplication, and division) to be used bi-weekly to increase student fluency with basic mathematics facts. Resource to be obtained is the "Complete Book of Math Timed Tests."

### **Funding Source**

Title I

### **Amount Needed**

\$125

**G4.** Analysis of student performance data on the 2013 FCAT 2.0 Science Assessment indicated that 40% of students performed at a Level III or above. Student performance on the 2014 FCAT 2.0 Science administration will increase six percentage points to 46%.

**G4.B2** The percentage of fifth grade students scoring at a Level 4 or higher on the 2013 FCAT 2.0 Science Assessment was 19%, this number will be increased to 21% for the 2014 administration of the FCAT 2.0 Science Assessment. The area of deficiency, as noted on the FCAT 2.0 Administration was the reporting category of Physical Science, due to an increased need to provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answer through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

**G4.B2.S1** Develop a science club to be held before/after school, to provide opportunities for enrichment through project development based on natural phenomena, fostering student opportunities to utilize the scientific process to develop solutions to real-world problems, and to increased understanding of concepts through scientific inquiry.

### Action Step 1

Identify students based on FCAT Mathematics and Reading performance, and performance on interim and baseline assessment for participation in the Science Club. Provide opportunities for individual and small group research and evaluation of real-world problems affording students the chance to develop problem statements, and scientific steps to solve or evaluate the problem. Students will be present learned concepts to peers during the instructional block, on the announcements.

#### Resource Type

Personnel

#### Resource

Hourly funds to support after school science enrichment program, "Science Club." Additional science resources for completion of essential labs as requested by teacher.

#### Funding Source

Title

#### Amount Needed

\$1,600



**G9.** Strategies will be developed to identify at-risk middle school students through analysis of Early Warning System data to reduce number of students in each of the identified areas.

**G9.B2** Evaluation of student achievement in instructed core classes demonstrate seven percent of students failed a math course, six percent of students failed an English/Language Arts Course, and eight percent of students failed at two or more courses, the number of students failing a math course will reduce to six percent for the 2014 instructional year, five percent of students will be fail an English/Language Arts Course, and the number of students who fail two or more courses in any subject will reduce to seven percent. This barrier is directly aligned to an increased need for parent and student understanding of course credit requirements, and understanding of class syllabus and course requirements.

**G9.B2.S2** Provide before/after school tutorial and/or intervention opportunities to provide students with additional instructional support in deficient core instructional areas to avoid failure of the course.

### **Action Step 1**

Provide subject specific instructional support in identified core instructional areas based on student need. Provide opportunities for students to make-up and or redo assignments in which they demonstrated insufficient achievement.

#### **Resource Type**

Personnel

#### **Resource**

Hourly tutorial and/or interventionist to provide subject area specific tutorial and homework assistance to students identified through the early warning system and review of student grades in all core instructional areas. Services will be provided two to three times per week in reading/ language arts, mathematics, Science and social science with three hourly support personnel.

#### **Funding Source**

Title I

#### **Amount Needed**

\$4,950