2013-2014 SCHOOL IMPROVEMENT PLAN

Mae M. Walters Elementary School
650 W 33RD ST
Hialeah, FL 33012
305-822-4600
http://mwalters.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	91%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	98%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	B	A	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Mae M. Walters Elementary Schl

Principal

Yolanda L. Valls

School Advisory Council chair

Luis Betancourt

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

Name	Title
Yolanda L. Valls	Principal
Janeysa M. Sanchez	Assistant Principal
Daphne Clark	Math & Science Coach
Maria Mendoza	Reading Coach
Eva Hernandez	Kindergarten Teacher (Language Arts)
Sory Sanchez	First Grade Teacher (Language Arts)
Esperanza Lopez	Second Grade Teacher (Math & Science)
Alison Dominique	Third Grade Teacher (Math & Science)
Lizette Gonzalez	Fourth Grade Teacher (Language Arts)
Kim Seitz	Fifth Grade Teacher (Math & Science)
Rosa Prieto	Counselor
Sonya Rivers-Stevenson	SPED Teacher

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 – 4
Educational Support - 1
Students – 1
BCR – 4

Involvement of the SAC in the development of the SIP

The SAC met to review student data and barriers, strategies, and action plans identified by the SIP writing team. Recommendations from the SAC members led to revisions in the SIP document, resulting in a collaborative document.

Activities of the SAC for the upcoming school year

• Review School Improvement Plan
• Review implementation mid-year to determine if on target or if revisions are needed
• Determine use of funds i.e. the purchase of research-based materials according to student needs, and incentives for students who have met their goals.

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

• Research-based materials according to student needs $2,458
• Incentives for students $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:

Yolanda L. Valls		
Principal	Years as Administrator: 21	Years at Current School: 8

Credentials	Elementary Education, English for Speakers of Other Languages (ESOL), Educational Leadership
Performance Record	'13 '12 '11 '10 '9 School Grade B A A A A AYP N/A N/A N N N High Standards - Rdg 59 61 70 73 73 High Standards - Math 61 61 73 69 71 Lrng Gains - Rdg 68 82 64 79 75 Lrng Gains – Math 57 72 68 71 61 Gains – Rdg -25% 81 93 66 73 67 Gains – Math -25% 58 79 83 75 61 Rdg AMO 58 N/A N/A N/A N/A Math AMO 59 N/A N/A N/A N/A

Janeysa M. Sanchez		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Elementary Education, English for Speakers of Other Languages (ESOL), Educational Leadership
Performance Record	'13 '12 '11 '10 '9 School Grade B A A A A AYP N/A N/A N Y N High Standards - Rdg 59 61 70 85 81 High Standards - Math 61 61 73 84 78 Lrng Gains - Rdg 68 82 64 71 70 Lrng Gains – Math 57 72 68 74 69 Gains – Rdg -25% 81 93 66 66 70 Gains – Math -25% 58 79 83 74 63 Rdg AMO 58 N/A N/A N/A N/A Math AMO 59 N/A N/A N/A N/A

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Daphne Clark		
Full-time / School-based	Years as Coach: 8	Years at Current School: 22

Areas	Mathematics, Science
Credentials	Elementary Education, English for Speakers of Other Languages (ESOL)
Performance Record	'13 '12 '11 '10 '9 School Grade B A A A A AYP N/A N/A N N N High Standards - Math 61 61 73 69 71 Lrng Gains – Math 57 72 68 71 61 Gains – Math -25% 58 79 83 75 61 Math AMO 59 N/A N/A N/A N/A

Maria Mendoza		
Full-time / School-based	Years as Coach: 13	Years at Current School: 30

Areas	Reading/Literacy
Credentials	Early Childhood Education, Elementary Education, Reading, English for Speakers of Other Languages (ESOL)
Performance Record	'13 '12 '11 '10 '9 School Grade B A A A A AYP N/A N/A N N N High Standards - Rdg 59 61 70 73 73 Lrng Gains - Rdg 68 82 64 79 75 Gains – Rdg - 25% 81 93 66 73 67 Rdg AMO 58 N/A N/A N/A N/A

Classroom Teachers

# of classroom teachers
48

 # receiving effective rating or higher
48, 100%

 # Highly Qualified Teachers
81%

 # certified in-field
48, 100%

 # ESOL endorsed
37, 77%

 # reading endorsed
5, 10%

 # with advanced degrees

13, 27%

 # National Board Certified

3, 6%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

1, 2%

 # with 6-14 years of experience

26, 54%

 # with 15 or more years of experience

21, 44%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

• In an effort to recruit highly qualified teachers, the school will work in conjunction with local universities to place student interns with teachers that are certified in Clinical Supervision.
• Current teachers will be provided with opportunities for ongoing professional development that address areas of need and maintain communication that fosters input and feedback.
• Common planning time for grade levels will be scheduled on a weekly basis to provide a network of ongoing support for stakeholders.
• Ongoing data chats/articulation meetings will be scheduled to provide support in identifying academic strategies, interventions, and enrichment. These will also serve to examine the validity and effectiveness of program delivery.
• The school's Leadership Team will be responsible for implementing strategies for recruitment and retention.

Teacher Mentoring Program/Plan

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

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

• Teachers new to a grade level or department will be assigned a mentor teacher to provide assistance with planning and instruction. This will afford the "new" teacher opportunities to observe, model, and discuss improvements to the classroom and instructional plans.
• The school's Leadership Team will be responsible for assigning mentor teachers to teachers new to a grade level or department.

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 Leadership Team will meet on a monthly basis to monitor the effectiveness of current interventions on targeted students. The Principal and Assistant Principal will serve as the Administrators for Curriculum, ensuring that students are meeting the requirements established in the Student Progression Plan and that all state mandates are being complied with. Instructional coaches will provide data from the Progress Monitoring and Reporting Network (PMRN), Thinkgate, CELLA, etc. to gauge student progress, as well as research-based strategies to address the individual needs of the student. Teachers on the team will provide first-hand knowledge on student progress and academic and behavioral information and strategies. The counselor, school psychologist, and social worker will provide support services and resources to address issues that encompass the whole child.
Progress monitoring tools and state/school-based assessment data will be used to identify students that are not progressing in the core program due to academic, behavioral, attendance, or other factors.
Based on gathered data, the team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of the interventions, once they are in place.
Decisions made by the MTSS Leadership Team members will be data driven and will lead to effective modifications and opportunities for professional development. Every effort will be made to maintain continuous communication with the staff for their input and feedback.

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

Janeysa M. Sanchez, Assistant Principal: MTSS Chairperson that oversees scheduling, required documentation, and leads meetings.
Daphne Clark, Math & Science Coach: Provides expertise regarding math and science, particularly regarding intervention.
Maria Mendoza, Reading Coach: Provides expertise regarding reading, particularly regarding intervention. Completes data tracking for reading interventions.
Sonya Rivers-Stevenson, SPED Teacher: Provides research-based instructional strategies based on student's individual needs.
Sory Sanchez, Primary Reading Teacher: Provides research-based instructional strategies based on student's individual needs.
Lizette Gonzalez, Intermediate Reading Teacher: Provides research-based instructional strategies based on student's individual needs.
Rosa Prieto, Counselor: Gathers data and information regarding student's school experience. Provides guidance regarding available resources and programs, especially when behavioral issues are concerned.
Elena Haddad, School Psychologist: Gathers data and information to determine if psychological testing is required. Administers psychological evaluations and provides feedback and suggestions to parents.

Erika Baltar, Social Worker: Gathers data and information regarding student's home life. Provides guidance regarding available resources and programs.

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

The MTSS Leadership team will work together to develop the School Improvement Plan. During implementation, the MTSS Leadership Team will:
• monitor the school's academic and behavioral goals through data analysis
• monitor the fidelity of the delivery of instruction and intervention
• provide levels of support and interventions to students based on data

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

1. Data will be used to guide instructional decisions and system for all students to:
• adjust the delivery of instruction to meet the specific needs of students
• adjust the delivery of the behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to develop and adjust interventions
2. Managed data will include:
Academic
• CELLA: English Language Acquisition
• PMRN: FAIR assessments (Reading)
• PMRN: FLKRS (Kindergarten Readiness)
• Edusoft: Interim assessments (Reading, Writing, Mathematics, Science)
• FCAT (Reading, Writing, Mathematics, Science)
• Stanford Achievement Test (Reading, Mathematics)
• Student grades (All content areas)
• School site specific assessments (All content areas)
Behavior
• Student Case Management System
• Detentions
• Suspensions/Expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Attendance
• Referrals to special education programs
Mae M. Walters Elementary School utilizes the Thinkgate platform to manage the following data: Reading, Mathematics, Writing and Science Baseline and Interim assessments.

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

MTSS Leadership Team members will attend training sessions offered by the district. Staff members have been encouraged to complete the Introduction to Problem Solving and Response to Intervention online course being offered by the Florida Department of Education. Further ongoing training for staff on the basic RtI principles and procedures will be done by the MTSS Leadership Team members.

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: 2,640

The Extended Learning Opportunity will utilize supplemental materials to enhance the reading, mathematics, and science curriculum to increase student achievement.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pretests will be administered and analyzed to determine the students' strengths and weaknesses in reading, mathematics, and science standards. Progress monitoring will be ongoing throughout the Extended Learning Opportunity.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Yolanda L. Valls	Principal
Janeysa M. Sanchez	Assistant Principal
Maria Mendoza	Reading Coach
Sonya Rivers-Stevenson	SWD Teacher
Helen Marrero	Gifted Teacher
Eva Hernandez	Kindergarten Teacher
Sory Sanchez	First Grade Teacher
Emily Betancourt	Second Grade Teacher
Monica Alfonso-Cepeda	Third Grade Teacher
Lizette Gonzalez	Fourth Grade Teacher
Caryn Nuñez	Fifth Grade Teacher

How the school-based LLT functions

The school's Literacy Leadership Team will meet on a monthly basis to create capacity of reading knowledge within the school and to focus on areas of literacy concern across all grade levels and content areas. Team members will discuss and monitor the effectiveness of the core curriculum, interventions, enrichment, and technology literacy programs. The team will work in conjunction with the MTSS Leadership Team to identify students that are not progressing in the core program and develop appropriate interventions. Decisions made by the Literacy Leadership Team members will be data driven

and will lead to effective modifications and opportunities for professional development. Every effort will be made to maintain continuous communication with the staff for their input and feedback.

Major initiatives of the LLT

The Literacy Leadership Team will focus on two major initiatives this school year:
• Implementation of Common Core State Standards in Grades K-5
The Literacy Leadership Team will work to ensure that the CCSS are evident throughout the instructional program. Peer support, professional development, and modeling by instructional coaches will be ongoing.
• Implementation of McGraw-Hill Reading Wonders Program
The Literacy Leadership Team will work to ensure that effective instruction is evident throughout the grade levels. Differentiated instruction and interventions will be essential components of the literacy program. Peer support, professional development by district staff, and modeling by instructional coaches will be ongoing.

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

During the month of May, the Community Involvement Specialist visited local daycare centers and pre-schools to distribute information to parents of incoming Kindergartners.
During Kindergarten registration, parents were given an informational packet that provided general school information as well as information about our Fall orientation meeting. Parents of incoming Kindergartners were invited to a Kindergarten Orientation meeting on August 16, 2013. During this meeting, incoming Kindergartners met their teachers and visited the classrooms. Parents received a more-in depth explanation of policies, procedures, and expectations. They also had an opportunity to ask questions and learn more about the academic program in Kindergarten.
During the summer, Kindergarten students were administered the Oral Language Proficiency Scale-Revised (OLPS-R) to determine their oral language proficiency in English and to decide on proper program placement for the fall. During the first week of Kindergarten, students were assessed on phonological awareness and phonics skills using a teacher-created Baseline Assessment. During the first 30 instructional days, Kindergarten students were also screened using the ECHOS and FAIR portions of the FLKRS. The ECHOS observational tool provided an overview of development in language and literacy, mathematics, social and personal skills, science, social studies, physical development and fitness and creative arts. The FAIR results provided data on phonological awareness, phonics, listening comprehension, and vocabulary skills.
Results from all screening and assessments will be used to identify students that are lacking readiness skills and to place those students in the appropriate setting to meet their individual needs. Students will be monitored for progress throughout the school year to ensure that they are mastering the required grade level standards as well as developing appropriate social and behavioral skills. Each of the assessments will be re-administered for mid-year and end of year data comparisons.

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	58%	59%	Yes	63%
American Indian				
Asian				
Black/African American				
Hispanic	58%	59%	Yes	63%
White		64%		67%
English language learners	48%	46%	No	54%
Students with disabilities	36%	19%	No	42%
Economically disadvantaged	56%	58%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	29%	34%
Students scoring at or above Achievement Level 4	107	27%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		81%	83%

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)	181	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	114	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	111	29%	36%

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	104	62%	66%
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	59%	61%	Yes	63%
American Indian				
Asian				
Black/African American				
Hispanic	59%	61%	Yes	63%
White		64%		67%
English language learners	53%	53%	Yes	57%
Students with disabilities	43%	19%	No	49%
Economically disadvantaged	58%	59%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	28%	32%
Students scoring at or above Achievement Level 4	118	30%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

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	30	27%	31%
Students scoring at or above Achievement Level 4	20	18%	20%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	27		27
Participation in STEM-related experiences provided for students	1686	8%	9%

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	40	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	33	4%	3%
Students who are not proficient in reading by third grade	56	48%	43%
Students who receive two or more behavior referrals	41	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Goals Summary

G1.   Our goal on the 2014 FCAT 2.0 Reading is for 63% of students to score at Level 3 or above, an increase of four percentage points.

G2.   Our goal on the 2014 FCAT 2.0 Writing is for 66 % of students to score at 3.5 or above, an increase of four percentage points.

G3.   Our goal on the 2014 FCAT 2.0 Mathematics is for 63% of students to score at Level 3 or above, an increase of two percentage points.

G4.   Our goal on the 2014 FCAT 2.0 Science is for 31% of students to score at Level 3, an increase of four percentage points. Our goal on the 2014 FCAT 2.0 Science is for 20% of students to score at Level 4 or above, an increase of two percentage points.

G5.   In 2013, 8% of students participated in STEM-related experiences. Our goal in 2014 is to increase participation by one percentage point.

G6.   Our goal for 2014 is to decrease the % of students who miss 10% or more of instructional time; receive 2 or more behavior referrals or one that leads to suspension; are retained; and are not proficient in reading by 3rd grade by 1 percentage point.

Goals Detail

G1. Our goal on the 2014 FCAT 2.0 Reading is for 63% of students to score at Level 3 or above, an increase of four percentage points.

Targets Supported

Resources Available to Support the Goal
- All components of the newly adopted reading series "Wonders," by McGraw-Hill will be utilized: -- Reading-Writing Workshop -- Literature Anthologies -- Leveled Readers -- Intervention Kits

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Reading, 46% of the ELL students scored at Level 3 or above. The goal for 2013 was 58%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

- On the 2013 FCAT 2.0 Reading, 19% of the SWD students scored at Level 3 or above. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

- On the 2013 FCAT 2.0 Reading, 29% of the students scored at Level 3. The goal for 2013 was 28%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

- On the 2013 FCAT 2.0 Reading, 27% of the students scored Levels 4 and 5. The goal for 2013 was 33%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

- On the 2013 FCAT 2.0 Reading, 68% of the students made learning gains. The goal for 2013 was 87%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

- On the 2013 FCAT 2.0 Reading, 81% of the students in the Lowest 25% made learning gains. The goal for 2013 was 95%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

- On the 2013 CELLA Listening/Speaking component, 48% of the students were proficient.

- On the 2013 CELLA Reading component, 31% of the students were proficient. The goal for 2013 was 34%.

- On the 2013 CELLA Writing component, 29% of the students were proficient. The goal for 2013 was 34%.

Plan to Monitor Progress Toward the Goal

Review students' monthly assessment reports and quarterly Interims to monitor progress and adjust instruction as needed.

Person or Persons Responsible
Literacy Leadership Team (LLT)

Target Dates or Schedule:
The LLT will meet on a monthly basis to monitor progress/adjust instruction.

Evidence of Completion:
Formative Assessment: Writer's Notebooks, District Baseline and interim assessments Summative Assessment: 2014 CELLA

G2. Our goal on the 2014 FCAT 2.0 Writing is for 66 % of students to score at 3.5 or above, an increase of four percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- The resources will include the -MDCPS District's Rigorous Lesson Planner for Grade 4 Writing - mentor texts as models -Lucy Calkins' The Writing Workshop -Elements of Reading/Writing Vocabulary..

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Writing, 62% of the students scored at 3.5 or above. The goal for the 2013 was 88%. Students exhibited difficulty in incorporating descriptive details to support their ideas.

Plan to Monitor Progress Toward the Goal

Review students' monthly assessment prompts and midyear Interim to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule:

Strategy will be continuously implemented throughout the school year. The LLT will meet on a monthly basis to monitor progress/adjust instruction.

Evidence of Completion:

Formative Assessments: District Baseline and Interim Writing Assessments, Monthly writing prompts
Summative Assessment: 2014 FCAT 2.0

G3. Our goal on the 2014 FCAT 2.0 Mathematics is for 63% of students to score at Level 3 or above, an increase of two percentage points.

Targets Supported

Resources Available to Support the Goal
- All components of the Houghton Mifflin Harcourt Go Math! Series will be utilized: -- Student text books -- Online resources -- Intervention resources -- Grab and Go Kits

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Mathematics, 19% of the SWD students scored at Level 3 or above. Students exhibited difficulty with Reporting Category 3 Geometry and Measurement.

- On the 2013 FCAT 2.0 Mathematics, 28% of the students scored at Level 3. The goal for 2013 was 34%. Students exhibited difficulty with Reporting Category 3 Geometry and Measurement.

- On the 2013 FCAT 2.0 Mathematics, 30% of the students scored at Levels 4 or 5. The goal for 2013 was 25%. Students exhibited difficulty with Reporting Category 3 Geometry and Measurement.

- On the 2013 FCAT 2.0 Mathematics, 57% of the students made learning gains. The goal for 2013 was 77%. Students exhibited difficulty with with Reporting Category 3 Geometry and Measurement.

- On the 2013 FCAT 2.0 Mathematics, 58% of the students in the Lowest 25% made learning gains. The goal for 2013 was 84%. Students exhibited difficulty with with Reporting Category 3 Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible
The MTSS/RtI Leadership Team

Target Dates or Schedule:
Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress

Evidence of Completion:
Formative Assessments: Houghton Mifflin Harcourt Go Math! Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. Our goal on the 2014 FCAT 2.0 Science is for 31% of students to score at Level 3, an increase of four percentage points. Our goal on the 2014 FCAT 2.0 Science is for 20% of students to score at Level 4 or above, an increase of two percentage points.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- All components of the Scott Foresman Science Series will be utilized: -- Student text books -- Online resources -- Science Lab kits

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science, 27% of the students scored at Level 3. The goal for 2013 was 35%. Students exhibited difficulty with Reporting Category 3, Physical Science.

- On the 2013 FCAT 2.0 Science, 18% of the students scored at Levels 4 or above. The goal for 2013 was 12%. Students exhibited difficulty with Reporting Category 3, Physical Science.

- On the 2013 FCAT 2.0 Mathematics, 30% of the students scored at Levels 4 or 5. The goal for 2013 was 25%. On the 2013 FCAT 2.0 Reading, 27% of the students scored Levels 4 and 5. The goal for 2013 was 33%.

Plan to Monitor Progress Toward the Goal

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule:

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion:

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G5. In 2013, 8% of students participated in STEM-related experiences. Our goal in 2014 is to increase participation by one percentage point.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- All components of the Scott Foresman Science Series will be utilized: -- Student text books -- Online resources -- Science Lab kits

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Mathematics, 30% of the students scored at Levels 4 or 5. The goal for 2013 was 25%. On the 2013 FCAT 2.0 Reading, 27% of the students scored Levels 4 and 5. The goal for 2013 was 33%.

Plan to Monitor Progress Toward the Goal

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible
The MTSS/RtI Leadership Team

Target Dates or Schedule:
Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion:
Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G6. Our goal for 2014 is to decrease the % of students who miss 10% or more of instructional time; receive 2 or more behavior referrals or one that leads to suspension; are retained; and are not proficient in reading by 3rd grade by 1 percentage point.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- The newly adopted reading series "Wonders," published by McGraw-Hill, will provide a strong base for instruction in all of the targeted benchmarks. With a true balance of literary and informational text, the series will allow teachers to focus on the elements necessary for students to reach grade level proficiency in reading. The reading series also provides opportunities to differentiate instruction and provide intervention and remediation. This will enable teachers of reading to access and instruct students at their instructional level, while accelerating learning for struggling students.

Targeted Barriers to Achieving the Goal
- In 2013, 5% of students missed 10% or more of available instructional time. These students and their parents lack an understanding of the correlation between school attendance and student achievement.

- In 2013, 4% of students were retained in Kindergarten through grade five. These students lack grade level skills necessary to read fluently and with understanding.

- In 2013, 48% of students were not proficient in reading by third grade. These students lack phonemic awareness, phonics, fluency, vocabulary, and comprehension skills to read fluently and with understanding.

- In 2013, 5% of students received two or more behavior referrals. These students need to develop alternative methods to resolve conflict and self-manage their behaviors.

- In 2013, 0% (2 students) of students received one or more behavior referrals that led to suspension. These students need to develop alternative methods to resolve conflict and self-manage their behaviors.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the teams will use progress monitoring tools and state/school-based assessment data will be used to identify students that are not progressing academically in the core program due to academic, behavioral, attendance, or other factors. The MTSS/RtI team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of these interventions once they are in place. Decisions made by the RtI Leadership Team members will be data driven and will lead to the effective implementation of progress monitoring.

Person or Persons Responsible

MTSS/RtI Team & LLT

Target Dates or Schedule:

Strategies will be ongoing throughout the school year. The teams will meet on a monthly basis.

Evidence of Completion:

Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, Monthly SuccessMaker reports, District Baseline and Interim Assessments, FAIR data; Summative Assessment: 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal on the 2014 FCAT 2.0 Reading is for 63% of students to score at Level 3 or above, an increase of four percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading, 46% of the ELL students scored at Level 3 or above. The goal for 2013 was 58%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

G1.B1.S2 Opening routine in reading block has been modified in all classrooms to provide additional instruction in targeted benchmarks.

Action Step 1

Reading teachers will receive instructional materials to support the reteaching of targeted benchmarks as part of their daily opening routine.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Implementation of benchmark driven opening routine

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

Review implementation of benchmark driven opening routine through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Evidence of implementation in student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G1.B1.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B1.S3 Additional time has been allocated for differentiated instruction in reading during Writing and Social Studies.

Action Step 1

Reading teachers will use time originally allocated for writing and social studies instruction to provide additional differentiated instruction for students in reading.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student work folders

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

Review implementation of differentiated instruction during writing and social studies through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B1.S3

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B1.S4 Additional time has been allocated for intervention in reading during Spanish.

Action Step 1

Teachers will use time originally allocated for Spanish instruction to provide additional differentiated instruction for students in reading.

Person or Persons Responsible

Reading and Spanish Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student work folders

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Review implementation of differentiated instruction during Spanish through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B1.S4

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B2 On the 2013 FCAT 2.0 Reading, 19% of the SWD students scored at Level 3 or above. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

G1.B2.S2 Opening routine in reading block has been modified in SWD classrooms to provide additional instruction in targeted benchmarks.

Action Step 1

Reading teachers will receive instructional materials to support the reteaching of targeted benchmarks as part of their daily opening routine.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Implementation of benchmark driven opening routine

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

Review implementation of benchmark driven opening routine through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

The Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B2.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B3 On the 2013 FCAT 2.0 Reading, 29% of the students scored at Level 3. The goal for 2013 was 28%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

G1.B3.S2 Coaches are providing additional instructional resources to address targeted benchmarks.

Action Step 1

Coaches will provide reading teachers with additional instructional resources to address targeted benchmarks.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Email log and sign in sheets from grade level/data chat meetings

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

Review implementation of additional instructional resources through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B3.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B4 On the 2013 FCAT 2.0 Reading, 27% of the students scored Levels 4 and 5. The goal for 2013 was 33%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

G1.B4.S2 Opening routine in reading block has been modified in all classrooms to provide additional instruction in targeted benchmarks.

Action Step 1

Reading teachers will receive instructional materials to support the reteaching of targeted benchmarks as part of their daily opening routine.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Implementation of benchmark driven opening routine

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

Review implementation of benchmark driven opening routine through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B4.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B5 On the 2013 FCAT 2.0 Reading, 68% of the students made learning gains. The goal for 2013 was 87%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

G1.B5.S2 Additional time has been allocated for differentiated instruction in reading during Writing and Social Studies.

Action Step 1

Reading teachers will use time originally allocated for writing and social studies instruction to provide additional differentiated instruction for students in reading.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student work folders

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

Review implementation of differentiated instruction during writing and social studies through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B5.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B6 On the 2013 FCAT 2.0 Reading, 81% of the students in the Lowest 25% made learning gains. The goal for 2013 was 95%. Students exhibited difficulty with Reporting Category 4: Informational Text/Research Process.

G1.B6.S2 Additional time has been allocated for intervention in reading during Spanish.

Action Step 1

Teachers will use time originally allocated for Spanish instruction to provide additional differentiated instruction for students in reading.

Person or Persons Responsible

Reading and Spanish Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student work folders

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

Review implementation of differentiated instruction during Spanish through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B6.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B7 On the 2013 CELLA Listening/Speaking component, 48% of the students were proficient.

G1.B7.S2 Coaches are providing additional instructional resources to address targeted benchmarks.

Action Step 1

Coaches will provide reading teachers with additional instructional resources to address targeted benchmarks.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Email log and sign in sheets from grade level/data chat meetings

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

Review implementation of additional instructional resources through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B7.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B8 On the 2013 CELLA Reading component, 31% of the students were proficient. The goal for 2013 was 34%.

G1.B8.S2 Saturday Academy sessions will provide additional opportunities for instruction in reading.

Action Step 1

Saturday Academy sessions will provide an additional 90 minutes of instruction in reading.

Person or Persons Responsible

Saturday Academy Teachers

Target Dates or Schedule

Beginning February 22, 2014

Evidence of Completion

Attendance rosters and student work folders

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

Review implementation of Saturday Academy Extended Learning Modules through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Saturday classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B8.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G1.B9 On the 2013 CELLA Writing component, 29% of the students were proficient. The goal for 2013 was 34%.

G1.B9.S2 Coaches are providing additional instructional resources to address targeted benchmarks.

Action Step 1

Coaches will provide reading teachers with additional instructional resources to address targeted benchmarks.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Email log and sign in sheets from grade level/data chat meetings

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

Review implementation of additional instructional resources through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G1.B9.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G2. Our goal on the 2014 FCAT 2.0 Writing is for 66 % of students to score at 3.5 or above, an increase of four percentage points.

G2.B1 On the 2013 FCAT 2.0 Writing, 62% of the students scored at 3.5 or above. The goal for the 2013 was 88%. Students exhibited difficulty in incorporating descriptive details to support their ideas.

G2.B1.S1 During writing instruction, students' will apply author crafts to develop an increase in the inclusion of details and elaboration techniques to support ideas.

Action Step 1

Language Arts teachers will receive professional development in writing strategies that focus on elaboration and the inclusion of details to support ideas.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Evidence of elaboration strategies in Writers' Logs and student work samples.

Facilitator:

Lizette Gonzalez

Participants:

Language Arts Teachers

Action Step 2

Language Arts teachers will receive professional development in the use of Writer's Logs as an instructional tool.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing during Common Grade Level Planning

Evidence of Completion

Evidence of Writers' Logs.

Facilitator:

Reading Coach

Participants:

Language Arts Teachers

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

Review implementation of strategy through classroom walk-throughs and the review of student work folders and Writers' Logs.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Evidence of elaboration strategies in student work folders, Writers' Logs, and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G2.B1.S1

Review students' monthly assessment prompts and midyear Interim to monitor progress and adjust instructions as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The LLT will meet on a monthly basis to monitor progress/adjust instruction.

Evidence of Completion

Formative Assessments: District Baseline and Interim Writing Assessments, Monthly writing prompts Summative Assessment: 2014 FCAT 2.0

G2.B1.S2 Students will maintain a Writer's Log demonstrating instruction of skills and components of the writing process, and serving as evidence of growth in writing.

Action Step 1

Teachers will provide instruction in skills and components of the writing process and evidence will be maintained in the Writers' Log.

Person or Persons Responsible

Writing Teachers

Target Dates or Schedule

Beginning January 14, 2014

Evidence of Completion

Student work folders and visible during classroom walk-throughs

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

Review implementation of Writers' Logs and mini-lessons through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders/Writers' Logs and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S2

Review students' work folders/Writers' Logs to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly writing assignments will be reviewed and analyzed to determine if progress is being made.

G2.B1.S3 Students will conference with writing teachers to determine areas of weakness and receive individualized instruction to improve their writing.

Action Step 1

Teachers will confer with students to determine areas of weakness and provide individual instruction to improve writing.

Person or Persons Responsible

Writing Teachers

Target Dates or Schedule

Beginning January 14, 2014

Evidence of Completion

Student work folders and visible during classroom walk-throughs

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

Review implementation of teacher-student conferencing through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S3

Review students' work folders/journals to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly writing assignments will be reviewed and analyzed to determine if progress is being made.

G3. Our goal on the 2014 FCAT 2.0 Mathematics is for 63% of students to score at Level 3 or above, an increase of two percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics, 19% of the SWD students scored at Level 3 or above. Students exhibited difficulty with Reporting Category 3 Geometry and Measurement.

G3.B1.S2 Opening routine in mathematics block has been modified in all classrooms to provide spiral instruction in tested benchmarks.

Action Step 1

Teachers of mathematics have received instructional materials to support the re-teaching of targeted benchmarks as part of their daily opening routine.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Implementation of benchmark driven opening routine.

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

Review implementation of benchmark driven opening routine through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B1.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G3.B2 On the 2013 FCAT 2.0 Mathematics, 28% of the students scored at Level 3. The goal for 2013 was 34%. Students exhibited difficulty with Reporting Category 3 Geometry and Measurement.

G3.B2.S2 Opening routine in mathematics block has been modified in all classrooms to provide spiral instruction in tested benchmarks.

Action Step 1

Teachers of mathematics have received instructional materials to support the re-teaching of targeted benchmarks as part of their daily opening routine.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Implementation of benchmark driven opening routine.

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

Review implementation of benchmark driven opening routine through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B2.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G3.B3 On the 2013 FCAT 2.0 Mathematics, 30% of the students scored at Levels 4 or 5. The goal for 2013 was 25%. Students exhibited difficulty with Reporting Category 3 Geometry and Measurement.

G3.B3.S2 Opening routine in mathematics block has been modified in all classrooms to provide spiral instruction in tested benchmarks.

Action Step 1

Teachers of mathematics have received instructional materials to support the re-teaching of targeted benchmarks as part of their daily opening routine.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Implementation of benchmark driven opening routine.

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

Review implementation of benchmark driven opening routine through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B3.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G3.B4 On the 2013 FCAT 2.0 Mathematics, 57% of the students made learning gains. The goal for 2013 was 77%. Students exhibited difficulty with with Reporting Category 3 Geometry and Measurement.

G3.B4.S2 Additional time has been allocated for differentiated instruction in mathematics during social studies, also during science for third and fourth grades only.

Action Step 1

Teachers of mathematics will use time originally allocated for social studies instruction and third and fourth grade science instruction to provide additional differentiated instruction for students in mathematics.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

February 18, 2014

Evidence of Completion

Student work folders

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

Review implementation of differentiated instruction during social studies and science through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B4.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G3.B5 On the 2013 FCAT 2.0 Mathematics, 58% of the students in the Lowest 25% made learning gains. The goal for 2013 was 84%. Students exhibited difficulty with with Reporting Category 3 Geometry and Measurement.

G3.B5.S2 Additional time has been allocated for intervention in mathematics during Spanish.

Action Step 1

Teachers will use time originally allocated for Spanish instruction to provide additional differentiated instruction for students in mathematics.

Person or Persons Responsible

Mathematics and Spanish Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student notebooks

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

Review implementation of differentiated instruction during Spanish through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B5.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G3.B5.S3 Saturday Academy sessions will provide additional opportunities for instruction in mathematics.

Action Step 1

Saturday Academy sessions will provide an additional 45 minutes of instruction in mathematics.

Person or Persons Responsible

Saturday Academy Teachers

Target Dates or Schedule

Beginning February 22, 2014

Evidence of Completion

Attendance rosters and student work folders

Plan to Monitor Fidelity of Implementation of G3.B5.S3

Review implementation of Saturday Academy Curriculum through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B5.S3

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G4. Our goal on the 2014 FCAT 2.0 Science is for 31% of students to score at Level 3, an increase of four percentage points. Our goal on the 2014 FCAT 2.0 Science is for 20% of students to score at Level 4 or above, an increase of two percentage points.

G4.B1 On the 2013 FCAT 2.0 Science, 27% of the students scored at Level 3. The goal for 2013 was 35%. Students exhibited difficulty with Reporting Category 3, Physical Science.

G4.B1.S1 Teachers will conduct a one day mini-science camp at the end of each grading period to provide opportunities for hands-on activities addressing the annually assessed benchmarks within the grading period.

Action Step 1

Science teachers will receive strategies in conducting hands-on inquiry-based science labs within the classroom.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Evidence of student work folders, classroom waltkthroughs, and science lab write-ups.

Facilitator:

Kim Seitz

Participants:

Science Teachers

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

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B1.S2 The Coach will provide additional instructional resources to address targeted benchmarks.

Action Step 1

The Coach will provide science teachers with additional instructional resources to address targeted benchmarks.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student work folders

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

Review implementation of additional instructional resources through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs

Plan to Monitor Effectiveness of G4.B1.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G4.B1.S3 Saturday Academy sessions will provide additional opportunities for instruction in science.

Action Step 1

Saturday Academy sessions will provide an additional 45 minutes of instruction in science.

Person or Persons Responsible

Saturday Academy Teachers

Target Dates or Schedule

Beginning February 22, 2014

Evidence of Completion

Attendance rosters and student work folders

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Review implementation of Saturday Academy Curriculum through classroom walk-throughs and the review of student work folders.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G4.B1.S3

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G4.B2 On the 2013 FCAT 2.0 Science, 18% of the students scored at Levels 4 or above. The goal for 2013 was 12%. Students exhibited difficulty with Reporting Category 3, Physical Science.

G4.B2.S1 Teachers will promote the use of instructional technology (such as Gizmos, Florida Achieve FOCUS, Brain Pop, FCAT Explorer, Discovery, NBC Learn, etc.) to enrich student conceptual understanding of Physical Science objectives.

Action Step 1

Science teachers will receive coaching in effective strategies for teaching forms of energy.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing during common grade level planning

Evidence of Completion

Evidence of student work folders, classroom walkthroughs, and other sources of authentic student work.

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

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B2.S2 The Coach will provide additional instructional resources to address targeted benchmarks.

Action Step 1

The Coach will provide science teachers with additional instructional resources to address targeted benchmarks.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student work folders

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

Review implementation of additional instructional resources through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G4.B2.S2

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G4.B3 On the 2013 FCAT 2.0 Mathematics, 30% of the students scored at Levels 4 or 5. The goal for 2013 was 25%. On the 2013 FCAT 2.0 Reading, 27% of the students scored Levels 4 and 5. The goal for 2013 was 33%.

G4.B3.S1 Conduct annual school-wide 2013-2014 Science Fair to provide an opportunity for students in grades K-5 to develop their inquiry and investigation skills while implementing the scientific method process. Student winners are encouraged to participate in the District Science Fair, which enables them to exhibit their projects and share ideas with other students and community members.

Action Step 1

Science teachers will receive ideas and strategies to facilitate students' in designing science and engineering projects.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing during Common Grade Level Planning

Evidence of Completion

Evidence of student designed science projects displayed in our school-wide annual science fair.

Facilitator:

Science Coach

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B3.S1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B3.S2 Teachers will identify students scoring a 4 or 5 on the Reading and Mathematics portions of the FCAT 2.0 and include these students in enrichment activities such as SECME to further develop independent thinking abilities used to develop science and engineering projects.

Action Step 1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B3.S2

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B3.S3 The Coach will provide science teachers with additional instructional resources to address targeted benchmarks.

Action Step 1

The Coach will provide science teachers with additional instructional resources to address targeted benchmarks.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Beginning February 18, 2014

Evidence of Completion

Student work folders

Plan to Monitor Fidelity of Implementation of G4.B3.S3

Review implementation of additional instructional resources through classroom walk-throughs and the review of student performance on weekly mini-assessments.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily classroom walk-throughs

Evidence of Completion

Student work folders and visible during classroom walk-throughs.

Plan to Monitor Effectiveness of G4.B3.S3

Review students' weekly mini-assessment reports to monitor progress.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

The MTSS/RtI Leadership Team will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G5. In 2013, 8% of students participated in STEM-related experiences. Our goal in 2014 is to increase participation by one percentage point.

G5.B1 On the 2013 FCAT 2.0 Mathematics, 30% of the students scored at Levels 4 or 5. The goal for 2013 was 25%. On the 2013 FCAT 2.0 Reading, 27% of the students scored Levels 4 and 5. The goal for 2013 was 33%.

G5.B1.S1 Engage students in hands-on, real-world STEM applications through projects and activities that infuse mathematics and science concepts with increased rigor. Instruction in grades K-5 adheres to the depth and rigor of the Science Next Generation Sunshine State Standards as delineated in the District Pacing Guides.

Action Step 1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

The MTSS/RtI Leadership Team

Target Dates or Schedule

Strategy will be continuously implemented throughout the school year. The MTSS/RtI Leadership Team will meet on a monthly basis to monitor progress.

Evidence of Completion

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2014 FCAT 2.0

G6. Our goal for 2014 is to decrease the % of students who miss 10% or more of instructional time; receive 2 or more behavior referrals or one that leads to suspension; are retained; and are not proficient in reading by 3rd grade by 1 percentage point.

G6.B1 In 2013, 5% of students missed 10% or more of available instructional time. These students and their parents lack an understanding of the correlation between school attendance and student achievement.

G6.B1.S1 Students who have developed a pattern of absences will be identified and referred to the RtI Leadership Team for intervention services. Parents will be notified of excessive student absences and their current academic levels. As acknowledgement to students acquiring perfect attendance, their names and teachers names will be recognized monthly during the school wide morning announcements. Parent conferences will take place to explain consequences of their child's attendance problems and develop together a plan of action.

Action Step 1

Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.

Person or Persons Responsible

MTSS/RtI Team & LLT

Target Dates or Schedule

Strategies will be ongoing throughout the school year. The MTSS/RtI Team will meet on a monthly basis.

Evidence of Completion

Monthly attendance reports will be generated to monitor students' attendance.

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

Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.

Person or Persons Responsible

MTSS/RtI Team & LLT

Target Dates or Schedule

Strategies will be ongoing throughout the school year. The teams will meet on a monthly basis.

Evidence of Completion

Monthly attendance reports will be generated to monitor students' attendance.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.

Person or Persons Responsible

MTSS/RtI Team & LLT

Target Dates or Schedule

Strategies will be ongoing throughout the school year. The MTSS/RtI Team will meet on a monthly basis.

Evidence of Completion

Monthly attendance reports will be generated to monitor students' attendance.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3 In 2013, 48% of students were not proficient in reading by third grade. These students lack phonemic awareness, phonics, fluency, vocabulary, and comprehension skills to read fluently and with understanding.

G6.B3.S2 Students will be provided additional opportunities of reading instruction during six weeks of Saturday Academy sessions, using the M-DCPS Extended Learning Modules.

Action Step 1

Students will be provided additional opportunities of reading instruction during six weeks of Saturday Academy sessions, using the M-DCPS Extended Learning Modules.

Person or Persons Responsible

Reading Teachers and Reading Coach

Target Dates or Schedule

Beginning February 22, 2014

Evidence of Completion

Implementation of the M-DCPS Extended Learning Modules.

Plan to Monitor Fidelity of Implementation of G6.B3.S2

Review implementation of the the M-DCPS Extended Learning Modules during the Saturday Academy sessions.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Saturday classroom walk-throughs

Evidence of Completion

Student work folders and visible usage of modules during classroom walk-throughs

Plan to Monitor Effectiveness of G6.B3.S2

Review students' weekly work folders to monitor progress.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

The LLT will meet on a weekly basis to monitor progress.

Evidence of Completion

Data from weekly mini-assessments will be collected and analyzed to determine if progress is being made.

G6.B4 In 2013, 5% of students received two or more behavior referrals. These students need to develop alternative methods to resolve conflict and self-manage their behaviors.

G6.B4.S1 To eliminate behavior referrals, mini-lessons will be provided on Character Education, the Code of Student Conduct, and anti-bullying with a problem solving approach that promotes alternatives and peaceful behavior.

Action Step 1

Provide small and large group counseling sessions to familiarize students with a problem-solving approach, promoting alternatives and peaceful behavior.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Log of small and large group counseling sessions.

Action Step 2

Provide small and large group counseling sessions to familiarize students with a problem-solving approach, promoting alternatives and peaceful behavior.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Log of small and large group counseling sessions.

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Utilizing the FCIM, the MTSS/RtI team will monitor Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

The MTSS/RtI team will meet on a monthly basis.

Evidence of Completion

Formative Assessment: Monthly Student Case Management Reports, Monthly Suspension Reports
Summative Assessment: 2013-2014 Student Case Management Report and Suspension Report

Plan to Monitor Effectiveness of G6.B4.S1

Utilizing the FCIM, the MTSS/RtI team will monitor Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

The MTSS/RtI team will meet on a monthly basis.

Evidence of Completion

Formative Assessment: Monthly Student Case Management Reports, Monthly Suspension Reports
Summative Assessment: 2013-2014 Student Case Management Report and Suspension Report

G6.B5 In 2013, 0% (2 students) of students received one or more behavior referrals that led to suspension. These students need to develop alternative methods to resolve conflict and self-manage their behaviors.

G6.B5.S1 To eliminate behavior referrals, mini-lessons will be provided on Character Education, the Code of Student Conduct, and anti-bullying, with a problem solving approach that promotes alternatives and peaceful behavior.

Action Step 1

Utilizing the FCIM, the MTSS/RtI team will monitor Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Log of small and large group counseling

Plan to Monitor Fidelity of Implementation of G6.B5.S1

MTSS/RtI Team

Person or Persons Responsible

Utilizing the FCIM, the MTSS/RtI team will monitor Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.

Target Dates or Schedule

The MTSS/RtI team will meet on a monthly basis.

Evidence of Completion

Formative Assessment: Monthly Student Case Management Reports, Monthly Suspension Reports
Summative Assessment: 2013-2014 Student Case Management Report and Suspension Report

Plan to Monitor Effectiveness of G6.B5.S1

Utilizing the FCIM, the MTSS/RtI team will monitor Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

The MTSS/RtI team will meet on a monthly basis.

Evidence of Completion

Formative Assessment: Monthly Student Case Management Reports, Monthly Suspension Reports
Summative Assessment: 2013-2014 Student Case Management Report and Suspension Report

Coordination and Integration

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

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

Title I, Part A
Services are provided at Mae M. Walters Elementary for students requiring additional remediation and are assisted through extended learning opportunities such as after-school programs and Saturday Academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided for schools, students, and families. School based Title I funding Community Involvement Specialists (CIS), serve as bridge between the home and school, through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual MDCP-S 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. This survey, available in English, Spanish, and Haitian-Creole, will be available online and a hard copy for parents at school to complete. Curriculum Other components that are integrated into the school-wide program include an extensive Parental Involvement Program, and Supplemental Educational Services. An all out effort is made to inform parents of the survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins.
Title I, Part C- Migrant
N/A
Title I, Part D
N/A
Title II
We are a Title II District. Mae M. Walters benefits from the supplemental funds provided by the District for improving basic education in training to certify qualified mentors for the New Teacher (MINT) Program; add-on endorsement programs such as Reading, Gifted, ESOL, and Professional Development Liaisons (PDL) at each school which focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III Funds are used to supplement and enhance the programs for English Language Learner (ELL) 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
• Reading and supplementary instructional materials (K-12)
• Cultural supplementary instructional materials (K-12)
• Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools

to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
Title VI, Part B
N/A
Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community. Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart 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 twelve homeless shelters in the community. The District Homeless Students Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school counselor has also been trained on the McKinney Vento Homeless Assistance Act. Upon immediate identification and classification of a student as homeless, the school will contact the Homeless Assistance Program to ensure appropriate services are provided.
Supplemental Academic Instruction (SAI)
N/A
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. The school counselor at Mae M. Walters Elementary works with students and incorporates programs to solve problems related to drugs and alcohol, stress, suicide, isolation, self-esteem, family violence, and other crises. The Anti Bullying Campaign is implemented to raise awareness on the dynamics of bullying situations with a problem –solving approach that promotes alternative and peaceful behavior, and counteracts to change and not tolerate bullying. The Blue Ribbon mMonth (Child Abuse Prevention and Awareness Month) ACT for kids aims to prevent child abuse and sexual exploitation, targeting all 3rd grade students through stories, personal drawings, and question and answer sections.
Furthermore, Mae M. Walters participates in the Health Connect in Our Schools (HCIOS), which forms a partnership with the Children's Trust, Miami-Dade County Health Department, and local health service providers. HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS services serve to reduce or eliminate barriers to care, connect eligible students with health insurance, and provide care for students who are not eligible for other services. As part of HCiOS, coordinated social work and mental/behavioral health interventions are delivered in a timely manner and health education activities are provded by the school and by the health department. Thus, HCiOS assures all students receive health education and offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. Such services provide pertinent assistance to students and their families in areas of need.
Nutrition Programs
Mae M. Walters adheres to and implements the nutrition requirements stated in the District Wellness Policy. The school also ensures that nutrition education, as per state statue, is taught through physical education and as part of the health curriculum. In addition, 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. Through the Alliance for a Healthier Generation, Mae M. Walters Elementary has been

recognized for its efforts in developing nutritional meals and snacks by being awarded the Bronze Award. Mae M. Walters was selected to participate in the Fresh Fruit and Vegetable Program (FFVP), which exposes our students to a variety of fruits and vegetables grown by local farmers. The school also has a fruit and vegetable garden that has been planted and is harvested by students and teachers in an effort to introduce students to healthier eating habits.

Housing Programs - N/A

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Mae M. Walters involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. Parental engagement/ involvement increases through developing (with on-going parental input) our school Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Mae M. Walters will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. Results from the survey are to be used to assist with revising our Title I parental documents for the approaching school year.

The Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human servies on school grounds. The team at our school sites is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department.

AIDS: Get the Facts!, is a curriculum that is aligned with Florida Sunshine State Standards and provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12. HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statue 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel. HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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.

G2. Our goal on the 2014 FCAT 2.0 Writing is for 66 % of students to score at 3.5 or above, an increase of four percentage points.

G2.B1 On the 2013 FCAT 2.0 Writing, 62% of the students scored at 3.5 or above. The goal for the 2013 was 88%. Students exhibited difficulty in incorporating descriptive details to support their ideas.

G2.B1.S1 During writing instruction, students' will apply author crafts to develop an increase in the inclusion of details and elaboration techniques to support ideas.

PD Opportunity 1

Language Arts teachers will receive professional development in writing strategies that focus on elaboration and the inclusion of details to support ideas.

Facilitator

Lizette Gonzalez

Participants

Language Arts Teachers

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Evidence of elaboration strategies in Writers' Logs and student work samples.

PD Opportunity 2

Language Arts teachers will receive professional development in the use of Writer's Logs as an instructional tool.

Facilitator

Reading Coach

Participants

Language Arts Teachers

Target Dates or Schedule

Ongoing during Common Grade Level Planning

Evidence of Completion

Evidence of Writers' Logs.

G4. Our goal on the 2014 FCAT 2.0 Science is for 31% of students to score at Level 3, an increase of four percentage points. Our goal on the 2014 FCAT 2.0 Science is for 20% of students to score at Level 4 or above, an increase of two percentage points.

G4.B1 On the 2013 FCAT 2.0 Science, 27% of the students scored at Level 3. The goal for 2013 was 35%. Students exhibited difficulty with Reporting Category 3, Physical Science.

G4.B1.S1 Teachers will conduct a one day mini-science camp at the end of each grading period to provide opportunities for hands-on activities addressing the annually assessed benchmarks within the grading period.

PD Opportunity 1

Science teachers will receive strategies in conducting hands-on inquiry-based science labs within the classroom.

Facilitator

Kim Seitz

Participants

Science Teachers

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Evidence of student work folders, classroom waltkthroughs, and science lab write-ups.

G4.B3 On the 2013 FCAT 2.0 Mathematics, 30% of the students scored at Levels 4 or 5. The goal for 2013 was 25%. On the 2013 FCAT 2.0 Reading, 27% of the students scored Levels 4 and 5. The goal for 2013 was 33%.

G4.B3.S1 Conduct annual school-wide 2013-2014 Science Fair to provide an opportunity for students in grades K-5 to develop their inquiry and investigation skills while implementing the scientific method process. Student winners are encouraged to participate in the District Science Fair, which enables them to exhibit their projects and share ideas with other students and community members.

PD Opportunity 1

Science teachers will receive ideas and strategies to facilitate students' in designing science and engineering projects.

Facilitator

Science Coach

Participants

Science Teachers

Target Dates or Schedule

Ongoing during Common Grade Level Planning

Evidence of Completion

Evidence of student designed science projects displayed in our school-wide annual science fair.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Our goal for 2014 is to decrease the % of students who miss 10% or more of instructional time; receive 2 or more behavior referrals or one that leads to suspension; are retained; and are not proficient in reading by 3rd grade by 1 percentage point.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
PTA	$500	$500
Total	$500	$500

Budget Details

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

G6. Our goal for 2014 is to decrease the % of students who miss 10% or more of instructional time; receive 2 or more behavior referrals or one that leads to suspension; are retained; and are not proficient in reading by 3rd grade by 1 percentage point.

G6.B1 In 2013, 5% of students missed 10% or more of available instructional time. These students and their parents lack an understanding of the correlation between school attendance and student achievement.

G6.B1.S1 Students who have developed a pattern of absences will be identified and referred to the RtI Leadership Team for intervention services. Parents will be notified of excessive student absences and their current academic levels. As acknowledgement to students acquiring perfect attendance, their names and teachers names will be recognized monthly during the school wide morning announcements. Parent conferences will take place to explain consequences of their child's attendance problems and develop together a plan of action.

Action Step 1

Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.

Resource Type

Other

Resource

Attendance Incentives

Funding Source

PTA

Amount Needed

$500