



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Scott Lake Elementary School

1160 NW 175TH ST

Miami, FL 33169

305-624-1443

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 90%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 100%

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## School Grades History

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

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Scott Lake Elementary School

##### Principal

LaKesha Wilson-Rochelle

##### School Advisory Council chair

Diane Davis

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

Name	Title
LaKesha Wilson-Rochelle	Principal
Idaniel Gonzalez	Assistant Principal
Sherria Isom	Reading Coach
Isabel Acosta	Reading Coach
Janine Burgains	Math Coach
Daniel Barreras	Science Coach
Rose Toussaint-Herring	Counselor
Mary-Ann Karcher	Media Specialist

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal-1, UTD Steward-1, Teachers-5, Parents-6, Student-1, Educational Support-1, Community Support-2

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

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high

standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

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

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration demographics, school budget, and the results of the FCAT 2.0 when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

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

School Improvement funds will be utilized to purchase interactive journals for students in grades K-5 to support and enhance the transition to Common Core Standards by providing opportunities to demonstrate mastery in the following content areas: Reading, Writing, Mathematics, Science. (\$1,429.00). Funds will also be utilized for student recognition during the annual Awards Assemblies (\$1,000).

### **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:**

**LaKesha Wilson-Rochelle**

Principal                                      Years as Administrator: 11                      Years at Current School: 2

**Credentials**                                      Masters of Science- Educational Leadership  
 Bachelors of Science - Elementary Education  
 Certification: Elementary Education, Educational Leadership

**Performance Record**                                      '13 '12 '11 '10 '09  
 School Grade C B A A A  
 Reading Levels 3-5 40% 45% 80% 83% 76%  
 Math Levels 3-5 36% 38% 78% 79% 80%  
 Rdg Lrng Gains 63% 64% 69% 75% 71%  
 Math Lrng Gains 57% 63% 67% 68% 64%  
 Rdg. Imp. of Low 25% 64% 62% 64% 65% 61%  
 Math Imp. of Low 25% 59% 71% 62% 59% 58%  
 Reading Progress No No  
 Math Progress No No

**Idaniel Gonzalez**

Asst Principal                                      Years as Administrator: 10                      Years at Current School: 1

**Credentials**                                      Master of Science - Educational Leadership  
 Bachelor of Science - Elementary Education  
 Certifications: Elementary Education, Gifted Education, ESOL

**Performance Record**                                      '13 '12 '11 '10 '09  
 School Grade: C A A A A  
 Rdg Levels 3-5 40% 59% 77% 87% 82%  
 Math Levels 3-5 36% 64% 86% 93% 95%  
 Rdg Lrng Gains 76% 46% 62% 75% 75%  
 Math Lrng Gains 57% 62% 64% 74% 76%  
 Rdg. Imp. of Low 25% 64% 80% 60% 66% 67%  
 Math Imp. of Low 25% 59% 78% 74% 62% 77%  
 Reading Progress No No  
 Math Progress No No

**Instructional Coaches**

**# of instructional coaches**  
 4

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

**Instructional Coach Information:**



**Sherria Isom**

Full-time / School-based                      Years as Coach: 5                      Years at Current School: 2

**Areas**                      Reading/Literacy

**Credentials**                      Bachelor of Arts in Music Education  
 Master of Science in Reading Education  
 Certifications: Music K-12; Reading K-12; Elementary K-6

**Performance Record**                      '13 '12 '11 '10 '09  
 School Grade C B C C C  
 Rdg. Levels 3-5 40% 45% 45% 46% 44%  
 Math Levels 3-5 36% 38% 69% 67% 70%  
 Rdg. Lrng. Gains 63% 64% 56% 54% 59%  
 Math Lrng Gains 57% 63% 56% 53% 90%  
 Rdg. Imp. of Low 25% 64% 62% 54% 61% 59%  
 Math Imp. of Low 25% 59% 71% 56% 64% 90%  
 Rdg. Progress No No  
 Math Progress No No

**Daniel Barreras**

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

**Areas**                      Science

**Credentials**                      Bachelor of Science: Elementary Education  
 Master of Science: Curriculum and Instruction in Technology  
 Certifications: Elementary Education, Science Middle Grades, ESOL, Educational Leadership

**Performance Record**                      '13 '12 '11 '10 '09  
 School Grade A A A A A  
 Rdg. Levels 3-5 70% 70% 80% 83% 76%  
 Math Levels 3-5 71% 69% 78% 79% 80%  
 Rdg Lrng Gains 76% 73% 69% 75% 71%  
 Math Lrng Gains 72% 70% 67% 68% 64%  
 Rdg. Imp. of Low 25% 75% 72% 64% 65% 61%  
 Math Imp of Low 25% 66% 66% 62% 59% 58%  
 Rdg. Progress No No  
 Math Progress No No

<b>Janine Burgains</b>		
Full-time / District-based	Years as Coach: 1	Years at Current School: 8
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelor of Science in Psychology Certifications: Elementary K-6, Gifted, ESE K-12	
<b>Performance Record</b>	'13 '12 '11 '10 '09 School Grade C B A C A Rdg. Levels 3-5 40% 45% 64% 66% 64% Math Levels 3-5 36% 38% 66% 65% 68% Rdg. Lrng. Gains 63% 64% 63% 67% 69% Math Lrng Gains 57% 63% 66% 51% 61% Rdg. Imp. of Low 25% 64% 62% 73% 61% 72% Math Imp of Low 25% 59% 71% 73% 35% 67% Rdg. Progress No No Math Progress No No	

<b>Isabel Acosta</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Science in Elementary Education Master of Science in Reading K-12 Certifications: Early Childhood (Nursery-K);Elementary Education Grades 1-6; Gifted K-12; ESOL; Reading Endorsed	
<b>Performance Record</b>	'13 '12 '11 '10 '09 School Grade B A A A A Rdg.Levels 3-5 57% 60% 77% 76% 78% Math Levels 3-5 65% 64% 79% 77% 75% Rdg. Lrng. Gains 73% 78% 69% 65% 73% Math Lrng Gains 73% 74% 70% 64% 77% Rdg. Imp. of Low 25% 74% 69% 63% 53% 71% Math Imp. of Low 25% 65% 63% 71% 58% 71% Rdg Progress No No Math Progress No No	

**Classroom Teachers**

<b># of classroom teachers</b>	39
<b># receiving effective rating or higher</b>	42, 108%
<b># Highly Qualified Teachers</b>	56%

**# certified in-field**

39, 100%

**# ESOL endorsed**

21, 54%

**# reading endorsed**

7, 18%

**# with advanced degrees**

17, 44%

**# National Board Certified**

2, 5%

**# first-year teachers**

1, 3%

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

1, 3%

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

27, 69%

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

13, 33%

**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**

Research has continually indicated that the most important factor in individual student achievement is the effectiveness of the teacher in the classroom. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. In order to recruit and retain highly qualified teachers, Scott Lake Elementary will implement a comprehensive approach that attends to both recruiting, preparing, and supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community

colleges, school district personnel staff, teachers, administrators, parents, and the business community. Scott Lake Elementary will continue to collaborate with these organizations and highly qualified Instructional Coaches in order to provide support to new teachers.

### **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**

Implement Teacher Teaching Teachers (TTT) Mentoring Program where new teachers and early career teachers are paired with veteran teachers to share best practices and strategies that focus on Common Core Standards. Additionally, collaborate with local colleges and universities where new teachers obtain advanced degrees. Expand innovative programs that require new teachers increased time in a variety of classroom settings. Build on the established standards and develop a competency-based accountability model that is easily understood.

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

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

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

The school's MTSS/RtI Leadership Team collaborates monthly to: Analyze data such as Edusoft and PMRN Reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. More specifically, the roles and responsibilities are as follows: Principal, Assistant Principal and Counselor: Provides a common vision for the use of data-based decision making to include CELLA and District Interim Assessments; establish that the school-based team is implementing MTSS/RtI; conducts assessments of MTSS/RtI skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school-based MTSS/RtI plans and activities. They collaborate with to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS/RtI Leadership Team members are also members of the Educational Excellence School Advisory Council (EESAC). The MTSS/RtI Leadership Team provides data on Tier 1, Tier 2, and Tier 3 Targets; academic and social/emotional areas that need to be addressed; help set clear expectations for

instruction. The team facilitates the development of a systematic approach to teaching and aligns processes and procedures.

The MTSS/RtI Problem-solving process guides the development and implementation of the SIP through its

self-correcting method. Data collected and analyzed on Tier 1, Tier 2, and Tier 3 Targets identify the problem(s) and determines academic and behavioral goals. Further problem analysis determines possible

causes of the identified problem so that evidenced-based interventions are selected or developed, and then

implemented. Constant progress monitoring of SIP goals are reviewed and discussed during monthly EESAC meetings.

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

The major initiative of the Leadership Literacy Team (LLT) this year will be to monitor the fidelity of the implementation of the Reading Plan, Mathematics/Science Curriculum, and the Writing Program. Most importantly, collect and analyze data in order to formulate professional development activities that will direct instruction.

### **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**

Mid Year: Florida Assessments for Instruction in Reading (FAIR); Interim Assessments

End of year: FAIR; Florida Comprehensive Assessment Test; Post Test

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

The Assistant Principal and Counselor conduct intermittent hands-on MTSS/RtI Professional Development sessions commencing in August 2013 with a focus on Problem Solving and Supporting and Evaluating Interventions. A refresher professional development will take place in January 2014. The MTSS/RtI Leadership Team will also evaluate additional staff PD needs during the monthly MTSS/RtI Leadership Team meetings. Additional MTSS/RtI training will take place during Professional Learning Communities and common planning times.

The MTSS/RtI Leadership Team will provide evidence-based instructional and behavioral strategies by highly

qualified staff that is matched to student needs and monitored on a frequent basis.

### **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:** 4,200

After analyzing the data from Winter Interim Assessments, students scoring below mastery in Reading and Mathematics will participate in Success Academy, an after-school tutorial program. The focus is to provide supplemental support for students in need of making learning gains. Students meeting high standards in Reading and Mathematics will be provided with enrichment activities that will contribute to them maintaining or increasing their developmental scale score. Small group instruction will be provided to these students three times a week for an hour per session.

**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?**

A Baseline Assessment will be administered to these students during the first Success Academy session (Reading and Mathematics). Students will be administered the same baseline assessment during the last Success Academy session.

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

The Administrators are responsible for monitoring implementation of this strategy.

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

<b>Name</b>	<b>Title</b>
LaKeshia Wilson-Rochelle	Principal
Idaniel Gonzalez	Assistant Principal
Sherria Isom	Intermediate Reading Coach
Isabel Acosta	Primary Reading Coach
Mary Garcia	Kindergarten Teacher
Geraldine Seesahai	First Grade Teacher
Alia Joseph	Second Grade Teacher
Meivy Dos Santos	Third Grade Teacher
Susan Albaz	Fourth Grade Teacher
Hillary Cooper	Fifth Grade Teacher
Mary Anne Karcher	Media Specialist
Rose Herring	Counselor
Janine Burgains	Math Coach
Daniel Barreras	Science Coach

**How the school-based LLT functions**

The Scott Lake Literacy Leadership Team meets monthly, in conjunction with the Administration/Leadership Team to discuss the implementation of literacy activities and programs ongoing at the school site that will increase school-wide literacy across all content areas. Information is disseminated, data trends from assessments, both District mandated and SLE generated, are discussed and suggestions are given to improve the success of all student stakeholders. It is here that additional programs, professional development needs, and supplementary materials or interventions are identified and/or researched for possible inclusion to the curriculum that we mold to the specific student population found at Scott Lake Elementary. Furthermore, there is continual review of practices already in place, and review of fidelity to the state of Florida's K-12 CRRP.

### **Major initiatives of the LLT**

During the 2013-2014 school year, the LLT will focus on programs, materials, and/or personnel to provide the best learning environment for the students identified as the lowest twenty-five percent in each grade level. Students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, reading promotion campaigns, Accelerated Reader, and reading contests. Classroom teachers will plan collaboratively with the library media specialist and schedule regular visits to the media center for the purpose of instruction and circulation of library materials.

### **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**

Students in the Kindergarten program are assessed at the beginning of the school year using the Florida Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. The FAIR component of (FLKRS) will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations.

Assessment tools to determine student readiness in Pre-Kindergarten and Kindergarten General Education

and Special Education:

-Oral Language Proficiency Scale (OLPS)

Pre-Kindergarten General Education:

-Child Observation Record (COR)

Pre-Kindergarten Special Education:

-The Devereux Early Childhood Assessment (DECA)

-Learning Accomplishment Profile Diagnostic edition (LAP-D)

-LAP-D screening for General Education students

-Phonological and Early Literacy Inventory

-Battelle Developmental Inventory (BDI 2)

-Preschool Key Experience Note Form

## 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	53%	40%	No	58%
American Indian				
Asian				
Black/African American	53%	38%	No	57%
Hispanic	63%	50%	No	67%
White				
English language learners				
Students with disabilities	30%	5%	No	37%
Economically disadvantaged	53%	37%	No	58%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	21%	34%
Students scoring at or above Achievement Level 4	45	18%	24%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		29%

**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	32	40%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	36%	No	57%
American Indian				
Asian				
Black/African American	50%	36%	No	55%
Hispanic	73%	43%	No	75%
White				
English language learners				
Students with disabilities	30%	5%	No	37%
Economically disadvantaged	51%	34%	No	56%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	24%	39%
Students scoring at or above Achievement Level 4	29	12%	18%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

**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	19	23%	28%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

**Florida Alternate Assessment (FAA)**

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

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	240	56%	100%

**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	34	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	49	59%	53%
Students who receive two or more behavior referrals	33	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G2.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G3.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G4.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G5.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G6.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G7.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G8.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G9.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G10.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.
- G11.** On the 2013 FCAT 2.0 Writing, 40 percent of all students at Scott Lake Elementary scored at 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 46 percent of students to score at 3.5 or above, an increase of six percentage points.

- G12.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G13.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G14.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G15.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G16.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G17.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G18.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G19.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G20.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.
- G21.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.
- G22.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.
- G23.** On the 2013 FCAT 2.0 Science, 23 percent of students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

- G24.** Students missing 10% or more of instructional time will decrease to 5 percentage points. Students who receive two or more behavioral referrals will decrease to 1%. Students retained will decrease to 1%. Retained third graders will decrease to 53%

## Goals Detail

**G1.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

### Targets Supported

### Resources Available to Support the Goal

- Core Reading Series: Wonders: McGraw-Hill Professional Development on the use of interactive reading journals.

### Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Reading Test, 21 percent of students scored at Level 3. The goal for 2013 was 53 percent. The area of deficiency as noted on the 2013 Administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text/Research Process. Students demonstrated difficulty with validity and reliability of information within and across texts. Students need motivation and purposeful reason to interact with text numerous times. Students have limited experience with open ended responses and written responses to text.

### Plan to Monitor Progress Toward the Goal

Journal Rubrics and Scoring Sheets will be reviewed by Reading Coaches. There will be an increased number of students scoring at satisfactory progress on interim assessments. Students' FAIR Reading Comprehension Percentile will increase.

### Person or Persons Responsible

Teachers Reading Coaches Administrators Literacy Leadership Team

### Target Dates or Schedule:

Interim Assessments (October 2013, January 2014) FAIR Assessment Periods 1-3 (January 2014, April 2014) FCAT 2.0 (March 2014)

### Evidence of Completion:

Response Journals Journal Rubrics/Checklists Classroom Walkthrough Forms

**G2.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

### **Targets Supported**

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

- Edusoft Student Data Chat Forms Debriefing Protocols

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

- As noted on the 2013 administration of the FCAT 2.0 Reading, 18% of students scored at Level 4 and above. The target for 2014 is that 24 percent of the students score at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

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

The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher – Administrator

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

Instructional Coaches Teachers School Site Administrators

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

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

Student Data Chat Forms Debriefing Protocols

**G3.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

### **Targets Supported**

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

- Edusoft Student Data Chat Forms Debriefing Protocols

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

- As noted on the 2013 administration of the FCAT 2.0 Reading, 63% of students made learning gains. The target for 2014 is that 67 percent of the students will make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

### Plan to Monitor Progress Toward the Goal

The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher – Administrator

#### Person or Persons Responsible

Instructional Coaches Teachers Administrators

#### Target Dates or Schedule:

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### Evidence of Completion:

Student Data Chat Forms Debriefing Protocols

**G4.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

#### Targets Supported

#### Resources Available to Support the Goal

- Edusoft Student Data Chat Forms Debriefing Protocols

#### Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Reading, 64% of students in the lowest 25% made learning gains. The target for 2014 is that 68 percent of the students in the lowest 25% will make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

### Plan to Monitor Progress Toward the Goal

The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher – Administrator

#### Person or Persons Responsible

Instructional Coaches Teachers School Site Administrators

#### Target Dates or Schedule:

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### Evidence of Completion:

Student Data Chat Forms Debriefing Protocols



**G5.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Support from Reading Coach, Professional Development

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Administration of FCAT 2.0 Reading, 38 percent of Black students scored at Level 3 or above. The goal for 2013 was 53 percent. Students exhibited difficulties with distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**Plan to Monitor Progress Toward the Goal**

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Reading Coach Administrators

**Target Dates or Schedule:**

October 2013 January 2014

**Evidence of Completion:**

Results of 2014 FCAT 2.0

**G6.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Response Journals

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Administration of FCAT 2.0 Reading, 19 percent of English Language Learners scored at Level 3 or above. There is a need for students to develop and maintain a response journal.

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Assessment Reports

**G7.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Core Reading Series: Wonders: McGraw Hill Interactive Reading Journals

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of FCAT 2.0 Reading, less than 5 percent of Students with Disabilities scored at Level 3 or above. The goal for 2013 was 30 percent. Students in this subgroup have limited reading comprehension skills that hinder their comprehension of text.

### Plan to Monitor Progress Toward the Goal

Student participation using Virtual Reading Coach Interactive Software

**Person or Persons Responsible**

Reading Coach Administration

**Target Dates or Schedule:**

Interim Assessments (October 2013, January 2014) FAIR Assessment Periods 1-3 (January 2014, April 2014) FCAT 2.0 (March 2014)

**Evidence of Completion:**

Data Reports provided by Virtual Reading Coach Interactive Software

**G8.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points

**Targets Supported**

**Resources Available to Support the Goal**

- Response Journals

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Administration of FCAT 2.0 Reading, 50 percent of Hispanic students scored at Level 3 or above. The goal for 2013 was 63 percent. There is a need for students to develop and maintain a response journal.

**Plan to Monitor Progress Toward the Goal**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Assessment Reports

**G9.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Core Reading Series: Wonders: McGraw-Hill Interactive Journals

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of FCAT 2.0 Reading, 37 percent of Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 53 percent. Students exhibited difficulties comparing and contrasting the point of view from different stories narrated, events or topics, including the differences between first- and third-person narrations, firsthand or secondhand account.

## Plan to Monitor Progress Toward the Goal

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

### Person or Persons Responsible

Reading Coach Administrators

### Target Dates or Schedule:

October 2013 January 2014

### Evidence of Completion:

Data Binders Debriefing Protocols

**G10.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

### Targets Supported

#### Resources Available to Support the Goal

- CELLA Assessment
- CELLA Assessment

#### Targeted Barriers to Achieving the Goal

- On the 2013 CELLA Listening/Speaking Assessment, 67% of the students scored at or above proficiency level. There is a need to provide additional opportunities for students to speak in English and listen to stories in English.
- On the 2013 CELLA Reading Assessment, 38% of the students scored at or above proficiency level. There is a need to provide additional opportunities for students to improve vocabulary development and fluency.
- On the 2013 CELLA Writing Assessment, 21% of the students scored at or above proficiency level. There is a need to provide additional opportunities for students to practice academic writing.

## Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Formative Assessments

**G11.** On the 2013 FCAT 2.0 Writing, 40 percent of all students at Scott Lake Elementary scored at 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 46 percent of students to score at 3.5 or above, an increase of six percentage points.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Composition Notebooks, Instructional Tools, Professional Development, Instructional Frameworks, Coaching Support

**Targeted Barriers to Achieving the Goal**

- As noted on the 2012 -2013 administration of the FCAT 2.0 Writing Test, 40 percent of all students scored at Level 3.5 or above. The target for 2014 is that 46 percent of the students score at Level 3.5 or above. There is a need to foster the transference of language arts and grammar skills to student writing.

**Plan to Monitor Progress Toward the Goal**

Student Data trackers will be used for students and teachers to monitor student progress monthly. Monthly data reports will be submitted to Instructional Coaches and Administration to gauge student progress and movement toward goal.

**Person or Persons Responsible**

Teacher Instructional Coaches

**Target Dates or Schedule:**

Information will be updated after each assessment. Monthly Baseline and Midyear

**Evidence of Completion:**

Data Binder Score Reports

**G12.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Success Maker FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 24 percent of all students scored at Level 3. The target for 2014 is that 39 percent of the students score at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Geometry and Measurement. Using Mathematical Practices of the Common Core State Standards/Next Generation Sunshine State Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

### Plan to Monitor Progress Toward the Goal

Data from District Interim Assessment will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

**Person or Persons Responsible**

Math Coach Administration

**Target Dates or Schedule:**

October 2013 January 2014

**Evidence of Completion:**

District Interim Reports

**G13.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- SuccessMaker, FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 12% percent of all students scored at Level 4 and above. The target for 2014 is that 18 percent of the students score at Level 4 and above. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

### Plan to Monitor Progress Toward the Goal

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Math Coach Math Teachers Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Data from District Interim Assessments.

**G14.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- SuccessMaker, FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 57 percent of all students made learning gains. The target for 2014 is that 61 percent of the students make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

**Plan to Monitor Progress Toward the Goal**

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Math Coach Math CSS Math Teachers Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Data from District Interim Assessments.

**G15.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- SuccessMaker, FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 59 percent of students in the lowest 25% made learning gains. The target for 2014 is that 63 percent of students in the lowest 25% make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

### Plan to Monitor Progress Toward the Goal

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Math Coach Math CSS Math Teachers Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Data from District Interim Assessments.

**G16.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- SuccessMaker FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, less than 5 percent of Students with Disabilities scored at Level 3 or above. The goal for 2013 was 30 percent. Students with Disabilities need multiple opportunities to use grade level mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

### Plan to Monitor Progress Toward the Goal

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Math Coach Math CSS Administrators

**Target Dates or Schedule:**

October 2013 January 2014

**Evidence of Completion:**

District Interim Assessment Data



**G17.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math NGSSS/CCS Gradual Release of Responsibility Model

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 36 percent of Black students scored at Level 3 or above. The goal for 2013 was 50 percent. Appropriate and timely placement of students in interventions has been an obstacle.

**Plan to Monitor Progress Toward the Goal**

Utilizing the FCIM, the Leadership Team will review students' monthly assessments reports to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Assessment Reports

**G18.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math NGSSS/CCS

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 34 percent of Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 51 percent. Students in this subgroup need exposure to supplemental enrichment activities needed to enhance mathematical concepts and skills in Geometry and Measurement.

### Plan to Monitor Progress Toward the Goal

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

**Person or Persons Responsible**

Math Coach Math CSS Administration

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Data Reports

**G19.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math NGSSS/CCS SuccessMaker FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 13 percent of English Language Learners (ELL) scored at Level 3 or above. Students in this subgroup required additional practice and support in Number: Base Ten & Fractions.

### Plan to Monitor Progress Toward the Goal

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

October 2013 January 2014

**Evidence of Completion:**

District Interim Assessment Data

**G20.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math NGSSS/CCS SuccessMaker FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 43 percent of Hispanic students scored at Level 3 or above. The goal for 2013 was 73 percent. Students in this subgroup required additional practice and support in Number: Base Ten & Fractions.

**Plan to Monitor Progress Toward the Goal**

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

October 2013 January 2014

**Evidence of Completion:**

District Interim Assessment Data

**G21.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Science Coach Professional Development: Instructional Strategies for Common Core Science Pacing Guides Science Item Specifications Scope and Sequence Essential Labs Sciencesaurus GIZMOS

**Targeted Barriers to Achieving the Goal**

- On the 2013 FCAT 2.0 Science, 23 percent of students at Scott Lake Elementary scored at Level 3. Students were not exposed to science content knowledge through explicit instruction, hands-on activities, and writing lab conclusions as delineated by the Next Generation Sunshine State Standards/Common Core Standards.

## Plan to Monitor Progress Toward the Goal

Classroom Assessments District Interim Assessments

### Person or Persons Responsible

Teachers Science Coach Administration

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Fall Interim Assessment (October 2013) Winter Interim Assessment (January (2014)

**G22.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

### Targets Supported

- Science - Elementary School

### Resources Available to Support the Goal

- Pacing Guide, Item Specifications, Scope and Sequence, Essential Labs, Gizmos, Sciencsaurus

### Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science, 10 percent of students at Scott Lake Elementary scored at Level 4 or above. Students do not participate in scientific enrichment activities and science competitions within the school and district.

## Plan to Monitor Progress Toward the Goal

Science Fair Scoring Rubric

### Person or Persons Responsible

Science Coach Science Teachers Administrators

### Target Dates or Schedule:

Weekly: September 2013-December 2013

### Evidence of Completion:

Fall Interim Assessment (October 2013) Winter Interim Assessment (January (2014)

**G23.** On the 2013 FCAT 2.0 Science, 23 percent of students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

### Targets Supported

- STEM - All Levels

### Resources Available to Support the Goal

- Science Coach Math Coach Teachers Administrators

### Targeted Barriers to Achieving the Goal

- There is no evidence of completed student projects in STEM activities including the SECME Olympiad Festival and Elementary Science Fair.

### Plan to Monitor Progress Toward the Goal

Analyze the data from monthly benchmark assessments.

**Person or Persons Responsible**

Science Coach Math Coach Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Fall Interim Assessment Winter Interim Assessments

**G24.** Students missing 10% or more of instructional time will decrease to 5 percentage points. Students who receive two or more behavioral referrals will decrease to 1%. Students retained will decrease to 1%. Retained third graders will decrease to 53%

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

- Community Involvement Specialist, Attendance Reports, Suspension Reports
- Community Involvement Specialist, Attendance Reports, Suspension Reports

**Targeted Barriers to Achieving the Goal**

- Frequent absences due to doctor visits and student illnesses.
- Frequent absences due to doctor visits and student illnesses.

### Plan to Monitor Progress Toward the Goal

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G1.B1** As noted on the 2013 administration of the FCAT 2.0 Reading Test, 21 percent of students scored at Level 3. The goal for 2013 was 53 percent. The area of deficiency as noted on the 2013 Administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text/Research Process. Students demonstrated difficulty with validity and reliability of information within and across texts. Students need motivation and purposeful reason to interact with text numerous times. Students have limited experience with open ended responses and written responses to text.

**G1.B1.S1** Implement and monitor the effective use of data driven instruction.

### Action Step 1

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

#### Person or Persons Responsible

Reading Coaches ETO CSS Administration

#### Target Dates or Schedule

06/05/14

#### Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets Teachers and Data Binders

#### Facilitator:

Instructional Coaches ETO CSS

#### Participants:

Reading Coaches Teachers

### **Action Step 2**

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

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

Reading Coaches ETO CSS

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

10/31/13

#### **Evidence of Completion**

Sign-in Sheets Completed Grouping Templates

### **Action Step 3**

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

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

Reading Coaches ETO CSS

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

06/05/14

#### **Evidence of Completion**

Completed Lesson Plan Completed Grouping Templates

### **Action Step 4**

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

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

Reading Coaches ETO CSS

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

06/05/14

#### **Evidence of Completion**

Coaching Calendar Coaching Log Debriefing Notes

**Action Step 5**

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

**Person or Persons Responsible**

Reading Coaches ETO CSS

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Completed Schedules Tracking Documents

**Action Step 6**

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

**Person or Persons Responsible**

Reading Coaches ETO CSS Administration

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Agendas Sign-in Sheets Flexible Student Grouping

**Action Step 7**

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

**Person or Persons Responsible**

Administration Instructional Supervisor

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document



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

Reading Coaches will conduct a Professional Development activity to train teachers on the use of interactive journals, implementation guidelines and dates, as well as monitoring expectations: teachers, coaches and administration.

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

Reading Coaches Administrators Literacy Leadership Team

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

Instructional - Biweekly Administrators/Literacy Leadership Team - Monthly

#### **Evidence of Completion**

Evidence of full implementation will be determined through Discussion and Sharing of Successes and Opportunities during collaborative planning sessions (PLCs) Classroom Walkthroughs

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

Journal Rubrics and Scoring Sheets will be reviewed by Reading Coaches. There will be an increased number of students scoring at satisfactory progress on interim assessments. Students' FAIR Reading Comprehension Percentile will increase.

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

Teachers Reading Coaches Administrators Literacy Leadership Team

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

Interim Assessments FAIR Assessment Periods 1-3 FCAT 2.0

#### **Evidence of Completion**

Review of Journal Rubrics/Checklists and Classroom Walkthrough Forms during Literacy Leadership Team Meetings.

**G2.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G2.B1** As noted on the 2013 administration of the FCAT 2.0 Reading, 18% of students scored at Level 4 and above. The target for 2014 is that 24 percent of the students score at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/ Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

**G2.B1.S1** Provide teachers professional development and support in the following areas: Analyzing and interpreting student/class data, as well as lesson planning, instructional delivery, and progress monitoring utilizing data.

### **Action Step 1**

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal. (Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher - Administrator

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

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

#### **Facilitator:**

Instructional Coaches ETO Support Staff

#### **Participants:**

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal. (Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher – Administrator Collection of Sign In Sheets, Review of Grouping Charts and DI-Small Group plans, Classroom Walkthroughs

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

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

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

Interim Assessments Florida Assessment of Instruction in Reading (FAIR) STAR Literacy

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

Teachers Instructional Coaches Literacy Leadership Team

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

**G3.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G3.B1** As noted on the 2013 administration of the FCAT 2.0 Reading, 63% of students made learning gains. The target for 2014 is that 67 percent of the students will make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

**G3.B1.S1** Provide teachers professional development and support in the following areas: Analyzing and interpreting student/class data, as well as lesson planning, instructional delivery, and progress monitoring utilizing data.

### **Action Step 1**

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal.(Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher - Administrator

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

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

#### **Facilitator:**

Instructional Coaches ETO Support Staff

#### **Participants:**

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal.(Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher – Administrator Collection of Sign In Sheets, Review of Grouping Charts and DI-Small Group plans, Classroom Walkthroughs

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

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

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

Interim Assessments Florida Assessment of Instruction in Reading (FAIR) STAR Literacy

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

Teachers Instructional Coaches Literacy Leadership Team

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

**G4.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G4.B1** As noted on the 2013 administration of the FCAT 2.0 Reading, 64% of students in the lowest 25% made learning gains. The target for 2014 is that 68 percent of the students in the lowest 25% will make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

**G4.B1.S1** Provide teachers professional development and support in the following areas: Analyzing and interpreting student/class data, as well as lesson planning, instructional delivery, and progress monitoring utilizing data.

### **Action Step 1**

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal.(Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher - Administrator

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

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

#### **Facilitator:**

Instructional Coaches ETO Support Staff

#### **Participants:**

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal.(Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher – Administrator Collection of Sign In Sheets, Review of Grouping Charts and DI-Small Group plans, Classroom Walkthroughs

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

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

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

Interim Assessments Florida Assessment of Instruction in Reading (FAIR) STAR Literacy

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

Teachers Instructional Coaches Literacy Leadership Team

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

**G5.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G5.B1** As noted on the 2013 Administration of FCAT 2.0 Reading, 38 percent of Black students scored at Level 3 or above. The goal for 2013 was 53 percent. Students exhibited difficulties with distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G5.B1.S1** Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.

### **Action Step 1**

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

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

Reading Coach Teachers

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

Daily

#### **Evidence of Completion**

Walk-throughs

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

The Reading Coach, Assistant principal, and Principal will analyze data from District Interim Assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately.

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

Reading Coach Administration

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

October 2013 January 2014

#### **Evidence of Completion**

District Interim Assessment Data



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

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly Assessment Reports

**G6.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G6.B1** As noted on the 2013 Administration of FCAT 2.0 Reading, 19 percent of English Language Learners scored at Level 3 or above. There is a need for students to develop and maintain a response journal.

**G6.B1.S1** Plan for and deliver lessons that follow an instructional routine.

### Action Step 1

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

### Person or Persons Responsible

Reading Coaches ETO CSS

### Target Dates or Schedule

06/05/14

### Evidence of Completion

Sign in Sheets Planning Agenda Model Observation Checklist Debriefing Forms

### Facilitator:

Reading Coach ETO CSS

### Participants:

Teachers

### **Action Step 2**

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

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

Reading Coaches ETO CSS

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

10/31/13

#### **Evidence of Completion**

Sign in Sheets Professional Development Deliverables (PD Presentation, handouts, materials)

### **Action Step 3**

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

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

Reading Coaches ETO CSS

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

06/5/14

#### **Evidence of Completion**

Coaching Calendar Coaching Log ETO Feedback and reflection on support document

### **Action Step 4**

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

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

Reading Coaches ETO CSS

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

06/05/14

#### **Evidence of Completion**

Coaching Calendar Coaching Log Debriefing Notes

**Action Step 5**

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

**Person or Persons Responsible**

Reading Coaches ETO CSS

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Planning Agendas Coaching Log Lesson Plan created during planning

**Action Step 6**

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

**Person or Persons Responsible**

Reading Coaches ETO CSS

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Planning Agendas Coaching Log Lesson Plans created during planning

**Action Step 7**

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

**Person or Persons Responsible**

Reading Coaches ETO CSS

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Planning Agendas Coaching Log Lesson Plans created during planning

### **Action Step 8**

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines.

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

Administration Instructional Supervisor

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

06/05/14

#### **Evidence of Completion**

Walkthrough forms and/or checklists ETO Feedback and reflection on support document.

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

The Reading Coach, Assistant Principal, and Principal will analyze data from District Interim Assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately.

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

Reading Coach Administration

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

October 2013 January 2014

#### **Evidence of Completion**

District Interim Assessment Data

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

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

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

Reading Coach Administration

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

October 2013 January 2014

#### **Evidence of Completion**

District Interim Assessment Data

**G7.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G7.B1** As noted on the 2013 administration of FCAT 2.0 Reading, less than 5 percent of Students with Disabilities scored at Level 3 or above. The goal for 2013 was 30 percent. Students in this subgroup have limited reading comprehension skills that hinder their comprehension of text.

**G7.B1.S1** Providing practice in determining meaning of specific words and phrases in a text relevant to a topic or subject area. Instructional strategies include word walls, context clue chart, understanding context clues, common morpheme chart, spectrum of a word,

### **Action Step 1**

Reading Coach will Professional Development activity to SPED teacher on Virtual Reading Coach on-line software.

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

Reading Coach Teacher

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

Quarterly

#### **Evidence of Completion**

Virtual Reading Coach Progress Reports.

#### **Facilitator:**

Reading Coach

#### **Participants:**

Reading Coach Teacher

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

Reading Coach will conduct Professional Development activity to train SPED teacher on the use of Virtual Reading Coach.

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

Reading Coach Administrators

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

Quarterly

#### **Evidence of Completion**

Completion of Virtual Reading Coach Training.

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

### Interim Assessments

**Person or Persons Responsible**

Reading Coach Administrators

**Target Dates or Schedule**

Interim Assessments (October 2013, January 2014)

**Evidence of Completion**

Debriefing Protocols.

**G7.B1.S2** Students in the Students with Disabilities subgroup will participate in the on-line Virtual Reading Coach program.

**Action Step 1**

Participation in the on-line Virtual Reading Coach Interactive Software Program.

**Person or Persons Responsible**

SPED Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Participation reports provided by the on-line Virtual Reading Coach Interactive Software Program.

**Facilitator:**

Trainer: Virtual Reading Coach

**Participants:**

SPED Teachers, Reading Coaches

### **Plan to Monitor Fidelity of Implementation of G7.B1.S2**

Monitor the implementation of the the Virtual Reading Coach Program in SPED classes.

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

Administration

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

On-going

#### **Evidence of Completion**

Usage Reports provided by Virtual Reading Coach Program.

### **Plan to Monitor Effectiveness of G7.B1.S2**

There will be an increased number of students scoring at satisfactory progress on interim assessments. Students' FAIR Reading Comprehension Percentile will increase.

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

Reading Coach Adminsitration

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

On-going

#### **Evidence of Completion**

Progress montoring reports provided by Virtual Reading Coach

**G8.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points

**G8.B1** As noted on the 2013 Administration of FCAT 2.0 Reading, 50 percent of Hispanic students scored at Level 3 or above. The goal for 2013 was 63 percent. There is a need for students to develop and maintain a response journal.

**G8.B1.S1** Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

### **Action Step 1**

Provide Professional Development activity that focuses on meaning of words and phrases in a text that is relevant to the main idea or topic.

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

Reading Coach

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

September 18, 2013.

#### **Evidence of Completion**

Journals

#### **Facilitator:**

Reading Coach

#### **Participants:**

Reading Coach

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

The Reading Coach, Assistant Principal, and Principal will analyze data from District Interim Assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately.

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

Reading Coach Administration

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

October 2013 January 2014

#### **Evidence of Completion**

District Interim Assessment Data



## Plan to Monitor Effectiveness of G8.B1.S1

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

### Person or Persons Responsible

Reading Coach Administration

### Target Dates or Schedule

October 2013 January 2014

### Evidence of Completion

District Interim Assessment Data

**G9.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G9.B1** As noted on the 2013 administration of FCAT 2.0 Reading, 37 percent of Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 53 percent. Students exhibited difficulties comparing and contrasting the point of view from different stories narrated, events or topics, including the differences between first- and third-person narrations, firsthand or secondhand account.

**G9.B1.S1** Describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same event or topic to note important similarities and differences in the point of view they present.

### Action Step 1

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

### Person or Persons Responsible

Reading Coach Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Classroom Walkthroughs

### **Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

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

Reading Coach Administrators

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

On-going

#### **Evidence of Completion**

District Interim Assessment Data Successmaker Reports

### **Plan to Monitor Effectiveness of G9.B1.S1**

Utilizing the FCIM, the LLT will review students' monthly assessments reports to monitor progress and to adjust instruction as needed

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

LLT

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

Monthly

#### **Evidence of Completion**

Monthly Assessment Reports

**G10.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G10.B1** On the 2013 CELLA Listening/Speaking Assessment, 67% of the students scored at or above proficiency level. There is a need to provide additional opportunities for students to speak in English and listen to stories in English.

**G10.B1.S1** Students will use context clues to determine meanings of unfamiliar words.

**Action Step 1**

During instruction, students will be provided with opportunities to listen and to participate in read-a-louds, think-a-louds.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

2014 CELLA Results

**Plan to Monitor Fidelity of Implementation of G10.B1.S1**

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative Assessment

### Plan to Monitor Effectiveness of G10.B1.S1

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

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 CELLA Results

**G10.B2** On the 2013 CELLA Reading Assessment, 38% of the students scored at or above proficiency level. There is a need to provide additional opportunities for students to improve vocabulary development and fluency.

**G10.B2.S1** Provide students with a variety of literature to support reading in English.

#### Action Step 1

Provide differentiated instruction to address the individual needs of the students, focusing on vocabulary development and fluency.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

2014 CELLA Results

### Plan to Monitor Fidelity of Implementation of G10.B2.S1

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 CELLA Results

### Plan to Monitor Effectiveness of G10.B2.S1

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 CELLA Results

**G10.B3** On the 2013 CELLA Writing Assessment, 21% of the students scored at or above proficiency level. There is a need to provide additional opportunities for students to practice academic writing.

**G10.B3.S1** Provide students with opportunities to practice academic writing.

**Action Step 1**

Students will be instructed on the development and use of graphic organizers.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

2014 CELLA Results

### Plan to Monitor Fidelity of Implementation of G10.B3.S1

The LLT will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 CELLA Results

### Plan to Monitor Effectiveness of G10.B3.S1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**G11.** On the 2013 FCAT 2.0 Writing, 40 percent of all students at Scott Lake Elementary scored at 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 46 percent of students to score at 3.5 or above, an increase of six percentage points.

**G11.B1** As noted on the 2012 -2013 administration of the FCAT 2.0 Writing Test, 40 percent of all students scored at Level 3.5 or above. The target for 2014 is that 46 percent of the students score at Level 3.5 or above. There is a need to foster the transference of language arts and grammar skills to student writing.

**G11.B1.S1** Provide instruction of the various modes of writing throughout the entire writing process.

#### Action Step 1

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

#### Person or Persons Responsible

Reading Coaches ETO CSS

#### Target Dates or Schedule

10/31/13

#### Evidence of Completion

Planning agendas Student Work Samples Lesson Plan

## **Action Step 2**

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

### **Person or Persons Responsible**

Reading Coaches ETO CSS

### **Target Dates or Schedule**

10/31/13

### **Evidence of Completion**

Sign-in Sheets Planning agendas Professional development deliverables (PowerPoint Presentation handouts)

### **Facilitator:**

Reading instructional Coaches ETO Support Staff

### **Participants:**

Teachers

## **Action Step 3**

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

### **Person or Persons Responsible**

Reading Coaches ETO CSS

### **Target Dates or Schedule**

06/05/14

### **Evidence of Completion**

Student Work Samples Interactive Journals

**Action Step 4**

Utilize student journals to demonstrate evidence of the writing process from planning to publishing.

**Person or Persons Responsible**

Reading Coaches ETO CSS

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Lesson Plans Interactive Journals

**Action Step 5**

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

**Person or Persons Responsible**

Reading Coaches ETO CSS

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Coaching Calendar Coaching Logs Debriefing Notes

**Action Step 6**

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journals.

**Person or Persons Responsible**

Administration Instructional Supervisor

**Target Dates or Schedule**

06/05/14

**Evidence of Completion**

Walkthrough Documentation Administrative Feedback/Coaching log reflection



### **Plan to Monitor Fidelity of Implementation of G11.B1.S1**

Teacher will be provided the framework via collaborative planning. Instructional coaches will model the framework and provide assistance via the coaching cycle as needed. Teachers will implement the framework in all writing lessons.

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

Instructional Coaches School Site Administrators ETO Support Staff

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

September 2013 - Training and Modeling by Coaches Implementation - 2013-2014 School year

#### **Evidence of Completion**

Writing Lesson Plans Writing Journals Monthly Writing Prompts Monthly Data Tracker

### **Plan to Monitor Effectiveness of G11.B1.S1**

Monthly Writing Prompts Monthly Data Tracker Baseline and MidYear Writing Assessment

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

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Monthly Data Chats October 2013, January 2014

#### **Evidence of Completion**

Classroom Walkthrough Writing Lesson Plans Student Performance Data

**G12.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G12.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 24 percent of all students scored at Level 3. The target for 2014 is that 39 percent of the students score at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Geometry and Measurement. Using Mathematical Practices of the Common Core State Standards/Next Generation Sunshine State Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

**G12.B1.S1** Take part in regular embedded professional development (i.e., content professional development, lesson study, professional learning communities).

### **Action Step 1**

Contribute in Weekly Content Professional Development sessions conducted by the Instructional Coach for the teachers.

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

Teachers Math Coach ETO CSS

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

11/13/13

#### **Evidence of Completion**

Weekly Content Professional Development Weekly Content Professional Development Agendas  
Lesson plans created during PD

### **Action Step 2**

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

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

Teacher Math Coach ETO CSS

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

11/13/13

#### **Evidence of Completion**

Weekly Content Professional Development Weekly Content Professional Development Agendas  
Walkthrough documentation Coaching Logs

### **Action Step 3**

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

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

Teacher Math Coach

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

11/13/13

#### **Evidence of Completion**

Professional Learning handouts Lesson plans created during Weekly Content Professional Development Student work samples

### **Action Step 4**

Utilize the GO MATH series and thinkcentral as resources to create lesson plans based on The Gradual Release Responsibility Model.

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

Teacher Math Coach ETO CSS

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

11/13/13

#### **Evidence of Completion**

Lesson plans created during Weekly Content Professional Development Walkthroughs Students' Assessments Student journals

### **Plan to Monitor Fidelity of Implementation of G12.B1.S1**

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

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

Math Coach Administration

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

Ongoing Classroom Visitations

#### **Evidence of Completion**

Data from District Interim Assessments SuccessMaker Reports

## Plan to Monitor Effectiveness of G12.B1.S1

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

Math Coach Administration

### Target Dates or Schedule

Ongoing Classroom Visitations

### Evidence of Completion

District Interim Assessment Data

**G13.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G13.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 12% percent of all students scored at Level 4 and above. The target for 2014 is that 18 percent of the students score at Level 4 and above. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

**G13.B1.S1** Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

### Action Step 1

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

### Person or Persons Responsible

Teacher Math Coach ETO CSS

### Target Dates or Schedule

11/13/13

### Evidence of Completion

Student work Lesson plans created during Weekly Content Professional Development Weekly Content Professional Development agendas Student journals

### **Action Step 2**

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

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

Teacher Math Coach ETO CSS

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

11/13/13

#### **Evidence of Completion**

Lesson plan created during Weekly Content Professional Development Weekly Content Professional Development agenda

### **Action Step 3**

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

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

Teacher Math Coach ETO CSS

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

11/13/13

#### **Evidence of Completion**

Student journals Lesson plans created during Weekly Content Professional Development Student work samples Walkthroughs

**Action Step 4**

Use the Essential Question (derived from the standards) to develop lesson plans.

**Person or Persons Responsible**

Teachers Math Coach ETO CSS

**Target Dates or Schedule**

11-13-13

**Evidence of Completion**

Walkthrough Lesson plans created during Weekly Content Professional Development Coaching logs CSS support documentation

**Facilitator:**

Math Coach ETO CSS

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G13.B1.S1**

Completion of Problem-Solving Process, Analyze Interim Assessment Data, SuccessMaker Reports,

**Person or Persons Responsible**

Math Coach Math Teachers Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student Work-Folders Math Interactive Journals

## **Plan to Monitor Effectiveness of G13.B1.S1**

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

### **Person or Persons Responsible**

Math Coach Teachers Administrators

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Edusoft Comparison Reports of District Interim Assessments

**G14.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G14.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 57 percent of all students made learning gains. The target for 2014 is that 61 percent of the students make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

**G14.B1.S1** Provide opportunities for students to develop strategies in problem solving by providing them with daily exposure to Higher Order Thinking Strategies (HOTS) , problem situations, fractions, and equivalent fractions that connect to real-world situations.

### **Action Step 1**

Walk-throughs will be conducted by Math Coach and Administrators to ensure that students are provided with problem-solving and hands-on activities.

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

Math Coach Math CSS Teachers

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

On-going

#### **Evidence of Completion**

Bi-weekly and Interim Assessment to adjust instruction, as needed.

#### **Facilitator:**

Math Coach

#### **Participants:**

Math Coach Teachers

### **Plan to Monitor Fidelity of Implementation of G14.B1.S1**

Completion of Problem-Solving Process, Analyze Interim Assessment Data, SuccessMaker Reports,

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

Math Coach Math Teachers Math CSS Administrators

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

Monthly

#### **Evidence of Completion**

Student Work-Folders Math Interactive Journals



## **Plan to Monitor Effectiveness of G14.B1.S1**

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

### **Person or Persons Responsible**

Math Coach Math CSS Teachers Administrators

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Edusoft Comparison Reports of District Interim Assessments

**G15.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G15.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 59 percent of students in the lowest 25% made learning gains. The target for 2014 is that 63 percent of students in the lowest 25% make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

**G15.B1.S1** Provide opportunities for students to develop strategies in problem solving by providing them with daily exposure to Higher Order Thinking Strategies (HOTS) , problem situations, fractions, and equivalent fractions that connect to real-world situations.

### **Action Step 1**

Walk-throughs will be conducted by Math Coach and Administrators to ensure that students are provided with problem-solving and hands-on activities.

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

Math Coach Math CSS Teachers

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

On-going

#### **Evidence of Completion**

Bi-weekly and Interim Assessment to adjust instruction, as needed.

#### **Facilitator:**

Math Coach

#### **Participants:**

Math Coach Teachers

### **Plan to Monitor Fidelity of Implementation of G15.B1.S1**

Completion of Problem-Solving Process, Analyze Interim Assessment Data, SuccessMaker Reports,

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

Math Coach Math Teachers Math CSS Administrators

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

Monthly

#### **Evidence of Completion**

Student Work-Folders Math Interactive Journals

## Plan to Monitor Effectiveness of G15.B1.S1

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

### Person or Persons Responsible

Math Coach Math CSS Teachers Administrators

### Target Dates or Schedule

Monthly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments

**G16.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G16.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, less than 5 percent of Students with Disabilities scored at Level 3 or above. The goal for 2013 was 30 percent. Students with Disabilities need multiple opportunities to use grade level mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

**G16.B1.S1** Develop conceptual understanding of topics by providing hands-on learning experiences.

### Action Step 1

Provide students with necessary interventions and enrichment as reflected by assessment data.

### Person or Persons Responsible

Math Coach Math Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Attendance in Intervention Programs

### **Plan to Monitor Fidelity of Implementation of G16.B1.S1**

The Leadership Team will review data from Benchmark Assessments to determine that progress is being made and to help teachers adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessment Data

### **Plan to Monitor Effectiveness of G16.B1.S1**

Utilizing the FCIM, the Leadership Team will review students' monthly assessments reports to monitor progress and to adjust instruction as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly Assessment Reports

**G17.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G17.B1** As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 36 percent of Black students scored at Level 3 or above. The goal for 2013 was 50 percent. Appropriate and timely placement of students in interventions has been an obstacle.

**G17.B1.S1** Utilizing data, identify Tier 2 and Tier 3 students, place in appropriate interventions and monitor student progress monthly.

### **Action Step 1**

Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

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

Math Coach Math CSS

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

Daily

#### **Evidence of Completion**

Classroom Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G17.B1.S1**

The Math Coach, Assistant Principal, and Principal will analyze data from District Interim Assessments from all grade levels to ensure that students are making progress and that instruction is being modified appropriately.

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

Math Coach Math CSS Administration

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

October 2013 January 2014

#### **Evidence of Completion**

District Interim Assessment Data

## Plan to Monitor Effectiveness of G17.B1.S1

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

### Person or Persons Responsible

Math Coach Math CSS Administration

### Target Dates or Schedule

October 2014 January 2014

### Evidence of Completion

District Interim Assessment Data

**G18.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G18.B1** As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 34 percent of Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 51 percent. Students in this subgroup need exposure to supplemental enrichment activities needed to enhance mathematical concepts and skills in Geometry and Measurement.

**G18.B1.S1** Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area. Include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

### Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice

### Person or Persons Responsible

Math Coach Math CSS

### Target Dates or Schedule

Daily

### Evidence of Completion

Classroom Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G18.B1.S1**

Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

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

Math Teachers

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

Daily

#### **Evidence of Completion**

Math Journals

### **Plan to Monitor Effectiveness of G18.B1.S1**

Data from District Interim Assessments will be utilized to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategy.

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

Math Coach Math CSS Administration

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

October 2013 January 2014

#### **Evidence of Completion**

District Interim Assessment Data

**G19.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G19.B1** As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 13 percent of English Language Learners (ELL) scored at Level 3 or above. Students in this subgroup required additional practice and support in Number: Base Ten & Fractions.

**G19.B1.S1** Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual release of Responsibility Model.

### **Action Step 1**

Conduct professional development on the Gradual release Model of responsibility to Math Teachers in Grades K-5.

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

ETO CSS Math Coach

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

10-02-13

#### **Evidence of Completion**

Professional Development Rosters Professional Development handouts

### **Action Step 2**

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

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

Teacher Math Coach

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

11/13/13

#### **Evidence of Completion**

Lesson Plans created during Weekly Content Professional Development Student work  
Differentiated lesson plans Ongoing progress monitoring data Walkthrough documentation



### **Action Step 3**

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

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

Teachers Math Coach

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

11/13/13

#### **Evidence of Completion**

Walk-through documentation Lesson Plans created during Weekly Content Professional Development

### **Plan to Monitor Fidelity of Implementation of G19.B1.S1**

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

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

Administration

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

Daily

#### **Evidence of Completion**

Data Reports

### **Plan to Monitor Effectiveness of G19.B1.S1**

The Leadership Team will review data from Benchmark Assessments to determine that progress is being made and to help teachers adjust instruction as needed.

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

Leadership Team

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

On-going

#### **Evidence of Completion**

Benchmark Assessment Data

**G20.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G20.B1** As noted on the 2013 Administration of the FCAT 2.0 Mathematics Test, 43 percent of Hispanic students scored at Level 3 or above. The goal for 2013 was 73 percent. Students in this subgroup required additional practice and support in Number: Base Ten & Fractions.

**G20.B1.S1** Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

### **Action Step 1**

Provide opportunities for students to verify the reasonableness of number operation results, including problem situations.

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

Math Teachers

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

Daily

#### **Evidence of Completion**

Classroom Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G20.B1.S1**

Ongoing classroom visitations by Administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review SuccessMaker reports to monitor and modify instruction as needed.

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

Administration

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

Daily

#### **Evidence of Completion**

Data Reports

## Plan to Monitor Effectiveness of G20.B1.S1

The Leadership Team will review data from Benchmark Assessments to determine that progress is being made and to help teachers adjust instruction as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

On-going

### Evidence of Completion

Benchmark Assessment Data

**G21.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

**G21.B1** On the 2013 FCAT 2.0 Science, 23 percent of students at Scott Lake Elementary scored at Level 3. Students were not exposed to science content knowledge through explicit instruction, hands-on activities, and writing lab conclusions as delineated by the Next Generation Sunshine State Standards/Common Core Standards.

**G21.B1.S1** Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

### Action Step 1

Conduct classroom walkthroughs to monitor lesson plans and delivery of the lesson.

### Person or Persons Responsible

Teachers SPED Teachers Science Coach Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

Teachers adhering to their science instructional block. Complete lesson plans. Explicit instruction throughout the instructional block.

### **Action Step 2**

During planning collaborate on developing activities for students to make connections to the benchmark aligned content before, during, and following each scientific investigation.

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

Teachers Science Coach Administration

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

Weekly

#### **Evidence of Completion**

Conduct all essential labs, activities in accordance to the pacing guide in grades K-5TH. Allow students the opportunity to answer the FCAT-like questions after each Essential Lab.

### **Action Step 3**

Provide opportunities for students to engage in authentic tasks that are aligned to the cognitive complexity of the standard.

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

Teachers SPED Teachers Science Coach Administration

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

Weekly

#### **Evidence of Completion**

Utilize collaborative planning to identify specific interactive journal activities that are aligned to the benchmark. Utilize collaborative planning to model activities.

#### **Action Step 4**

Create an environment where all grade levels are planning and collaborating to create lessons aligned to the standards.

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

Teachers SPED Teachers Science Coach Administration

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

Weekly

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

Create a schedule to provide teachers the opportunity to plan by subject area and grade level. Utilize the pacing guides, scope and sequence, item specifications and science interactive journal to set the purpose for learning and drive instruction throughout the lesson. Assign each teacher a task prior to planning to ensure full collaboration and participation among the grade levels. Outline and plan the instructional block by pacing each portion of the gradual release model. Develop and answer essential and higher order thinking questions during planning and in lesson plans. Utilize collaborative planning to create differentiated activities based on students' needs. Administration should take part in collaborative planning and monitor implementation.

##### **Facilitator:**

Science Coach

##### **Participants:**

Teachers LLT

#### **Plan to Monitor Fidelity of Implementation of G21.B1.S1**

Observations during Classroom Walkthroughs

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

Science Coach Administration

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

Weekly

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

Planning Lesson Plans

## Plan to Monitor Effectiveness of G21.B1.S1

### Walkthroughs

**Person or Persons Responsible**

Science Coach Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Interactive Journals

## G21.B1.S2 Utilize planning to develop lessons that incorporate the use of The Gradual Release Model.

**Action Step 1**

Conduct initial professional development on the use of Interactive Journals.

**Person or Persons Responsible**

Science Curriculum Support Specialist

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Agenda/ Sign-in sheet Implementation of interactive journals showing the right and left side set up and authentic student work.

**Facilitator:**

Science Curriculum Support Specialist Leadership Team

**Participants:**

Teachers

### **Action Step 2**

Conduct initial professional development on the use of the Gradual Release Model.

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

Leadership Team

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

November 2013

#### **Evidence of Completion**

Agenda/ Sign-in sheet. Utilize common planning to create explicit gradual release lesson plans.

#### **Facilitator:**

Leadership Team

#### **Participants:**

Teachers

### **Action Step 3**

Provide direct support utilizing the coaching cycle on various instructional and collaborative strategies.

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

Teachers Science Coach Administration

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

On-going

#### **Evidence of Completion**

Provide professional development with unwrapping the benchmarks, data analysis, essential labs, interactive journals, technology and lesson planning. Model the Gradual Release of Responsibility Lesson Plan. Facilitate collaborative planning.

**Action Step 4**

Conduct classroom walkthroughs to monitor lesson plans and delivery of the lesson.

**Person or Persons Responsible**

Science Coach Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers adhering to their science instructional block. Complete lesson plans. Explicit instruction throughout the instructional block.

**Plan to Monitor Fidelity of Implementation of G21.B1.S2**

Classroom Walkthroughs Planning

**Person or Persons Responsible**

Science Coach Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Effectiveness of G21.B1.S2**

Planning

**Person or Persons Responsible**

Science Coach Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interactive Journals



**G22.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

**G22.B1** On the 2013 FCAT 2.0 Science, 10 percent of students at Scott Lake Elementary scored at Level 4 or above. Students do not participate in scientific enrichment activities and science competitions within the school and district.

**G22.B1.S1** The Science Coach will ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. They will identify cross curricular connections and develop rubrics to evaluate projects.

### **Action Step 1**

Participate in School-wide and Community Science Fairs

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

Science Coach Science Teachers

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

School Science Fair - December 2013 Regional/District Science Fair - January 2014

#### **Evidence of Completion**

Registration Fee

### **Plan to Monitor Fidelity of Implementation of G22.B1.S1**

Science Coach established a plan and time-line for the development of student projects.

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

Science Coach

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

School Science Fair (September 2013-December 2013) Regional/District Science Fair (January 2014)

#### **Evidence of Completion**

Students registered/attended Science Fairs

## Plan to Monitor Effectiveness of G22.B1.S1

Process of Scientific Method within Nature of Science Benchmarks

### Person or Persons Responsible

Science Coach Teachers Adminsitrators

### Target Dates or Schedule

September 2013-January 2014

### Evidence of Completion

Student created Science Boards

**G23.** On the 2013 FCAT 2.0 Science, 23 percent of students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

**G23.B1** There is no evidence of completed student projects in STEM activities including the SECME Olympiad Festival and Elementary Science Fair.

**G23.B1.S1** The STEM team will establish the development of student projects and increase the participation in STEM competitions.

### Action Step 1

Students will be participating in STEM related activities including the Bottle Rocket competitions.

### Person or Persons Responsible

Science Coach Math Coach Teachers Aministrators

### Target Dates or Schedule

September 2013 - January 2014

### Evidence of Completion

Lab report showing competition data.

### **Plan to Monitor Fidelity of Implementation of G23.B1.S1**

Review of project competition rules and evidence of completion.

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

Science Coach Math Coach

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

Monthly

#### **Evidence of Completion**

Student Activity Logs

### **Plan to Monitor Effectiveness of G23.B1.S1**

Benchmark Assessments will be used to ensure successful implementation.

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

Science Coach Math Coach Administrators

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

Monthly- including District Assessments

#### **Evidence of Completion**

Fall Interim Assessment Winter Interim Assessment

**G24.** Students missing 10% or more of instructional time will decrease to 5 percentage points. Students who receive two or more behavioral referrals will decrease to 1%. Students retained will decrease to 1%. Retained third graders will decrease to 53%

**G24.B1** Frequent absences due to doctor visits and student illnesses.

**G24.B1.S1** Students who are developing a pattern of non-attendance, have behavior referrals and/or at risk of being retained will be referred to the MTSS/Rtl Team.

**Action Step 1**

Administration and Attendance Review Committee will monitor improvement of students with a pattern of excessive absences/tardies.

**Person or Persons Responsible**

LLT/MTSS

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Quarterly Attendance Summaries Behavioral Referral Reports

**Plan to Monitor Fidelity of Implementation of G24.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G24.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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

Scott Lake Elementary School provides services 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), serves as a liaison 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.

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

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

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

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

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Violence Prevention Programs

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

#### District Policy Against Bullying and Harassment

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

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

- 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.

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

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

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

**G1.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G1.B1** As noted on the 2013 administration of the FCAT 2.0 Reading Test, 21 percent of students scored at Level 3. The goal for 2013 was 53 percent. The area of deficiency as noted on the 2013 Administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text/Research Process. Students demonstrated difficulty with validity and reliability of information within and across texts. Students need motivation and purposeful reason to interact with text numerous times. Students have limited experience with open ended responses and written responses to text.

**G1.B1.S1** Implement and monitor the effective use of data driven instruction.

### PD Opportunity 1

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

#### Facilitator

Instructional Coaches ETO CSS

#### Participants

Reading Coaches Teachers

#### Target Dates or Schedule

06/05/14

#### Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets Teachers and Data Binders

**G2.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G2.B1** As noted on the 2013 administration of the FCAT 2.0 Reading, 18% of students scored at Level 4 and above. The target for 2014 is that 24 percent of the students score at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/ Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

**G2.B1.S1** Provide teachers professional development and support in the following areas: Analyzing and interpreting student/class data, as well as lesson planning, instructional delivery, and progress monitoring utilizing data.

### **PD Opportunity 1**

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal.(Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher - Administrator

#### **Facilitator**

Instructional Coaches ETO Support Staff

#### **Participants**

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols



**G3.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G3.B1** As noted on the 2013 administration of the FCAT 2.0 Reading, 63% of students made learning gains. The target for 2014 is that 67 percent of the students will make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

**G3.B1.S1** Provide teachers professional development and support in the following areas: Analyzing and interpreting student/class data, as well as lesson planning, instructional delivery, and progress monitoring utilizing data.

### **PD Opportunity 1**

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal.(Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher - Administrator

#### **Facilitator**

Instructional Coaches ETO Support Staff

#### **Participants**

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

**G4.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G4.B1** As noted on the 2013 administration of the FCAT 2.0 Reading, 64% of students in the lowest 25% made learning gains. The target for 2014 is that 68 percent of the students in the lowest 25% will make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis/Fiction Non-fiction. Students demonstrated difficulty identifying and interpreting elements of story structure within a text.

**G4.B1.S1** Provide teachers professional development and support in the following areas: Analyzing and interpreting student/class data, as well as lesson planning, instructional delivery, and progress monitoring utilizing data.

### **PD Opportunity 1**

Teachers will be provided in small group and content area settings training and assistance analyzing data, setting student and class goals, planning instruction and tracking student progress towards the goal.(Interim, FAIR and STAR) The following Data Chats will be conducted: (a) Coach-Teacher; (b) Teacher - Student; (c) Teacher - Administrator

#### **Facilitator**

Instructional Coaches ETO Support Staff

#### **Participants**

Instructional Coaches Teachers School Site Administrators ETO Support Staff

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

Interim Assessments - October 2013, January 2014 FAIR Assessments/STAR - September 2013, January 2014, April 2014

#### **Evidence of Completion**

Data Binders Lesson Plans Student Data Chat Forms Debriefing Protocols

**G6.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G6.B1** As noted on the 2013 Administration of FCAT 2.0 Reading, 19 percent of English Language Learners scored at Level 3 or above. There is a need for students to develop and maintain a response journal.

**G6.B1.S1** Plan for and deliver lessons that follow an instructional routine.

### **PD Opportunity 1**

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

#### **Facilitator**

Reading Coach ETO CSS

#### **Participants**

Teachers

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

06/05/14

#### **Evidence of Completion**

Sign in Sheets Planning Agenda Model Observation Checklist Debriefing Forms

**G7.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G7.B1** As noted on the 2013 administration of FCAT 2.0 Reading, less than 5 percent of Students with Disabilities scored at Level 3 or above. The goal for 2013 was 30 percent. Students in this subgroup have limited reading comprehension skills that hinder their comprehension of text.

**G7.B1.S1** Providing practice in determining meaning of specific words and phrases in a text relevant to a topic or subject area. Instructional strategies include word walls, context clue chart, understanding context clues, common morpheme chart, spectrum of a word,

### **PD Opportunity 1**

Reading Coach will Professional Development activity to SPED teacher on Virtual Reading Coach on-line software.

#### **Facilitator**

Reading Coach

#### **Participants**

Reading Coach Teacher

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

Quarterly

#### **Evidence of Completion**

Virtual Reading Coach Progress Reports.

**G7.B1.S2** Students in the Students with Disabilities subgroup will participate in the on-line Virtual Reading Coach program.

### **PD Opportunity 1**

Participation in the on-line Virtual Reading Coach Interactive Software Program.

#### **Facilitator**

Trainer: Virtual Reading Coach

#### **Participants**

SPED Teachers, Reading Coaches

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

On-going

#### **Evidence of Completion**

Participation reports provided by the on-line Virtual Reading Coach Interactive Software Program.

**G8.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points

**G8.B1** As noted on the 2013 Administration of FCAT 2.0 Reading, 50 percent of Hispanic students scored at Level 3 or above. The goal for 2013 was 63 percent. There is a need for students to develop and maintain a response journal.

**G8.B1.S1** Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

### **PD Opportunity 1**

Provide Professional Development activity that focuses on meaning of words and phrases in a text that is relevant to the main idea or topic.

#### **Facilitator**

Reading Coach

#### **Participants**

Reading Coach

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

September 18, 2013.

#### **Evidence of Completion**

Journals

**G11.** On the 2013 FCAT 2.0 Writing, 40 percent of all students at Scott Lake Elementary scored at 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 46 percent of students to score at 3.5 or above, an increase of six percentage points.

**G11.B1** As noted on the 2012 -2013 administration of the FCAT 2.0 Writing Test, 40 percent of all students scored at Level 3.5 or above. The target for 2014 is that 46 percent of the students score at Level 3.5 or above. There is a need to foster the transference of language arts and grammar skills to student writing.

**G11.B1.S1** Provide instruction of the various modes of writing throughout the entire writing process.

### **PD Opportunity 1**

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

#### **Facilitator**

Reading instructional Coaches ETO Support Staff

#### **Participants**

Teachers

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

10/31/13

#### **Evidence of Completion**

Sign-in Sheets Planning agendas Professional development deliverables (PowerPoint Presentation handouts)

**G13.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G13.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 12% percent of all students scored at Level 4 and above. The target for 2014 is that 18 percent of the students score at Level 4 and above. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

**G13.B1.S1** Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

### **PD Opportunity 1**

Use the Essential Question (derived from the standards) to develop lesson plans.

#### **Facilitator**

Math Coach ETO CSS

#### **Participants**

Teachers

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

11-13-13

#### **Evidence of Completion**

Walkthrough Lesson plans created during Weekly Content Professional Development Coaching logs CSS support documentation

**G14.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G14.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 57 percent of all students made learning gains. The target for 2014 is that 61 percent of the students make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

**G14.B1.S1** Provide opportunities for students to develop strategies in problem solving by providing them with daily exposure to Higher Order Thinking Strategies (HOTS) , problem situations, fractions, and equivalent fractions that connect to real-world situations.

### **PD Opportunity 1**

Walk-throughs will be conducted by Math Coach and Administrators to ensure that students are provided with problem-solving and hands-on activities.

#### **Facilitator**

Math Coach

#### **Participants**

Math Coach Teachers

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

On-going

#### **Evidence of Completion**

Bi-weekly and Interim Assessment to adjust instruction, as needed.



**G15.** On the 2013 FCAT 2.0 Mathematics, 36 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 57 percent of students to score at Level 3 or above, an increase of 21 percentage points.

**G15.B1** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test, 59 percent of students in the lowest 25% made learning gains. The target for 2014 is that 63 percent of students in the lowest 25% make learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number: Base Ten & Fractions. There is minimal exposure to real-world connections and hands-on experiences.

**G15.B1.S1** Provide opportunities for students to develop strategies in problem solving by providing them with daily exposure to Higher Order Thinking Strategies (HOTS) , problem situations, fractions, and equivalent fractions that connect to real-world situations.

### **PD Opportunity 1**

Walk-throughs will be conducted by Math Coach and Administrators to ensure that students are provided with problem-solving and hands-on activities.

#### **Facilitator**

Math Coach

#### **Participants**

Math Coach Teachers

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

On-going

#### **Evidence of Completion**

Bi-weekly and Interim Assessment to adjust instruction, as needed.

**G21.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

**G21.B1** On the 2013 FCAT 2.0 Science, 23 percent of students at Scott Lake Elementary scored at Level 3. Students were not exposed to science content knowledge through explicit instruction, hands-on activities, and writing lab conclusions as delineated by the Next Generation Sunshine State Standards/Common Core Standards.

**G21.B1.S1** Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

### **PD Opportunity 1**

Create an environment where all grade levels are planning and collaborating to create lessons aligned to the standards.

#### **Facilitator**

Science Coach

#### **Participants**

Teachers LLT

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

Weekly

#### **Evidence of Completion**

Create a schedule to provide teachers the opportunity to plan by subject area and grade level. Utilize the pacing guides, scope and sequence, item specifications and science interactive journal to set the purpose for learning and drive instruction throughout the lesson. Assign each teacher a task prior to planning to ensure full collaboration and participation among the grade levels. Outline and plan the instructional block by pacing each portion of the gradual release model. Develop and answer essential and higher order thinking questions during planning and in lesson plans. Utilize collaborative planning to create differentiated activities based on students' needs. Administration should take part in collaborative planning and monitor implementation.

**G21.B1.S2** Utilize planning to develop lessons that incorporate the use of The Gradual Release Model.

**PD Opportunity 1**

Conduct initial professional development on the use of Interactive Journals.

**Facilitator**

Science Curriculum Support Specialist Leadership Team

**Participants**

Teachers

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Agenda/ Sign-in sheet Implementation of interactive journals showing the right and left side set up and authentic student work.

**PD Opportunity 2**

Conduct initial professional development on the use of the Gradual Release Model.

**Facilitator**

Leadership Team

**Participants**

Teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Agenda/ Sign-in sheet. Utilize common planning to create explicit gradual release lesson plans.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G8.	On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points	\$1
G22.	On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.	\$100
Total		\$101

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Grant Funded - Division of Special Education	\$0	\$0
EESAC	\$101	\$101
Total	\$101	\$101

### Budget Details

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

**G7.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points.

**G7.B1** As noted on the 2013 administration of FCAT 2.0 Reading, less than 5 percent of Students with Disabilities scored at Level 3 or above. The goal for 2013 was 30 percent. Students in this subgroup have limited reading comprehension skills that hinder their comprehension of text.

**G7.B1.S2** Students in the Students with Disabilities subgroup will participate in the on-line Virtual Reading Coach program.

**Action Step 1**

Participation in the on-line Virtual Reading Coach Interactive Software Program.

**Resource Type**

Evidence-Based Program

**Resource**

On-line, interactive software.

**Funding Source**

Grant Funded - Division of Special Education

**Amount Needed**

\$0

**G8.** On the 2013 FCAT 2.0 Reading, 40% of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 58% of students to score at Level 3 or above, an increase of 18 percentage points

**G8.B1** As noted on the 2013 Administration of FCAT 2.0 Reading, 50 percent of Hispanic students scored at Level 3 or above. The goal for 2013 was 63 percent. There is a need for students to develop and maintain a response journal.

**G8.B1.S1** Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

### **Action Step 1**

Provide Professional Development activity that focuses on meaning of words and phrases in a text that is relevant to the main idea or topic.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Interactive Journals

#### **Funding Source**

EESAC

#### **Amount Needed**

\$1

**G22.** On the 2013 FCAT 2.0 Science, 23 percent of all students at Scott Lake Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 28 percent of the students to score at Level 3 or above, an increase of five percentage points.

**G22.B1** On the 2013 FCAT 2.0 Science, 10 percent of students at Scott Lake Elementary scored at Level 4 or above. Students do not participate in scientific enrichment activities and science competitions within the school and district.

**G22.B1.S1** The Science Coach will ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. They will identify cross curricular connections and develop rubrics to evaluate projects.

### **Action Step 1**

Participate in School-wide and Community Science Fairs

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Participation in Community Science Fairs-Registration Fees

#### **Funding Source**

EESAC

#### **Amount Needed**

\$100