



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Van E. Blanton Elementary School

10327 NW 11TH AVE

Miami, FL 33150

305-696-9241

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

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 98% |
| Alternative/ESE Center No | Charter School No | Minority Rate 100% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 B | 2012-13 B | 2011-12 A | 2010-11 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

Van E. Blanton Elementary Schl

Principal

Tangela Goa D

School Advisory Council chair

Mr. Renier Martin

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

| Name | Title |
|-----------------|---------------------|
| Tangela Goa D | Principal |
| Kevrette Wells | Assistant Principal |
| Belinda Raynor | Counselor |
| Hannah Ramontal | Instructional Coach |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, A.P.- 1, UTD steward – 1, Teachers – 6, parents – 2, educational support- 1, student – 1.

Involvement of the SAC in the development of the SIP

The EESAC is diligent in its commitment to the fidelity of the School Improvement Plan. At each meeting, the objectives are discussed and the strategies are monitored so that members are assured that the written plan is put into action for the academic and social growth of each student.

Activities of the SAC for the upcoming school year

Through test score disaggregation, the Educational Excellence School Advisory Council (EESAC) will be active in the formulation of objectives as school-wide priorities. This process assists the EESAC in identifying and allocating funds for curriculum areas and resources most needed to improve student performance. A review, analysis and evaluation of additional data such as the School's Demographic and Academic Profile also provide insight for the EESAC in the appropriation of funds. The council

schedules monthly meetings, notifies stakeholders and creates agendas, as per state and district guidelines. The council also recommends and appropriates funds for the purchase of books, overhead projectors, screens, tape players and card masters as well as incentives for students. This council also recommends various workshops and technology training for teachers and staff and allocates funds to cover the expense for educators to attend these professionally enhancing sessions. Other recommendations include: the purchase of books that support the Accelerated Reader program, reading software and awards for student recognition at the end of the year. Information regarding faculty and staff employment vacancies is discussed with the council. The council is apprised of the qualifications necessary to fill vacancies and lend their support to the efforts of the responsible party to recruit potential qualified candidates.

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

\$500.00 Training of Personnel
\$2000.00 End-of-the-Year Academic Awards

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:

Tangela Goa D

Principal

Years as Administrator: 12

Years at Current School: 7

CredentialsBusiness Education
Educational Leadership**Performance Record**

2013 – School Grade – B
 Rdg. Proficiency, 47%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 85 points
 Math Imp. of Lowest 25% - 61 points
 Rdg. AMO –No
 Math AMO–No

2012 – School Grade – A
 Rdg. Proficiency, 49%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 89 points
 Math Imp. of Lowest 25% - 79 points
 Rdg. AMO –Yes
 Math AMO–Yes

'11'10'09
 School Grade A B A
 High Standards Rdg 64 63 73
 High Standards Math 76 60 69
 LrngGains-Rdg 70 59 66
 Lrng Gains-Math 75 57 55
 Gains-Rdg-25% 74 67 67

Kevrette Wells

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Elementary Education
Educational Leadership

Performance Record

2013 – School Grade – B
Rdg. Proficiency, 47%
Math Proficiency, 59%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 85 points
Math Imp. of Lowest 25% - 61 points
Rdg. AMO –No
Math AMO–No
2012 – School Grade – A
Rdg. Proficiency, 49%
Math Proficiency, 65%
Rdg. Lrg. Gains, 77 points
Math Lrg. Gains, 81 points
Rdg. Imp. of Lowest 25% - 89 points
Math Imp. of Lowest 25% - 79 points
Rdg. AMO –Yes
Math AMO–Yes
'11'10'09
School Grade A B B
High Standards Rdg. 64 62 60
High Standards Math 76 69 67
Lrng Gains-Rdg. 70 63 61
Lrng Gains-Math 78 69 71
Gains-Rdg 25% 74 63 60
Gains-Math-25% 74 67 70
From 2008 through 2010 Kevrette Wells worked for the Office of Professional Development as a Curriculum Support Specialist

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Hannah Ramontal | | |
|-----------------------------------|--|-----------------------------------|
| Full-time / District-based | Years as Coach: 3 | Years at Current School: 3 |
| Areas | Reading/Literacy, Data, Rtl/MTSS | |
| Credentials | English (6-12) Reading (K-12) | |
| Performance Record | 2013 – School Grade – B Rdg. Proficiency, 47% Math Proficiency, 59% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 61 points Rdg. AMO –No Math AMO–No 2012 – School Grade – A Rdg. Proficiency, 49% Math Proficiency, 65% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 25% - 89 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –Yes Math AMO–Yes '11'10'09 ' School Grade A B A High Standards Rdg 64 63 73 LrngGains-Rdg 70 59 66 Gains-Rdg-25% 74 67 67 Writing 96 94 86 | |

Classroom Teachers

| | |
|---|---------|
| # of classroom teachers | 37 |
| # receiving effective rating or higher | 35, 95% |
| # Highly Qualified Teachers | 54% |
| # certified in-field | 20, 54% |
| # ESOL endorsed | 22, 59% |
| # reading endorsed | 5, 14% |

with advanced degrees

12, 32%

National Board Certified

0, 0%

first-year teachers

4, 11%

with 1-5 years of experience

7, 19%

with 6-14 years of experience

14, 38%

with 15 or more years of experience

9, 24%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 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

The Leadership Team, meticulous in its efforts, conducts the initial interview of the screening process. Applicants who meet specified criteria during this stage of the interview are referred to the principal for a subsequent interview. Additionally, the school collaborates with District and attends job fairs in order to recruit highly qualified personnel. Moreover, the school networks with colleges and universities in its efforts to recruit proficient, competent and highly qualified graduates, majoring in education.

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

Ms. Briann Ellis (1st Year Pre-K teacher)

Ms. Juanita Vickers a veteran teacher, is MINT trained. Ms. Juanita Vickers has served as Pre-K teacher for the past 10 years. Additionally, Ms. Juanita Vickers is thoroughly abreast of the

instructional curriculum and has consistently actualized gains in student performance as measured by the Kindergarten Readiness FLKRS/ECHOS Assessment.

Ms. Lanette Suarez (1st Year Kindergarten teacher)

Ms. Anna Luma a veteran teacher, is MINT trained. Ms. Anna Luma has served as Kindergarten teacher for the past 5 years. Additionally, Ms. Anna Luma is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Kindergarten SAT10 Reading and Math score.

Mr. Jerico Evans (1st Year Grade 1 teacher)

Ms. Sasha Acosts (1st Year Grade 1 teacher)

Ms. Jessica Ulloa a veteran teacher, is MINT trained. Ms. Jessica Ulloa has served as Grade 1 teacher for the past 3 years. Additionally, Ms. Jessica Ulloa is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Grade 1 SAT10 Reading and Math scores.

Ms. Eboni Griffin (First Year Grade 2 teacher)

Ms. Marie Louis a veteran teacher, is MINT trained. Ms. Marie Louis has served as Grade 2 teacher for the past 3 years. Additionally, Ms. Marie Louis is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Grade 2 SAT10 Reading and Math scores.

Ms. Nicole Jahoda (2nd Year Grade 3 teacher)

Ms. Fritzlaine Demosthenes a veteran teacher, is MINT trained. Ms. Fritzlaine Demosthenes has served as Grade 3 teacher for the past 7 years. Additionally, Ms. Fritzlaine Demosthenes is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Grade 3 FCAT2.0 scores.

Mr. Phillix Rodrigues (1st Year Grade 4 teacher)

Mr. Steven Ovares a veteran teacher, is MINT trained. Mr. Steven Ovares has served as Grade 4 teacher for the past 4 years. Additionally, Mr. Steven Ovares is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Grade 4 FCAT2.0 scores.

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

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

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

The MTSS/RtI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using

the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (within SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Team Members and their responsibilities:

Ms. Tangela D. Goa, Mr. Kevrette E. Wells (Principal/Assistant Principal): Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/Rtl skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/Rtl functions, plans and projects.

Ms. A. Luma, Ms. J. Ulloa, Mr. E. Blake, Ms. F. Demosthenes, Ms. A McNeil-Jackson, Mr. S. Felissaint, Ms. J. Simmons, Ms. F. Noel, Ms. L. McClain (Grade Level Chairpersons, ELL Instructor/Bilingual Instructors and ESE Instructor): Share data and information pertinent to the instructional curriculum that accentuates the basic skills and core area subjects; retrieve and disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.

Ms. Hannah Ramontal (Reading Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading, mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create

presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Balinda Raynor (Guidance Counselor): Prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/Rtl.

Ms. Robin Fisher (School Psychologist): Conducts assessment of students; consults with teachers, parents and MTSS/Rtl to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in collection and interpretation of data.

Ms. Lauren Clark (Speech/Language Pathologist): Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS/Rtl .

Tier 2

Mr. Kevrette E. Wells, Ms. Robin Fisher, Ms. Balinda Raynor, Ms. Hannah Ramontal, Ms. Latonia McClain and Ms. Lauren Clark, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Mr. Kevrette E. Wells, Ms. Robin Fisher, Ms. Belinda Raynor, Ms. Hannah Ramontal, Ms. Latonia McClain and Ms. Lauren Clark, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rtl implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/Rtl process informs the discussion at MTSS/Rtl leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

1. Data managed will include:

Academic

- FAIR Assessment – Reading
- Interim Assessments – Reading, Math, Science and Writing
- FCAT- Reading, Math, Science and Writing
- Student Grades

- School Site Specific Assessments Behavior
- Student Case Management System
- Suspensions/expulsions
- Student behavior referrals
- Attendance
- Referrals to Special Education Programs

2. Statistics reflecting the individual needs of each student will be thoroughly examined and will be used to guide the decision-making regarding instruction, general, compensatory, and special education, as well as for creating a well-integrated and seamless system for delivering quality education and intervention.

The Team:

- Makes fundamental changes as indicated by assessment results and intervention activities
- Commits to locating and employing the necessary resources to ensure that students make progress
- Calls for early identification of learning and behavioral needs, close collaboration among teachers, special education and resource personnel
- Ensures that systematic documentation verifies that interventions are implemented with fidelity, integrity, and the intended intensity
- Modifies instruction for struggling students to help them improve academic skills and behavior
- Adjusts terms of assessment approaches as well as models of intervention and instructional support
- Makes recommendations regarding the appropriation of school-based resources
- Offers input and suggestions regarding professional development workshops

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

Supplemental to District training, Van E. Blanton Elementary School offers training that include:

1. The purpose of the school's MTSS/Rtl
2. Evidence-based intervention approaches, progress monitoring methods, evaluation of instructional and program outcomes, and assessment procedures
3. Instructional approaches for students who are in the 2nd or 3rd tiers
4. How to administer formal and informal measures to conduct a comprehensive educational evaluation
5. How to analyze and apply assessment results to drive the instructional component

The district professional development and support will include:

1. Training for all administrators in the MTSS/Rtl problem solving, data analysis process
2. Providing support for school staff to understand basic MTSS/Rtl principles and procedures
3. Providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.

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:** 2,400

Tutorial services that address identified area(s) of need will be provided to students in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Student Center Activities, Wonder Works, Saxon, SuccessMaker), to meet the definition of scientifically research-based programs. Van E. Blanton Elementary School hosts an after-school tutoring program from February to March each year and eight sessions of Saturday Academy. The two Program is run through Title I funding. Identified FCAT level 1 and 2 students and students who require additional interventions participate in the program. The reading and mathematics tutoring occurs two days a week. In addition to these programs, staff members work with less proficient students. During school, students in Kindergarten through Second Grade are pulled for small group tutoring using Wonder Works and Saxon as interventions in order to meet their individual needs. Students in grades three through five utilize SuccessMaker as their intervention. English Language Learners (ELL) are pulled for additional academic instruction by the ESOL resource teacher. The school also enlists the support of parent/community volunteers to read with small groups of children during the school day. The students are selected to participate in these remedial and enrichment programs based on analysis of their student performance data.

Strategy Purpose(s)

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

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

During the first week of the 2013-2014 school year, the grade levels will participate in a school-wide data disaggregation activity as they review and analyze the 2013 FCAT demographic data results. Subject/grade level teams together with the leadership team will discuss and analyze the data results from bi-weekly/monthly assessments to determine student needs and instructional strategies. Grade levels meet after each FAIR assessment to make necessary changes to their instruction to meet individual student needs. During the months of August/September, October/November, and January/February grade level teams will meet to discuss data results from the district baseline and interim assessments to make necessary changes to their instruction to meet individual student needs.

Who is responsible for monitoring implementation of this strategy?

The LLT and Grade Level Chair persons are responsible for monitoring and implementing this strategy.

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

| Name | Title |
|--------------------|---------------------|
| Tangela D. Goa | Principal |
| Kevrette E. Wells | Assistant Principal |
| Ms. Balinda Raynor | Guidance Coundelor |

| Name | Title |
|-----------------|---------------------|
| Hannah Ramontal | Instructional Coach |

How the school-based LLT functions

A primary function of the school-based LLT is to establish literacy as the school's instructional focus. Identified members of the LLT coordinate and monitor the school's program implementation; coach teachers in order to strengthen instructional strategies; train staff in Reading, Writing, Mathematics and Science assessment administration and use the Teach Me Writing curriculum in conjunction with the Reading Wonders Series to build proficiency in effective writing. This Team, which meets quarterly, also develops measurable goals and benchmarks that coincide with Florida Sunshine State Standards and Common Core State Standards. Professional development is also recommended by the LLT.

Major initiatives of the LLT

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of Common Core program implementation school-wide aimed at affording each student the opportunity to make adequate progress.
- Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.
- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction based on Common Core State Standards.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Maintain an effective system for using instructional support personnel and establish a support system for improvement and comprehension of Common Core State Standards.
- Establish a process that lends focus to collaborative study of student progress, Common Core State Standards, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.

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

Van E. Blanton invites and hosts visits from neighboring childcare centers. The preschool students become participants in the learning experience, as they visit the kindergarten classes, the media center and other locations in the school. They are also guests in the cafeteria and subsequently partake of the meal provided by the school. This venture affords the students exposure to the school setting prior to their official entrance. They become familiar with the academic milieu and therefore gain increased comfort in this environment. The school also articulates and meets with the pre-school teachers and parents with the intent of ensuring a smooth transition. The open channel of communication between the school, pre-school teachers and parents ensures continuity in the process to ready the students for their entrance into kindergarten.

Assessment tools utilized by the pre-kindergarten teachers to determine student readiness rates and to posttest include: DECA (Devereux Early Childhood Assessment); OLPS-R (Oral Language Proficiency Scale-Revised); PELI (Phonological and Early Literacy Inventory); and LAP-D (Learning Accomplishment Profile-Diagnostic). The DECA assessment assists professionals in promoting

resilience in children ages 2-5. Through the program, early childhood professionals and families learn specific strategies to support young children's social and emotional well-being and how to enhance the overall quality of early childhood programs. Because it is strength-based, the DECA Program is appropriate for all children and should be used to build children's protective factors and prevent the development of challenging behaviors. The centerpiece of the DECA Program is the assessment instrument, the DECA. In best practice the DECA is completed by both teachers and parents who then work together as a team to plan changes in the classroom and the home to promote children's resilience. Four-year-old students should be pre and post tested on the B.E.L.L. Literacy Program using the Phonological and Early Literacy Inventory (P.E.L.I.). When testing a LEP (Limited English Proficient) student, teachers must take into consideration the child's ESOL level. Children with ESOL Levels I and II must be tested in their home language and in English for those skills that they may have learned in the classroom environment. Children with ESOL Levels III and IV must be tested using both languages. The test item may be introduced in English and if the child appears to have difficulty, the home language must be used in order to facilitate understanding. Correct answers in the home language must be considered acceptable.

Special Education children who are ELL must be assessed with the M-DCPS Oral Language Proficiency Scale-Revised (OLPS-R), Pre-K level or the Relative Language Dominance Checklist-Revised in order to determine an ESOL level. This assessment must have been completed prior to entering the program for the first time and again in May for children who obtained ESOL Levels I - IV. It is important that parents and families are informed on a regular basis about their child's progress in school.

P.E.L.I. is screening to predict early success in reading based on a child's ability to accurately and effectively master core literacy constructs (e.g., phonological awareness, alphabet knowledge, concept of word, and grapheme-phoneme correspondence) and to exercise these understandings in a comfortable socio-cultural context. It is a diagnostic screening tool for identifying children at risk for early reading difficulties.

The LAP-D is an assessment recommended to obtain performance levels in fine motor, gross motor, communication, general knowledge and social/self-help. It is a comprehensive developmental assessment tool for children between the ages of 30 and 72 months. Based on a task-analysis model, the LAP-D is designed to assist the user in making educational decisions with regard to instructional objectives and strategies that are developmentally appropriate. The LAP-D consists of a hierarchy of developmental skills arranged in four major developmental areas or domains, each of which contains two subscales. These include, Fine Motor: Writing and Manipulation; Cognitive: Matching and Counting; Language: Naming and Comprehension; Gross Motor: Body Movement and Object Movement.

The Parental Involvement component is a key factor in encouraging the home to assume a pro active role in order to ensure a successful transition for preschool students. The parents are invited to attend meetings wherein they are encouraged to join with the elementary school and preschool program to identify and coordinate services for a smooth and uneventful move into the elementary school system. The pre-kindergarten program is Titled I funded and it is monitored and evaluated by the Division of Early Childhood Programs. In order to ascertain the effectiveness of the pre-kindergarten program, the Florida Kindergarten Readiness Screener (FLKRS) will be administered. This evaluation will not be done until after students enter kindergarten. Given that school readiness is the major goal of the Voluntary Pre-Kindergarten (VPK) program, it is imperative that the school find out if the students are prepared to adequately function in elementary school. The Florida Kindergarten Readiness Screener will be utilized. The piece called ECHOS (Early Childhood Observation System) is described as a non-intrusive way of evaluating children's knowledge.

Teachers watch students during class to determine whether they have certain skills, such as knowing how to use a book or how to play with others. They then create lesson plans to help each child progress. This style of assessing is viewed as evaluating the "whole child" in a normal setting. Inter as well as intra grade level articulation is critical for a smooth transition from pre-kindergarten to kindergarten.

Articulation occurs between the pre-kindergarten teachers as well as between the pre-kindergarten and kindergarten teachers. Through articulation, standards, curriculum and teacher training are synergistic. As a team, teachers will meet and discuss the results of the FLKRS and devise activities that will be guided by developmentally appropriate foundations in all content areas. In addition, articulation between

the teachers will extend the opportunity to share best practices. This in return will ensure that the students are ready for kindergarten and that kindergarten is ready for the students.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Postsecondary

Transition. Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and

Para-professional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

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 | 51% | 47% | No | 56% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 50% | 49% | No | 55% |
| Hispanic | 51% | 38% | No | 56% |
| White | | | | |
| English language learners | 38% | 39% | Yes | 44% |
| Students with disabilities | | | | |
| Economically disadvantaged | 51% | 46% | No | 56% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 66 | 26% | 34% |
| Students scoring at or above Achievement Level 4 | 46 | 18% | 22% |

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) | | 85% | 87% |

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) | 70 | 53% | 58% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 32 | 24% | 32% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 23 | 17% | 25% |

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 | 37 | 51% | 56% |
| 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 | 60% | 59% | No | 64% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 60% | 58% | No | 64% |
| Hispanic | 63% | 58% | No | 66% |
| White | | | | |
| English language learners | 47% | 47% | Yes | 52% |
| Students with disabilities | | | | |
| Economically disadvantaged | 61% | 58% | No | 65% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 68 | 27% | 33% |
| Students scoring at or above Achievement Level 4 | 73 | 29% | 31% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 70% | 73% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 61% | 65% |

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 | 17 | 22% | 25% |
| Students scoring at or above Achievement Level 4 | 26 | 33% | 34% |

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) | 4 | | 8 |
| Participation in STEM-related experiences provided for students | 366 | 70% | 80% |

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 | 21 | 4% | 3% |
| Students retained, pursuant to s. 1008.25, F.S. | 39 | 7% | 6% |
| Students who are not proficient in reading by third grade | 56 | 55% | 50% |
| Students who receive two or more behavior referrals | 61 | 11% | 10% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 4 | 1% | 1% |

Area 9: Parent Involvement

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

Parental involvement targets for the school

N/A: See PIP

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------|---------------|---------------|---------------|
| N/A: See PIP | | | |

Goals Summary

- G1.** Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 9 percentage points from 47% to 56%.
- G2.** Students scoring at or above a 3.5 or above on the FCAT 2.0 Writing Assessment will increase by 5 points from 51% to 56%.
- G3.** Student subgroups scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 5 percentage points from 59% to 64%.
- G4.** Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 3 percentage points from 22% to 25%.
- G5.** The number of STEM-related experiences provided for students will increase by 10 points to 60% and participation in STEM-related experiences provide for students will increase by 10 points to 80%.
- G6.** Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/ Rtl team.

Goals Detail

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 9 percentage points from 47% to 56%.

Targets Supported

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

Resources Available to Support the Goal

- Teachers Interventionists Technology Reading Wonders/SuccessMaker FCAT 2.0 Task Cards
District Interim Assessments Bi-Weekly Assessments

Targeted Barriers to Achieving the Goal

- On the 2013 Administration of the FCAT 2.0 Reading Assessment 49% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 6 percentage points from 49 to 55 percent. This was due to a lack of attendance to tutoring.
- On the 2013 Administration of the FCAT 2.0 Reading Assessment 38% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 6 percentage points from 38 to 56 percent. This was due to a lack of attendance to tutoring.
- On the 2013 Administration of the FCAT 2.0 Reading Assessment 46% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of ED students achieving Level 3 or above will increase by 5 percentage points from 46 to 56 percent. This was due to a lack of attendance to tutoring.
- On the 2013 administration of the FCAT 2.0 Reading Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 3 or above will increase by 8 percentage points from 26 to 34 percent . Students required additional exposure in the areas of: Reading Application, Literary Analysis and Informational Text.
- On the 2013 administration of the FCAT 2.0 Reading Assessment, 18% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 4 or above will increase by 4 percentage points from 18 to 22 percent . Students enrichment activities in the areas of: Reading Application, Literary Analysis and Informational Text.
- On the 2013 administration of the FCAT 2.0 Reading Assessment, 68% of students made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students making learning gains will increase by 3 percentage points from 68 to 71 percent . Students required interventions in the areas of: Reading Application, Literary Analysis and Informational Text.
- On the 2013 administration of the FCAT 2.0 Reading Assessment, 85% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 2 percentage points from 85 to 85 percent . Students require intensive interventions in the areas of: Reading Application, Literary Analysis and Informational Text.
- Students scoring proficient in Listening/Speaking portion of the 2014 CELLA Assessment will increase by 5 percentage points from 53% to 58%. Students require additional opportunities for Listening and Speaking. Students required additional opportunities to practice listening/speaking skills.

- Students scoring proficient in Reading portion of the 2014 CELLA Assessment will increase by 8 percentage points from 24% to 32%. Students required additional opportunities to practice reading comprehension strategies.
- Students scoring proficient in Writing portion of the 2014 CELLA Assessment will increase by 8 percentage points from 17% to 25%. Students required additional opportunities to write to a given prompt

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, MDCPS Interim Assessments and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment Data 2014 FCAT 2.0 Assessment Data 2014 CELLA Data

G2. Students scoring at or above a 3.5 or above on the FCAT 2.0 Writing Assessment will increase by 5 points from 51% to 56%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers Technology Writing Notebooks Third Party Scorers (Write Score)

Targeted Barriers to Achieving the Goal

- The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: Scoring Rubric, Bi-Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and Student writing Samples and Summative Assessments: 2014 FCAT 2.0 Writing Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Writing Data and FCAT 2.0 Writing Assessment Scores MDCPS Pre-Writing and Mid-Year Writing Assessments

G3. Student subgroups scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 5 percentage points from 59% to 64%.

Targets Supported

Resources Available to Support the Goal

- Teacher Interventionist Brain Child (Achieve) SuccessMaker as a Tier II Intervention Technology (Gizmos, Brain Child) GoMath Series

Targeted Barriers to Achieving the Goal

- On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 6 percentage points from 58 to 64 percent. This was due to limited attendance to tutoring.
- On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 8 percentage points from 58 to 66 percent. This was due to limited attendance to tutoring.
- On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of ED students achieving Level 3 or above will increase by 7 percentage points from 58 to 65 percent. This was due to limited attendance to tutoring.
- On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 3 or above will increase by 6 percentage points from 27 to 33 percent . Students required additional exposure in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.
- On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 29% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 4 or above will increase by 2 percentage points from 29 to 31 percent . Students required additional enrichment opportunities in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.
- On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 70% of students made learning gains. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students making learning gains will increase by 3 percentage points from 70 to 73 percent . Students require interventions in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.
- On the 2013 administration of the FCAT 2.0 Reading Assessment, 61% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 4 percentage points from 61 to 65 percent . Students required intensive interventions in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: Bi-Weekly Assessments, Gizmos, MDCPS Interim Assessments and Summative Assessments: 2014 FCAT 2.0 Mathematics Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment Data and 2014 FCAT 2.0 Assessment Data

G4. Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 3 percentage points from 22% to 25%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Teachers Technology Scott Foresman Science Science Labs

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring level 3 and above was in Reporting Category: Physical Science. Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding.
- According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring Level 4 and above was in Reporting Category: Physical Science. Students lacked the ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: MDCPS District Interim Assessments and Summative Assessments: 2014 FCAT 2.0 Science Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Science Assessment Data MDCPS Interim Assessment

G5. The number of STEM-related experiences provided for students will increase by 10 points to 60% and participation in STEM-related experiences provide for students will increase by 10 points to 80%.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Teachers Technology

Targeted Barriers to Achieving the Goal

- The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)were limited. In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM-related Project Based experiences.
- Participation in STEM-related experiences provided for students were limited. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

STEM related activities such as Science Fair and Field Trips

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Assessment Data Science Fair Projects Field Trip Rosters

G6. Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers Guidance Counselor Technology SuccessMaker Wonder Works

Targeted Barriers to Achieving the Goal

- The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 4% to 3%. Student academic development is correlated to students attendance. In monitoring the early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and the number of students retained in the third grade.
- The Number of students retained will decrease by 1 percentage point from 7% to 6%. We understand that student academic development is correlated to students retention. In monitoring the early Warning Systems, our school will decrease the number of students retained.
- Students who are not proficient in reading by third grade on the 2014 FCAT 2.0 Assessment will decrease by 5 percentage points from 55% to 50%. Student academic development is correlated to students who are non-proficient in reading by third grade. In monitoring the early Warning Systems, our school will focus on areas of literacy concern to assist third grade students who are not proficient in reading.
- Students who receive two or more behavior referrals and students who receive one or more behavior referral that lead to suspension will decrease by 1 percentage point from 11% to 10%. We understand that student academic development is correlated to students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension. In monitoring the early Warning Systems, our school will decrease the number of students who receive two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM the LLT and MTSS/Rtl will monitor progress towards this goal through Formative Assessments: TCST logs, Connect Ed Reports, intervention logs, and Attendance rosters and Summative Assessments: 2014 FCAT 2.0 results will be used to determine the effectiveness of strategies.

Person or Persons Responsible

LLT MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

TSCT, Intervention Logs, Connect Ed Reports, Attendance Rosters and 2014 FCAT 2.0 Assessment Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 9 percentage points from 47% to 56%.

G1.B1 On the 2013 Administration of the FCAT 2.0 Reading Assessment 49% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 6 percentage points from 49 to 55 percent. This was due to a lack of attendance to tutoring.

G1.B1.S1 Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Utilize graphic organizers to teach students how to identify the main idea, cause and effect, compare and contrast and problem/solution. Provide supplemental instruction using Wonder Works and SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.

Action Step 1

Provide Opportunities for third grade students to identify and interpret elements of story structure within a text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Provide instruction for fourth grade students through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Utilize graphic organizers to teach fifth grade students how to identify the main idea, cause and effect, compare and contrast and problem/solution.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Student Work Samples

Facilitator:

Reading Coach

Participants:

Grade 3-5 Reading Teachers

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

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation notes, Student Work Samples.

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly Basal Assessments, Bi-Weekly Formative, and Student Work Samples

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Assessment Data Student Work Samples Interim Assessment Data

G1.B2 On the 2013 Administration of the FCAT 2.0 Reading Assessment 38% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Hispanic students achieving Level 3 or above will increase by percentage points from 38 to 56 percent. This was due to a lack of attendance to tutoring.

G1.B2.S1 Grade 3 students will focus on character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Students in grade 4 will use reading strategies with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Grade 5 students will use grade-level appropriate texts that include identifiable author’s purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

Provide third grade students with opportunities to focus on character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Implement reading strategies for fourth grade students with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will have the ability to make connections between the texts of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. The fifth grade students will use grade-level appropriate texts that include identifiable author’s purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Additionally students will be provided practice in making inferences and drawing conclusions within and across texts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Student Work Samples

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

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation notes, Student Work Samples.

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly Basal Assessments, Bi-Weekly Formative, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Assessment Data District Interim Assessment Data Bi-Weekly Assessment Data Students Work Samples

G1.B3 On the 2013 Administration of the FCAT 2.0 Reading Assessment 46% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of ED students achieving Level 3 or above will increase by 5 percentage points from 46 to 56 percent. This was due to a lack of attendance to tutoring.

G1.B3.S1 Provide instruction through a variety of approaches to identify and derive information from passages.

Action Step 1

Provide third grade students instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Provide fourth grade students instruction through making connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will be provided with text feature chart and text feature analysis. Rewrite the weekly basal reading series questions for fifth grade students using the updated task cards to provide practice answering questions that correlate to the NGSSS by using the question stems from the FCAT Item Specifications.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

Facilitator:

Participants:

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM the LLT will monitor for effectiveness by observing Lesson Plans, Teacher Observation, Lesson Demonstration by Reading Coach, Feedback Conferences, Assessment Data Chats

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Reading Assessment Data Data Chat Intervention Logs Teachers Observation Notes

G1.B4 On the 2013 administration of the FCAT 2.0 Reading Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 3 or above will increase by 8 percentage points from 26 to 34 percent . Students required additional exposure in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B4.S1 Teacher will implement reading strategies across content areas to target the areas of deficiency.

Action Step 1

Third grade students will focus on character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text Implement reading strategies for fourth grade students with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will have the ability to make connections between the texts of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. The fifth grade students will use grade-level appropriate texts that include identifiable author’s purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Additionally students will be provided practice in making inferences and drawing conclusions within and across texts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

Facilitator:

Reading Coach

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation Bi-Weekly Assessment Data

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: FAIR, MDCPS Interim Assessments, Bi-Weekly Assessments and Summative Assessments: 2014 FCAT 2.0 Reading Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Assessment Data MDCPS Interim Assessment Data Bi-Weekly Assessment Data FAIR Assessment Data

G1.B5 On the 2013 administration of the FCAT 2.0 Reading Assessment, 18% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 4 or above will increase by 4 percentage points from 18 to 22 percent . Students enrichment activities in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B5.S1 Provide enrichment strategies which enhances and reinforces critical thinking and higher order questioning.

Action Step 1

Provide enrichment strategies for third grade including the use poetry to practice identifying descriptive language that defines moods and provides imagery. Third grade students will be provided opportunities to note how authors use figurative language such as similes, metaphors, and personification. Additionally, students will use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information. Provide fourth grade students with enrichment learning strategies which include but are not limited to practice in using how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information. Students will also be provided enrichment opportunities to analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Provide fifth grade students with enrichment learning strategies which includes but are not limited to practice in making inferences and drawing conclusions within and across texts, practice identifying a correct summary statement, author's perspective should be recognizable in text and students will focus on what the author thinks and feels. Additionally, students will have practice in identifying causal relationships embedded in text and become familiar with text structures such as cause/effect, compare/contrast, and chronological order.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-Weekly Assessment Data Student Work Samples Teacher observation Notes Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: FAIR, MDCPS Interim Assessments, Bi-Weekly Assessments and Summative Assessments: 2014 FCAT 2.0 Reading Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Reading Assessment Data MDCPS Interim Assessment Data Bi-Weekly Assessment Data FAIR Assessment Data

G1.B6 On the 2013 administration of the FCAT 2.0 Reading Assessment, 68% of students made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students making learning gains will increase by 3 percentage points from 68 to 71 percent . Students required interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B6.S1 Provide intensive intervention utilizing SuccessMaker and Wonder Works targeting areas in Reading Application, Literary Analysis and Informational Text.

Action Step 1

Provide third grade students instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Provide fourth grade students instruction through making connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will be provided with text feature chart and text feature analysis. Rewrite the weekly basal reading series questions for fifth students using the updated task cards to provide practice answering questions that correlate to the NGSSS by using the question stems from the FCAT Item Specifications test.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

Facilitator:

Reading Coach

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM the LLT will monitor for effectiveness by observing Lesson Plans, Teacher Observation, Lesson Demonstration by Reading Coach, Feedback Conferences, Assessment Data Chats

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Intervention Logs and Teachers Observation Notes

G1.B7 On the 2013 administration of the FCAT 2.0 Reading Assessment, 85% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 2 percentage points from 85 to 85 percent . Students require intensive interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B7.S1 Provide supplemental instruction using Wonder Works/SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.

Action Step 1

Utilize graphic organizers to teach third grade students how to construct meaning and interpret text when comparing and contrasting story elements, settings, characters and problems in multiple text. Utilize graphic organizers to teach fourth grade students how to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Utilize graphic organizers to teach fifth grade students how to identify the main idea, cause and effect, compare and contrast and problem/solution.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Intervention Logs SuccessMaker Data

Facilitator:

Reading Coach

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Intervention Rosters and Students Work Samples

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, Student Work Samples, Data Chats, and monitoring Wonder Works and SuccessMaker data

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment Results MDCPS Interim Assessment Data Bi-Weekly Assessment Data, Wonder Works SuccessMaker Intervention Data Wonder Works Intervention Data

G1.B8 Students scoring proficient in Listening/Speaking portion of the 2014 CELLA Assessment will increase by 5 percentage points from 53% to 58%. Students require additional opportunities for Listening and Speaking. Students required additional opportunities to practice listening/speaking skills.

G1.B8.S1 Provide students opportunities to read grade level text and retell what they have read, by organizing information and providing a summary.

Action Step 1

Provide opportunities for students to use grade level text and retell what they have read, by organizing information and providing a summary. Additionally, students will be afforded opportunities to will use brief passages from grade level appropriate text and paraphrase what they have read, accounting for the vocabulary words and concepts that are important in the text.

Person or Persons Responsible

ELL Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observation

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

Utilizing the FCIM the LLT and MTSS/RtI will monitor this strategy for fidelity of implementation through Student Work Folders and Teacher Made Assessments.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Made Assessments Data

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly basal Assessments, Bi-Weekly Formative Assessments, and Student Work Sample

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA Assessment Data

G1.B9 Students scoring proficient in Reading portion if the 2014 CELLA Assessment will increase by 8 percentage points from 24% to 32%. Students required additional opportunities to practice reading comprehension strategies.

G1.B9.S1 The students will use the Reciprocal Teaching steps (predicting, questioning, clarifying and summarizing) to comprehend grade level text.

Action Step 1

ELL teachers will utilize Task cards as visual aids that assist in demonstrating to students the specific skill being targeted.

Person or Persons Responsible

ELL Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observation

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and constant communication during monthly data chats to debrief Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment.

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Student Work Folders, Bi-Weekly Formative, Reading Benchmark Assessment and Teacher Made Assessments.

Person or Persons Responsible

LLT\ MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA Assessment Data Bi-Weekly Assessment Data Student Work Folders

G1.B10 Students scoring proficient in Writing portion of the 2014 CELLA Assessment will increase by 8 percentage points from 17% to 25%. Students required additional opportunities to write to a given prompt

G1.B10.S1 Students will have the opportunity to write in the following steps: planning, drafting, revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.

Action Step 1

Provide ELL students Writing journals for planning, drafting, revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Samples

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

Utilizing the FCIM the LLT and MTSS/Rtl will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Bi-Monthly Writing prompts.

Person or Persons Responsible

LLT MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes and Data chat Protocol Reports

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing the FCIM the LLT and MTSS/Rtl will monitor for effectiveness through Student Writing Journals and teacher made assessments.

Person or Persons Responsible

LLT MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA Assessment Data Student Writing Journals Teacher observations.

G2. Students scoring at or above a 3.5 or above on the FCAT 2.0 Writing Assessment will increase by 5 points from 51% to 56%.

G2.B1 The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G2.B1.S1 Instruct the five stages of Writing: pre-writing, drafting, revising, editing and publishing to facilitate interactive writing and develop writing fluency.

Action Step 1

Provide grade four students opportunities to practice using grammar conventions, transitional words and writing vocabulary that is related to narrative and expository prompt writing. Additionally opportunities will be provided for students to produce writing in which development and organization is appropriate for task and purpose, students will share published writing by speaking and using clearly complete sentence and students will be afforded opportunities to use transitional words and phrases which move characters and story through time. These tasks will be accomplished by utilizing exemplar sets to model effective elaboration and organization techniques in narrative and expository writing.

Person or Persons Responsible

Grade 4 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Samples and Teacher Observation

Facilitator:

Reading Coach

Participants:

Grade 4 Teachers

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

Utilizing the FCIM the LLT will monitor this strategy for fidelity of implementation through constant communication and observations. Moreover, students writing samples will be scored by a third party company to eliminate bias and instruction will be data driven to provide differentiated instruction according to the needs of students.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes, Write Score Data and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM the LLT will monitor this strategy for effectiveness through student work samples, revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Additionally, students will be provided opportunities to use technology, and graphics to produce a publish piece based on purpose and audience. Students will in turn share published writing by speaking and using clearly complete sentence and teachers will assist students with creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with expression to assist in the narrative and expository writing.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Samples Teacher Observation 2014 FCAT 2.0 Writing Assessment MDCPS Pre-Writing and Mid-Year Writing Assessments

G3. Student subgroups scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 5 percentage points from 59% to 64%.

G3.B1 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 6 percentage points from 58 to 64 percent. This was due to limited attendance to tutoring.

G3.B1.S1 Increase the use of Mathematics journals in order to expose students to complex real-world problems, assist them in developing a problem solving strategy, and increase student vocabulary.

Action Step 1

Provide opportunities for third grade students to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model and identify an equivalent fraction for one-half and one-fourth using a model Provide opportunities for fourth grade students to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape and identify acute, obtuse, right, or straight angles Provide opportunities for fifth grade students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

Facilitator:

Math Facilitator

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress on bi-weekly assessments and students work samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-Weekly Assessment data Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly Mathematics Assessments, Bi-Weekly Formative Assessments, and Student Work Sample.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Student Work Samples Formative Assessment Data

G3.B2 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 8 percentage points from 58 to 66 percent. This was due to limited attendance to tutoring.

G3.B2.S1 Teachers will plan for and provide opportunities for hands on experience using appropriate manipulative during instruction to develop a deeper understanding and fluency.

Action Step 1

Provide opportunities for third grade students to: identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies and identify an equivalent fraction, excluding fractions greater than one, using a model. Provide opportunities for fourth grade students to: compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms and relate halves, fourths, tenths, and hundredths to percents, and vice versa. Provide opportunities for fifth grade students to: determine the volume of prisms and determine the surface area of prisms given a graphic or net, solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane and perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observations Classroom Walk Throughs

Facilitator:

Math Facilitator

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Classroom Assessments, Bi-Weekly Formative Math Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Data Chat Protocol Reports Bi Weekly Assessment Data

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly Classroom Assessments, Bi-Weekly Formative Assessments, and Student Work Sample.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment Bi-Weekly Formative Student Work Samples

G3.B3 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of ED students achieving Level 3 or above will increase by 7 percentage points from 58 to 65 percent. This was due to limited attendance to tutoring.

G3.B3.S1 Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Action Step 1

Provide support to to third grade students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Provide contexts for mathematical exploration and the development of fourth grade student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Provide fifth grade students with grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Classroom Assessments, Bi-Weekly Formative Mathematics Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Data Chat Protocol Reports Formative Assessment Data

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly Assessments, Bi-Weekly Formative Assessments, and Student Work Sample

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment Data Bi-Weekly Formative Assessment Data Student Work Samples

G3.B4 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 3 or above will increase by 6 percentage points from 27 to 33 percent . Students required additional exposure in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

G3.B4.S1 Provide grade students time for mathematical exploration and development of Number Fractions through use of concrete and virtual manipulative during whole group instruction through the utilization of the Gizmos program. Provide grade 4 students opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms relate halves, fourths, tenths, and hundredths to percent, and vice versa. Increase the opportunities for grade 5 students to use of the FL Go Math “Grab and Go” manipulative kit during whole group and differentiated instruction in order to increase conceptual knowledge of two-dimensional and three-dimensional shapes.

Action Step 1

Provided opportunities for third grade students to identify fractions, including fractions greater than one, using area, set, and linear models, or vice versa. Additionally students will have opportunities to compare and order fractions, including fractions greater than one, using models or strategies identify an equivalent fraction, excluding fractions greater than one and using a model. Provide opportunities for fourth grade students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms relate halves, fourths, tenths, and hundredths to percent, and vice versa. Opportunities will be provided for fifth grade students to determine the volume of prisms and determine the surface area of prisms given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements, of locations, of ordered pairs in the first quadrant of a coordinate plane. Students will also have opportunities to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

Facilitator:

Math Facilitator

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through constant communication during data chats and teacher observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Protocol Reports Teacher Observation Notes

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM the LLT will monitor for effectiveness through biweekly formative assessments. Assessment data will be used to determine the overall effectiveness of the strategy and to provide time for adjustments and feedback to teachers. Student work folders and journals will be reviewed to determine if manipulative were utilized. Gizmos reports will be used to monitor usage and overall success of the program's implementation. Edusoft reports will be reviewed during grade level meetings to ensure progress, implementation, and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Math Assessment Data Bi-Weekly Assessment Data Student Work Samples Gizmos Data Grade Level Meeting Minutes

G3.B5 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 29% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 4 or above will increase by 2 percentage points from 29 to 31 percent . Students required additional enrichment opportunities in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

G3.B5.S1 Provide grade 3 students with increased time for conceptual development and understanding through use of the Brainchild Achiever Online Intervention program and hand-held study devices. Students in grade will utilize Brainchild Achiever Online Intervention program and hand-held study devices provide enrichment opportunities for students to relate equivalent fractions and decimals with and without models. In order to address the deficiency of grade 5 students in dimensional shapes, volume, and surface, students will utilize the Gizmos software during differentiated instruction.

Action Step 1

Provide enrichment opportunities for third students to represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models. Provide increased opportunities for fourth grade to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations, rename fractions as mixed numbers, or vice versa. Provide enrichment opportunities for fifth grade students to use different strategies to solve problems involving the volume and surface area of prisms, solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Moreover, students will have the opportunity to perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

Facilitator:

Math Facilitator

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Math Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Protocol Reports and Teacher Observation Notes

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM the LLT will monitor for effectiveness through student assessment reports. Additionally, Gizmos reports will be used to monitor usage and overall success of the program's implementation. Individual student reports will be examined to determine if adjustments are needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Math Assessment Data Student Gizmo reports

G3.B6 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 70% of students made learning gains. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students making learning gains will increase by 3 percentage points from 70 to 73 percent . Students require interventions in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

G3.B6.S1 Provide grade 3 and 4 students with flexible pull-out remediation and differentiated instruction that utilizes the Go Math series Reteach Lessons to those students not demonstrating mastery on weekly tests. Teachers will utilize the “Bulldog Brain Buster” question of the day from the Florida Continuous Improvement Model in order to increase the frequency in which students are engaged in activities that enable them to think critically and to be exposed to mathematically complex questions.

Action Step 1

Grade 3 Provide remediation opportunities for students to identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model and identify an equivalent fraction for one-half and one-fourth using a model. Grade 4 Provide intervention opportunities for students to compare and order commonly used fractions, identify an equivalent fraction when the given fraction is in simplest form, relate halves and fourths to percent's and percent's to halves or fourths. Grade 5 Provide remediation opportunities for students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane. Students will also have opportunities to perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Utilizing the FCIM the LLT and MTSS/Rtl will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Mathematics Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes, Data Chat Protocol Reports and Student Work Samples.

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM the LLT will monitor for effectiveness through conducting grade level discussions to desegregate and analyze the Biweekly Assessment data to attain teacher feedback. Review student work samples and data-chat protocol forms in their MTSS/Rtl folders every nine weeks. Student work folders and journals will be reviewed to determine if the student is consistently developing problem solving strategies for the problem of the day and to determine student progress and understanding.

Person or Persons Responsible

LLT MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment Data

G3.B7 On the 2013 administration of the FCAT 2.0 Reading Assessment, 61% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 4 percentage points from 61 to 65 percent . Students required intensive interventions in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

G3.B7.S1 Increase the frequency in which students are engaged in activities that use the Mega Math Online Intervention program as a means to create additional models, explore arduous math concepts, provide extra practice, and to progress monitor student performance.

Action Step 1

Support third grade students mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Increase opportunities for fourth grade students to compare and order commonly used fractions, identify an equivalent fraction when the given fraction is in simplest form and relate halves and fourths to percents and percents to halves or fourths. Provide opportunities for fifth grade students to determine the volume of prisms identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student

Facilitator:

Math Facilitator

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT and MTSS/Rtl will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress on bi-weekly assessments and students work samples.

Person or Persons Responsible

LLT MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Protocol Reports and Teacher Observation Notes

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the FCIM the LLT and MTSS/Rtl will monitor for effectiveness by reviewing Mega Math Intervention reports and conducting grade level discussions that desegregate and analyze the Biweekly Assessment data to attain teacher feedback. Additionally, Voyager Math data will be used to monitor student progress and adjust instruction.

Person or Persons Responsible

LLT MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Math Assessment Data Mega Math Intervention Data VMath Intervention Data Bi-Weekly Assessment data.

G4. Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 3 percentage points from 22% to 25%.

G4.B1 According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring level 3 and above was in Reporting Category: Physical Science. Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding.

G4.B1.S1 Provide students the opportunity to work cooperatively in a small group setting to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Action Step 1

Provide opportunities for fifth grade student to engage in Inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

Facilitator:

Science Facilitator

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observations and data chats will be conducted after every District Interim Assessment in order to desegregate data and develop differentiated lab activities to address the different needs through remediation and enrichment activities.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Protocol Reports and Teacher Observation Notes

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the FCIM the LLT will monitor for effectiveness by reviewing of student work and journals and biweekly benchmark assessments will be analyzed in order to monitor progress and adjust instruction.

Person or Persons Responsible

LLT Science Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Biweekly Assessment Data Student Work Samples FCAT 2.0 Science Assessment Data MDCPS Interim Assessment Data

G4.B2 According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring Level 4 and above was in Reporting Category: Physical Science. Students lacked the ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Provide enrichment activities with real world opportunities for students to conduct experiments and apply the various steps of the scientific process.

Action Step 1

Provide fifth grade students opportunities for more visual and kinesthetic representations of scientific terminology, scientific investigations, and science concepts through the utilization of the Discovery Education online simulations and videos during whole group instruction.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observation

Facilitator:

Science Facilitator

Participants:

Classroom Teachers

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through constant communication during monthly data chats and teacher observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Data Chat Protocols Bi-Weekly Assessment Data

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM the LLT will monitor for effectiveness by reviewing student work and Science Journals. Biweekly benchmark assessments will be analyzed in order to monitor progress and adjust instruction. Data conferences will be conducted after every District Interim Assessment in order to desegregate data and develop differentiated lab activities to address the different needs through remediation and enrichment activities.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Science Assessment Data MDCPS Interim Assessment Data Bi-Weekly Assessment Data

G5. The number of STEM-related experiences provided for students will increase by 10 points to 60% and participation in STEM-related experiences provide for students will increase by 10 points to 80%.

G5.B1 The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)were limited. In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM-related Project Based experiences.

G5.B1.S1 Provide opportunities for students to experience the scientific method by participating in the school's Science Fair and Field Trips related to STEM.

Action Step 1

There is limited evidence of completed student projects in STEM (Science Fair, field trips, etc.) We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Science Fair, etc.) Provide opportunities for students to experience the scientific method by participating in experiments in the weekly science lab. Provide professional development to science teachers on the Scientific Method.

Person or Persons Responsible

Science Facilitator

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student Science Projects and Professional Development Agendas

Facilitator:

Science Facilitator

Participants:

Classroom Teachers related to STEM

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

Administrators will monitor STEM teachers and will look for increased participation in school site STEM competitions that serve as a process for the district competitions.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Science Fair Field Trip Rosters

Plan to Monitor Effectiveness of G5.B1.S1

Administrators will monitor over Science Facilitator and STEM teachers and will look for increased participation in school site STEM competitions that serve as a process for the district competitions

Person or Persons Responsible

LLT

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Teacher Observation Student Science Fair Projects 2014 FCAT 2.0 Assessment Data

G5.B2 Participation in STEM-related experiences provided for students were limited. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G5.B2.S1 Enroll students in programs that prepare students to participate in STEM courses in the future.

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Science Fair, etc.)

Person or Persons Responsible

STEM Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Science Fair Projects Teacher Observation

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Utilizing the FCIM the LLT will provide opportunities for students to experience the scientific method by participating in experiments in the science lab.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Science Fair Projects

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

G6.B1 The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 4% to 3%. Student academic development is correlated to students attendance. In monitoring the early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and the number of students retained in the third grade.

G6.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Action Step 1

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Provide parents with information to assist them in improving student attendance. Provide health information through Health Connect in our school. A reward system will be established to recognize students for perfect attendance. Interventions will be established to retained third grade students to address students' areas of need. Professional development for parents on improving student attendance.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Reports

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

Utilizing the FCIM Administrators and MTSS/Rtl team will monitor this strategy for fidelity of implementation through weekly updates by the TCST and students intervention logs.

Person or Persons Responsible

Administration MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

TCST and Intervention Logs

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for effectiveness through weekly updates by the TCST and intervention logs.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Attendance Reports and Intervention Logs

G6.B2 The Number of students retained will decrease by 1 percentage point from 7% to 6%. We understand that student academic development is correlated to students retention. In monitoring the early Warning Systems, our school will decrease the number of students retained.

G6.B2.S1 Intensive Interventions will be established for retained students to address each students' weakest areas.

Action Step 1

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Provide parents with information to assist them in improving student attendance. Provide health information through Health Connect in our school. A reward system will be established to recognize students for perfect attendance. Interventions will be established to retained third grade students to address students' areas of need. Professional development for parents on improving student attendance.

Person or Persons Responsible

Teachers and Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Intervention Samples

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Following the FCIM model the LLT and MTSS/RtI will review Intervention logs to ensure fidelity to the frequency of instruction.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Logs and Teacher Observation

Plan to Monitor Effectiveness of G6.B2.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for effectiveness through weekly updates by the TCST and intervention logs.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Logs, Student Intervention Work Samples and Teacher Observation

G6.B3 Students who are not proficient in reading by third grade on the 2014 FCAT 2.0 Assessment will decrease by 5 percentage points from 55% to 50%. Student academic development is correlated to students who are non-proficient in reading by third grade. In monitoring the early Warning Systems, our school will focus on areas of literacy concern to assist third grade students who are not proficient in reading.

G6.B3.S1 Students who are deemed as developing a pattern of non-mastery on reading benchmarks will be referred to the MTSS/RtI team.

Action Step 1

Provide parents with information and strategies to assist them in improving students' progress. A reward system will be established to recognize students who show progress in district assessments. Interventions (Wonder Works) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Person or Persons Responsible

Classroom Teachers and MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Intervention Data and District Interim Assessment Data

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B3.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for fidelity of implementation through Wonder Works intervention logs biweekly to ensure the fidelity of the interventions and progress of students.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment Data Wonder Works Intervention Logs

G6.B4 Students who receive two or more behavior referrals and students who receive one or more behavior referral that lead to suspension will decrease by 1 percentage point from 11% to 10%. We understand that student academic development is correlated to students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension. In monitoring the early Warning Systems, our school will decrease the number of students who receive two or more behavior referrals.

G6.B4.S1 Students who are deemed as developing a pattern of receiving two or more behavior referrals will be referred to the MTSS/Rtl team.

Action Step 1

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through the Positive Behavior Plan Peer Mediation teams will be developed as a means of assisting with conflict resolution

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

MTSS/Rtl Data Reports

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

Utilizing the FCIM the LLT and MTSS/Rtl will monitor for fidelity of implementation by meeting monthly to monitor the progress of the students' behavior.

Person or Persons Responsible

LLT and MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

MTSS/Rtl and LLT Meeting Agenda/Minutes

Plan to Monitor Effectiveness of G6.B4.S1

Utilizing the FCIM the LLT will monitor for effectiveness through monthly meeting with the MTSS/Rtl team to discuss the strategies implemented.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment Data MTSS/Rtl and Administration Meeting Agenda/Minutes

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

Van E. Blanton Elementary School has a conglomerate of programs that coordinate with other local, state and federal funds and initiatives aimed at improving student performance. The District has purchased and made available to students and teachers Internet-based programs such as Riverdeep, FCAT Explorer, Ticket-to-Read, Success Maker, Reading Plus, Accelerated Reader and DIAL-A-TEACHER ON-LINE. This technology-based learning provides a collection of high-value educational software solutions that enhance student achievement in Reading, Language Arts, Mathematics, Social Studies and Science. Daily, students in all grade levels engage these learning tools. The media center - as well as the classrooms are equipped with top-of-the-line computers that are readily accessible to students. Additionally, students are provided with Writing and Mathematics journals for opportunities to write about and solve real world problems. The DIAL-A-TEACHER ON-LINE is a service provided by Miami-Dade County Public Schools in cooperation with the United Teachers of Dade and WLRN-TV. DIAL-A-TEACHER ON-LINE offers homework help in most subject areas in grades K - 12. Van E. Blanton Elementary students and parents are encouraged to take advantage of this free cyber-help with homework. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. As it relates to district, Title II and Title III funds are appropriated to ensure staff development opportunities are provided. 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; assists 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.

Title I, Part C- Migrant

A thorough review of available data disclosed that of the students currently enrolled at Van E. Blanton Elementary, no student has been recognized as having an official migrant status. However, should this be reversed, the school will apply District's protocol for addressing the needs of migrant students. This will include notifying the appropriate district staff of the enrollment at this site of such students.

Title I, Part D

N/A

Title II

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

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

Title III

Revenues from the Title III pecuniary source are allocated to supplement and enhance programs for English Language Learners (ELL) students. These programs include: extended day tutorial programs, parent outreach activities, professional development with a focus on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, reading and supplementary instructional material, hardware and software for the development of language and literacy skills in reading, mathematics and science.

Services are provided through District for education materials and ELL District support services to improve

the education of immigrant and English Language Learners.

Title VI, Part B - NA

Title X- Homeless

Currently, school records reflect that there are no students officially enrolled at Van E. Blanton Elementary School classified as homeless. Being familiar with the McKinney Vento Homeless Assistance Act, the school understands procedures to observe should this status become altered. The school is knowledgeable of existing policies that eliminate barriers to enrollment, and ensure retention and success in school for homeless students. The school obligates itself to educate personnel regarding the McKinney Act. Critical to understanding the plight of homeless students, staff is aware that homeless does not only mean someone who literally lives on the street. Its meaning spans to include: an individual who has a primary nighttime residence that is: a supervised publicly or privately operated shelter designed to provide temporary living accommodations; an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. District sponsors the Homeless Assistance Program and the Project Upstart Program – both aimed at providing essential assistance to homeless children and their families.

Supplemental Academic Instruction (SAI)

Van E. Blanton Elementary School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. The school utilizes funding from this source to provide summer school for retained third grade students. Additionally, SES (Supplemental Education Service) Providers augment the instructional time for students by extending the regular school day.

Violence Prevention Programs

Van E. Blanton Elementary School's Violence Prevention Program parallels with its Drug and Violence Prevention initiative. This effort enables Van E. Blanton Elementary to establish a school-wide foundation, which entails supporting positive discipline, academic success, and mental and emotional wellness through a supportive and nurturing school environment, as well as teaching students appropriate behaviors and problem solving skills. Should the school identify at-risk students, it implements services or intervention that addresses their individual needs.

Nutrition Programs

The Food Service Department at Van E. Blanton Elementary School prepares and serves meals that are balanced and nutritiously fortified. The school fully understands the benefits attached to healthy eating. The correlation between nutritious eating and academic achievement has received massive attention. Given the contention that the physical well-being of students is intrinsically interwoven in eating habits, the school incorporates Health and Nutrition lessons into the Physical Education curriculum. The instructional contents convey to students that nutrients give energy and keep the heart beating, the brain active, and the muscles working. This translates into having a body physically able and ready to successfully undertake the challenge of learning. 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.

Housing Programs - N/A

Head Start

Van E. Blanton Elementary School is host site for two VPK/Head Start classes. The VPK program has as its premier purpose - a responsibility to prepare, equip and build a solid foundation for the educational success of every four-year-old student. Similarly, four-year-old children attending Head Start at venues other than the public schools are enabled with classroom strategies that maximize the probability of their academic success upon their official entrance into the school environment.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Van E. Blanton Elementary School embraces parents as Partners in Education inasmuch as the Family Resource Center serves as an onsite facility that exists exclusively to accommodate parents and families.

To get parents acclimated with the education process, the school informs parents of structured programs available to their children and seeks their input and feedback. Additionally, at designated times, the school extends an opportunity for parents to visit classrooms, meet teachers and become familiar with the instructional curriculum, as well as the functions and activities of the school. The Community Involvement Specialist (CIS) sponsors adult workshops to educate parents on the benefits of eating nutritiously, home buying tips, and food handling. A series of FCAT workshops are offered to equip parents with the skills, materials and resources necessary to assist in the academic preparation of their children. Given that parents are viewed as vital stakeholders of the school, many attend and are members of the Educational Excellence School Advisory Council (EESAC), which is the decision-making entity for this site.

School Improvement Grant Fund/School Improvement Grant Initiative Funding received by the school under the School Improvement Grant Fund/School Improvement Grant Initiative is applied toward enhancing the academic performance of students identified in lowest performing subgroups. Strategies and activities engaged to counter areas of deficiencies include: building comprehension skills, collection and analysis of data, consistency and continuity of the instructional component and curriculum. Moreover, funding from this initiative allows for specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 9 percentage points from 47% to 56%.

G1.B1 On the 2013 Administration of the FCAT 2.0 Reading Assessment 49% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 6 percentage points from 49 to 55 percent. This was due to a lack of attendance to tutoring.

G1.B1.S1 Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Utilize graphic organizers to teach students how to identify the main idea, cause and effect, compare and contrast and problem/solution. Provide supplemental instruction using Wonder Works and SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.

PD Opportunity 1

Provide Opportunities for third grade students to identify and interpret elements of story structure within a text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Provide instruction for fourth grade students through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Utilize graphic organizers to teach fifth grade students how to identify the main idea, cause and effect, compare and contrast and problem/solution.

Facilitator

Reading Coach

Participants

Grade 3-5 Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Student Work Samples

G1.B3 On the 2013 Administration of the FCAT 2.0 Reading Assessment 46% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of ED students achieving Level 3 or above will increase by 5 percentage points from 46 to 56 percent. This was due to a lack of attendance to tutoring.

G1.B3.S1 Provide instruction through a variety of approaches to identify and derive information from passages.

PD Opportunity 1

Provide third grade students instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Provide fourth grade students instruction through making connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will be provided with text feature chart and text feature analysis. Rewrite the weekly basal reading series questions for fifth grade students using the updated task cards to provide practice answering questions that correlate to the NGSSS by using the question stems from the FCAT Item Specifications.

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

G1.B4 On the 2013 administration of the FCAT 2.0 Reading Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 3 or above will increase by 8 percentage points from 26 to 34 percent . Students required additional exposure in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B4.S1 Teacher will implement reading strategies across content areas to target the areas of deficiency.

PD Opportunity 1

Third grade students will focus on character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text Implement reading strategies for fourth grade students with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will have the ability to make connections between the texts of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. The fifth grade students will use grade-level appropriate texts that include identifiable author’s purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Additionally students will be provided practice in making inferences and drawing conclusions within and across texts.

Facilitator

Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

G1.B6 On the 2013 administration of the FCAT 2.0 Reading Assessment, 68% of students made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students making learning gains will increase by 3 percentage points from 68 to 71 percent . Students required interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B6.S1 Provide intensive intervention utilizing SuccessMaker and Wonder Works targeting areas in Reading Application, Literary Analysis and Informational Text.

PD Opportunity 1

Provide third grade students instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Provide fourth grade students instruction through making connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will be provided with text feature chart and text feature analysis. Rewrite the weekly basal reading series questions for fifth students using the updated task cards to provide practice answering questions that correlate to the NGSSS by using the question stems from the FCAT Item Specifications test.

Facilitator

Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

G1.B7 On the 2013 administration of the FCAT 2.0 Reading Assessment, 85% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 2 percentage points from 85 to 85 percent . Students require intensive interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B7.S1 Provide supplemental instruction using Wonder Works/SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.

PD Opportunity 1

Utilize graphic organizers to teach third grade students how to construct meaning and interpret text when comparing and contrasting story elements, settings, characters and problems in multiple text. Utilize graphic organizers to teach fourth grade students how to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Utilize graphic organizers to teach fifth grade students how to identify the main idea, cause and effect, compare and contrast and problem/solution.

Facilitator

Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Intervention Logs SuccessMaker Data

G2. Students scoring at or above a 3.5 or above on the FCAT 2.0 Writing Assessment will increase by 5 points from 51% to 56%.

G2.B1 The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G2.B1.S1 Instruct the five stages of Writing: pre-writing, drafting, revising, editing and publishing to facilitate interactive writing and develop writing fluency.

PD Opportunity 1

Provide grade four students opportunities to practice using grammar conventions, transitional words and writing vocabulary that is related to narrative and expository prompt writing. Additionally opportunities will be provided for students to produce writing in which development and organization is appropriate for task and purpose, students will share published writing by speaking and using clearly complete sentence and students will be afforded opportunities to use transitional words and phrases which move characters and story through time. These tasks will be accomplished by utilizing exemplar sets to model effective elaboration and organization techniques in narrative and expository writing.

Facilitator

Reading Coach

Participants

Grade 4 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Samples and Teacher Observation

G3. Student subgroups scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 5 percentage points from 59% to 64%.

G3.B1 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 6 percentage points from 58 to 64 percent. This was due to limited attendance to tutoring.

G3.B1.S1 Increase the use of Mathematics journals in order to expose students to complex real-world problems, assist them in developing a problem solving strategy, and increase student vocabulary.

PD Opportunity 1

Provide opportunities for third grade students to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model and identify an equivalent fraction for one-half and one-fourth using a model Provide opportunities for fourth grade students to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape and identify acute, obtuse, right, or straight angles Provide opportunities for fifth grade students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours

Facilitator

Math Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

G3.B2 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 8 percentage points from 58 to 66 percent. This was due to limited attendance to tutoring.

G3.B2.S1 Teachers will plan for and provide opportunities for hands on experience using appropriate manipulative during instruction to develop a deeper understanding and fluency.

PD Opportunity 1

Provide opportunities for third grade students to: identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies and identify an equivalent fraction, excluding fractions greater than one, using a model. Provide opportunities for fourth grade students to: compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms and relate halves, fourths, tenths, and hundredths to percents, and vice versa. Provide opportunities for fifth grade students to: determine the volume of prisms and determine the surface area of prisms given a graphic or net, solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane and perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Facilitator

Math Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observations Classroom Walk Throughs

G3.B4 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 3 or above will increase by 6 percentage points from 27 to 33 percent . Students required additional exposure in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

G3.B4.S1 Provide grade students time for mathematical exploration and development of Number Fractions through use of concrete and virtual manipulative during whole group instruction through the utilization of the Gizmos program. Provide grade 4 students opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms relate halves, fourths, tenths, and hundredths to percent, and vice versa. Increase the opportunities for grade 5 students to use of the FL Go Math “Grab and Go” manipulative kit during whole group and differentiated instruction in order to increase conceptual knowledge of two-dimensional and three-dimensional shapes.

PD Opportunity 1

Provided opportunities for third grade students to identify fractions, including fractions greater than one, using area, set, and linear models, or vice versa. Additionally students will have opportunities to compare and order fractions, including fractions greater than one, using models or strategies identify an equivalent fraction, excluding fractions greater than one and using a model. Provide opportunities for fourth grade students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms relate halves, fourths, tenths, and hundredths to percent, and vice versa. Opportunities will be provided for fifth grade students to determine the volume of prisms and determine the surface area of prisms given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements, of locations, of ordered pairs in the first quadrant of a coordinate plane. Students will also have opportunities to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Facilitator

Math Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

G3.B5 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 29% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 4 or above will increase by 2 percentage points from 29 to 31 percent . Students required additional enrichment opportunities in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

G3.B5.S1 Provide grade 3 students with increased time for conceptual development and understanding through use of the Brainchild Achiever Online Intervention program and hand-held study devices. Students in grade will utilize Brainchild Achiever Online Intervention program and hand-held study devices provide enrichment opportunities for students to relate equivalent fractions and decimals with and without models. In order to address the deficiency of grade 5 students in dimensional shapes, volume, and surface, students will utilize the Gizmos software during differentiated instruction.

PD Opportunity 1

Provide enrichment opportunities for third students to represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models. Provide increased opportunities for fourth grade to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations, rename fractions as mixed numbers, or vice versa. Provide enrichment opportunities for fifth grade students to use different strategies to solve problems involving the volume and surface area of prisms, solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Moreover, students will have the opportunity to perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Facilitator

Math Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples Teacher Observation

G3.B7 On the 2013 administration of the FCAT 2.0 Reading Assessment, 61% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 4 percentage points from 61 to 65 percent . Students required intensive interventions in the areas of: Number: Fractions, Number: Base Ten and Fractions and Geometry and measurement.

G3.B7.S1 Increase the frequency in which students are engaged in activities that use the Mega Math Online Intervention program as a means to create additional models, explore arduous math concepts, provide extra practice, and to progress monitor student performance.

PD Opportunity 1

Support third grade students mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Increase opportunities for fourth grade students to compare and order commonly used fractions, identify an equivalent fraction when the given fraction is in simplest form and relate halves and fourths to percents and percents to halves or fourths. Provide opportunities for fifth grade students to determine the volume of prisms identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Facilitator

Math Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student

G4. Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 3 percentage points from 22% to 25%.

G4.B1 According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring level 3 and above was in Reporting Category: Physical Science. Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding.

G4.B1.S1 Provide students the opportunity to work cooperatively in a small group setting to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

PD Opportunity 1

Provide opportunities for fifth grade student to engage in Inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Facilitator

Science Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

G4.B2 According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring Level 4 and above was in Reporting Category: Physical Science. Students lacked the ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Provide enrichment activities with real world opportunities for students to conduct experiments and apply the various steps of the scientific process.

PD Opportunity 1

Provide fifth grade students opportunities for more visual and kinesthetic representations of scientific terminology, scientific investigations, and science concepts through the utilization of the Discovery Education online simulations and videos during whole group instruction.

Facilitator

Science Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observation

G5. The number of STEM-related experiences provided for students will increase by 10 points to 60% and participation in STEM-related experiences provide for students will increase by 10 points to 80%.

G5.B1 The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)were limited. In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM-related Project Based experiences.

G5.B1.S1 Provide opportunities for students to experience the scientific method by participating in the school's Science Fair and Field Trips related to STEM.

PD Opportunity 1

There is limited evidence of completed student projects in STEM (Science Fair, field trips, etc.) We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Science Fair, etc.) Provide opportunities for students to experience the scientific method by participating in experiments in the weekly science lab. Provide professional development to science teachers on the Scientific Method.

Facilitator

Science Facilitator

Participants

Classroom Teachers related to STEM

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student Science Projects and Professional Development Agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|---------|
| G1. | Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 9 percentage points from 47% to 56%. | \$400 |
| G2. | Students scoring at or above a 3.5 or above on the FCAT 2.0 Writing Assessment will increase by 5 points from 51% to 56%. | \$400 |
| G3. | Student subgroups scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 5 percentage points from 59% to 64%. | \$400 |
| G6. | Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team. | \$2,500 |
| Total | | \$3,700 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|----------------|------------------------|---------|
| Title I | | \$800 |
| Title One | | \$400 |
| SAC | | \$2,500 |
| Total | | \$3,700 |

Budget Details

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

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 9 percentage points from 47% to 56%.

G1.B10 Students scoring proficient in Writing portion of the 2014 CELLA Assessment will increase by 8 percentage points from 17% to 25%. Students required additional opportunities to write to a given prompt

G1.B10.S1 Students will have the opportunity to write in the following steps: planning, drafting, revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.

Action Step 1

Provide ELL students Writing journals for planning, drafting, revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.

Resource Type

Evidence-Based Program

Resource

Writing Journals

Funding Source

Title I

Amount Needed

\$400

G2. Students scoring at or above a 3.5 or above on the FCAT 2.0 Writing Assessment will increase by 5 points from 51% to 56%.

G2.B1 The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G2.B1.S1 Instruct the five stages of Writing: pre-writing, drafting, revising, editing and publishing to facilitate interactive writing and develop writing fluency.

Action Step 1

Provide grade four students opportunities to practice using grammar conventions, transitional words and writing vocabulary that is related to narrative and expository prompt writing. Additionally opportunities will be provided for students to produce writing in which development and organization is appropriate for task and purpose, students will share published writing by speaking and using clearly complete sentence and students will be afforded opportunities to use transitional words and phrases which move characters and story through time. These tasks will be accomplished by utilizing exemplar sets to model effective elaboration and organization techniques in narrative and expository writing.

Resource Type

Evidence-Based Program

Resource

Writing Journals

Funding Source

Title One

Amount Needed

\$400

G3. Student subgroups scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 5 percentage points from 59% to 64%.

G3.B1 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 6 percentage points from 58 to 64 percent. This was due to limited attendance to tutoring.

G3.B1.S1 Increase the use of Mathematics journals in order to expose students to complex real-world problems, assist them in developing a problem solving strategy, and increase student vocabulary.

Action Step 1

Provide opportunities for third grade students to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model and identify an equivalent fraction for one-half and one-fourth using a model Provide opportunities for fourth grade students to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape and identify acute, obtuse, right, or straight angles Provide opportunities for fifth grade students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours

Resource Type

Evidence-Based Program

Resource

Mathematics Journals Notebooks

Funding Source

Title I

Amount Needed

\$400

G6. Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

G6.B1 The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 4% to 3%. Student academic development is correlated to students attendance. In monitoring the early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and the number of students retained in the third grade.

G6.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Action Step 1

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Provide parents with information to assist them in improving student attendance. Provide health information through Health Connect in our school. A reward system will be established to recognize students for perfect attendance. Interventions will be established to retained third grade students to address students' areas of need. Professional development for parents on improving student attendance.

Resource Type

Evidence-Based Program

Resource

End-of-the-Year Academic Awards

Funding Source

SAC

Amount Needed

\$2,000

G6.B4 Students who receive two or more behavior referrals and students who receive one or more behavior referral that lead to suspension will decrease by 1 percentage point from 11% to 10%. We understand that student academic development is correlated to students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension. In monitoring the early Warning Systems, our school will decrease the number of students who receive two or more behavior referrals.

G6.B4.S1 Students who are deemed as developing a pattern of receiving two or more behavior referrals will be referred to the MTSS/Rtl team.

Action Step 1

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through the Positive Behavior Plan Peer Mediation teams will be developed as a means of assisting with conflict resolution

Resource Type

Evidence-Based Program

Resource

Training of Personnel

Funding Source

SAC

Amount Needed

\$500