



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Royal Green Elementary School

13047 SW 47TH ST

Miami, FL 33175

305-221-4452

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 88%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Royal Green Elementary School

Principal

Alba Misas M

School Advisory Council chair

Melissa Pumariega

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

Name	Title
Alba Misas	Principal
Martha Ortega	Assistant Principal
Melissa Pumariega	Reading Coach
Nancy Carreno	School Counselor
Marylou Raymat	School Psychologist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1
 UTD steward – 1
 Teachers – 5
 Educational Support-1
 Student – 1
 Parents – 7
 Business/community representative -1

Involvement of the SAC in the development of the SIP

A committee of staff members will develop and implement School Improvement Plan (SIP) strategies, which are necessary to meet the goals of the SIP. At various times, SIP committee representatives may be expected to represent their respective committee at an EESAC meeting.

Activities of the SAC for the upcoming school year

The SAC committee will meet quarterly to review student data and review the strategies on the School Improvement Plan. The committee will also decide how to best use the funds allocated.

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

School Improvement funds will be used to enhance technology in order to help implement the Common Core State Standards \$2689.00.

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:

Alba Misas M

Principal

Years as Administrator: 23

Years at Current School: 7

Credentials

BS: Elementary Education
 MS: Elementary Education
 Certification: Educational Leadership

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 85 points
 Rdg. AMO - N
 Math AMO – Y
 2012 – School Grade A
 Rdg. Proficiency, 70%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 85 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -
 92 points
 Math Imp. of Lowest 25% -
 76 points
 Rdg. AMO – Y
 Math AMO – Y
 2011– School Grade A
 High Standards Rdg.- 83%
 High Standards Math- 92%
 Learning Gains Rdg- 70%
 Learning Gains Math- 83%
 Gains- Rdg. 25%- 62%
 Gains-Math-25%- 82%
 2010– School Grade A
 High Standards Rdg.- 85%
 High Standards Math- 85%
 Learning Gains Rdg- 72%
 Learning Gains Math- 71%
 Gains- Rdg. 25%- 75%
 Gains-Math-25%- 72%
 2009– School Grade A
 High Standards Rdg.- 82%
 High Standards Math- 88%
 Learning Gains Rdg- 83%
 Learning Gains Math- 81%
 Gains- Rdg. 25%- 77%
 Gains-Math-25%- 88%

Martha Ortega		
Asst Principal	Years as Administrator: 9	Years at Current School: 5

Credentials BS: Elementary Education
 MS: Educational Leadership

2013 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 85 points
 Rdg. AMO – N
 Math AMO– Y

Performance Record

2012 – School Grade A
 Rdg. Proficiency, 70%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 85 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -
 92 points
 Math Imp. of Lowest 25% -
 76 points
 Rdg. AMO – Y
 Math AMO– Y

2011– School Grade A
 High Standards Rdg.- 83%
 High Standards Math- 92%
 Learning Gains Rdg- 70%
 Learning Gains Math- 83%
 Gains- Rdg. 25%- 62%
 Gains-Math-25%- 82%

2010– School Grade A
 High Standards Rdg.- 85%
 High Standards Math- 85%
 Learning Gains Rdg- 72%
 Learning Gains Math- 71%
 Gains- Rdg. 25%- 75%
 Gains-Math-25%- 72%

2009– School Grade A
 High Standards Rdg.- 82%
 High Standards Math- 88%
 Learning Gains Rdg- 83%
 Learning Gains Math- 81%
 Gains- Rdg. 25%- 77%
 Gains-Math-25%- 88%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Melissa Pumariega3		
Full-time / School-based	Years as Coach: 3	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	BS: Psychology MS: Educational Leadership ESOL endorsement	
Performance Record	2013 – School Grade A Rdg. Proficiency, 65% Math Proficiency, 77% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 85 points Rdg. AMO - N Math AMO– Y 2012 – School Grade A Rdg. Proficiency, 70% Math Proficiency, 74% Rdg. Lrg. Gains, 85 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 92 points Math Imp. of Lowest 25% - 76 points Rdg. AMO – Y Math AMO– Y 2011– School Grade A High Standards Rdg.- 83% High Standards Math- 92% Learning Gains Rdg- 70% Learning Gains Math- 83% Gains- Rdg. 25%- 62% Gains-Math-25%- 82% 2010– School Grade A High Standards Rdg.- 85% High Standards Math- 85% Learning Gains Rdg- 72% Learning Gains Math- 71% Gains- Rdg. 25%- 75% Gains-Math-25%- 72% 2009– School Grade A High Standards Rdg.- 82% High Standards Math- 88% Learning Gains Rdg- 83% Learning Gains Math- 81% Gains- Rdg. 25%- 77% Gains-Math-25%- 88	

Classroom Teachers**# of classroom teachers**

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

69%

certified in-field

42, 100%

ESOL endorsed

34, 81%

reading endorsed

1, 2%

with advanced degrees

16, 38%

National Board Certified

4, 10%

first-year teachers

0, 0%

with 1-5 years of experience

1, 2%

with 6-14 years of experience

19, 45%

with 15 or more years of experience

22, 52%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Teacher Recruitment and Retention Strategies

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

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

1. Administrators will have regular meetings with teachers to assess needs, motivate and promote high engagement.
2. On-going support and mentorship by Leadership team and MINT Program Mentor.
3. Administrators will motivate staff with positive recognition and provide for a professional supportive

work environment.

4. Principal will coordinate with local universities/colleges to have student interns/teachers

Teacher Mentoring Program/Plan

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

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

New teachers to our school will be given mentors specializing in their field. Also the Reading Coach and Math Liaison will offer support to these teachers.

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 at Royal Green Elementary focuses on analyzing assessment and school data in order to impact student achievement at every level and maximize student success through early intervention. In addition, the school's MTSS/RtI Leadership team works together to address the needs of the students in Tiers I, II, and III..

Tier I

The MTSS/RtI Leadership Team uses 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. Deciding how it will be determined if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Responding 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. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

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.
3. Response Select students (see 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. The MTSS/RtI 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

Tier 1(Leadership Team)

Alba Misas, Principal and Martha Ortega, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving:

Melissa Pumariega, Reading Instructional Coach:

Assists in the screening of all students on a periodic basis to establish an academic baseline and to identify struggling learners who need additional support. Provides support and coaching to teachers to ensure that students receive high quality, scientifically based instruction. Identifies students "at risk" through universal screenings and/or results on state- or district wide tests and develops an intervention schedule to target needs of students who do not make adequate progress within Tiers . Develops and implements interventions for students in Tier 2 level and monitors intervention programs.

Idania Pla, Exceptional Student Education Teacher:

Collaborates with general education teachers to identify students who are having challenges meeting benchmark levels and who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB) , Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program.

Nancy Carreno, Positive Behavior Support Program (PBS) facilitator and School Counselor:

Articulates with administration, teachers, reading coach and student services team to identify students not achieving desired level of academic or behavioral progress in response to targeted interventions at Tier 1 through Tier 2 levels. Provides services and expertise on student's academic and social/emotional development. Collaborates with teachers to assist in creating academic and behavioral plans for students who need preventive, supplementary instructional services and/or behavior interventions.

Assists in development and monitoring of Functional Assessment of Behavior (FAB), Behavior intervention Plan (BIP). Refers student cases as needed to social worker and school psychologist.

Conducts Classroom, individual and small group guidance and consults with parents of high risk students to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Marylou Raymat, School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Rosa Giannoni, Speech Language Pathologist:

Educates MTSS/Rtl team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. Assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Lourdes Ferrer, School Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Member of advisory group, community stakeholders, parents (Janet Guerrero, Darling Martinez, Sailey Pimental, , Yamila Raimundo, Sismay Torres) provide support and feedback, as appropriate

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

Tier 2

Administrators, Reading Coach, School Counselor and Psychologist 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

Administrators, Reading Coach, School Counselor, Psychologist, Social Worker, 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 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

Data is used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction to meet the specific needs of students, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions. Results are evaluated to determine whether student response to an intervention is adequate or not. Results are regularly charted/ graphed/ analyzed by the MTSS/Rtl Leadership team to determine student progress.

The following data sources will be accessed and analyzed while monitoring the effectiveness of core, supplemental, and intensive supports:

- Baseline data consists of the following assessment systems (a) Progress Monitoring and Reporting Network (PMRN); (b) Florida Assessments for Instruction in Reading (FAIR), including Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory; (c) Stanford Achievement Test (SAT); (d) Florida Comprehensive Assessment Test (FCAT); (e) STAR Reading Assessment; and (f) the District's baseline assessments (analyzed through Edusoft)
- Progress Monitoring is conducted through the following systems: (a) PMRN, (b) Oral Fluency Measures, (c) Voyager Phonemic Awareness and Phonics measures, (d) Success Maker Utilization and Progress Reports, (e) student grades, (f) school site specific assessments and (g) Interim Assessments (analyzed through Edusoft)
- End of year assessments include the following (a) FAIR, (b) FCAT, (c) SAT, and (d) the District's baseline assessments administered as a post-assessment (analyzed through Edusoft)
- Student behavior will be monitored through the following systems (a) Student Case Management System, (b) Suspensions/expulsions, (c) Referrals by student behavior, staff behavior, and administrative context, (d) Attendance, (e) Functional Assessment, and (f) frequency monitoring

Behavior

- Monthly PBS Incentive Program
- Attendance Interventions (CIS/Social Worker)
- School Counselor Support Services and Small Group Counseling
- Parent Conferences
- Student Case Management Systems
- Suspensions/Expulsions

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

Royal Green Elementary School will participate in the MTSS/Rtl district professional development which consists of the following:

1. Administrators will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/Rtl team members will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS/Rtl Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS/Rtl implementation in the school.

The school will utilize Open House to present MTSS/Rtl to parents and hand out parent MTSS/Rtl brochures (available at <http://rti.dadeschools>).

A description of MTSS/Rtl and MTSS/Rtl parent resources will be available on the school's web site.

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: 3,840

After school tutoring will be offered to our ESOL FCAT Level 1-4 and our lowest 25% students in third through fifth grade. Tutoring will consist of an additional two hours per week of instruction in reading and/or math.

SuccessMaker and Reading Plus will be implemented. These technology based programs serve as an intervention and an enrichment program.

Strategy Purpose(s)

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

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

Data collection is an ongoing process. Starting with baseline data, which is analyzed carefully to determine individual learner needs, ongoing assessments are then used to monitor learner growth and determine the direction of the instructional approaches being implemented. That is, the data sources are analyzed to determine if strategies need to be modified, changed, or intensified.

Who is responsible for monitoring implementation of this strategy?

Tutors/teachers collect the data, working with the MTSS/RtI Team to analyze the data and make meaningful decisions.

Literacy Leadership Team (LLT)

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

Name	Title
Alba Misas	Principal
Martha Ortega	Assistant Principal
Melissa Pumariega	Reading Coach
Janis Back	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team meets monthly or on an as needed basis to:

- Ensure that all functions necessary for implementing and maintaining the district’s Comprehensive Research Based Reading Program CRRP are in place.
- To ensure that the literacy vision for the school is being followed by all stakeholders.
- To develop professional development opportunities that match the school’s literacy vision and needs.
- To study scientifically based reading research.
- To share the responsibilities of reviewing data and guiding the continuous improvement of the Comprehensive Research -Based Reading Plan.
- To support the administration by providing multiple voices that represent the staff.
- To build a system for handling change, such as the implementation of the New Generation Sunshine

Standards.

- To create structures to assess and develop plans for cohesive curriculum across grades

Major initiatives of the LLT

The major initiatives of the LLT this year will include to:

- Ensure informational text and writing is infused across all curriculum areas.
- Reading Wonders will be implemented as a reading intervention plan for the lowest 25% of students. Appropriate personnel will be given professional development, materials, technology and time to implement this new program. SuccessMaker will be implemented for mathematics.

Preschool Transition

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

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

Title I administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Royal Green Elementary, all incoming kindergarten students are assessed prior to or upon entering Kindergarten using the Florida Kindergarten Readiness Screener (FLKRS) in order to assess student readiness rates. Teachers will use the Developmental Skills Checklist (DSC) to determine a student's print/letter knowledge and level of phonological awareness and processing skills. All data will be collected and analyzed prior to September 2012. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions. Midyear and end of the year assessments will be conducted to assess student progress.

In order to address the emotional needs of students the school counselor conducts classroom guidance activities related to positive self-esteem, social skills, conflict resolution and study skills. Pre-kindergarten and kindergarten teachers work closely with the administration and Community Involvement Specialist to ensure that all children come to school ready to learn. Parents and students will also be able to walk through the kindergarten class in order to facilitate the transition.

The following strategies are implemented at Royal Green Elementary:

- Two orientations (May and August) are held prior to the opening of school which allow the parents and students to tour the school, receive information about the programs available, ask pertinent questions, and meet the teachers while visiting their future classrooms.
- Literature that highlights important information is distributed to the parents of incoming kindergarteners.
- Additional resources are available at the Royal Green Elementary Parent Resource Center.
- The school's Community Involvement Specialist (CIS) assists the parents as necessary.
- At Open House, the parents are provided with additional information, and, at a second parent night, they are provided with information about the upcoming SE-SAT.
- Throughout the school year, parent meetings are offered through Parent Academy which provide an overview of the resources available to them through the school and district.

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	69%	65%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	64%	No	72%
White	76%	75%	No	78%
English language learners	55%	55%	Yes	60%
Students with disabilities	41%	38%	No	47%
Economically disadvantaged	68%	62%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	30%	33%
Students scoring at or above Achievement Level 4	101	32%	33%

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)		71%	74%

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)	140	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	74	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	25%	33%

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	51	55%	60%
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	76%	77%	Yes	78%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	75%	77%	Yes	78%
White	85%	83%	No	87%
English language learners	61%	68%	Yes	65%
Students with disabilities	58%	48%	No	63%
Economically disadvantaged	74%	75%	Yes	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	37%	39%
Students scoring at or above Achievement Level 4	120	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		85%	87%

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	70	42%	60%
Students scoring at or above Achievement Level 4	17	18%	13%

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)	10		15
Participation in STEM-related experiences provided for students	150	27%	37%

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	25	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	23	4%	3%
Students who are not proficient in reading by third grade	43	42%	38%
Students who receive two or more behavior referrals	46	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 65% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 72%.
- G2.** The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 51% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 60%.
- G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 77% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 78%.
- G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicates that 60% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 64%.
- G5.** To increase the number of students participating in Project Based Learning in STEM from 34% to 47% in the 2013-2014 school year. This would be an increase of 13 percentage points.
- G6.** The Early Warning Systems goal for the 2013-2014 school year is to provide intervention and support as needed for students in the area of attendance, discipline and academic performance.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 65% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 72%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach, Accelerated Reader, Reading Plus, SuccessMaker, Tutoring and McGraw Hill Reading Series

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 64% Hispanic, 75% of the White, 55% of our ELL and 38% of ED subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery to 72% for Hispanic, 78% White, 60% ELL and 72% ED. The students experienced difficulties Reporting Category 2, Reading Application.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 38% of SWD subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery to 47% for our SWD students. The students experienced difficulties in Reporting Category 2, Reading Application.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 30% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 37%. The students experienced difficulties in Reporting Category 4, Informational Text and Research.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 32% of our students achieved a FCAT Level 4 or above. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 or above to 35%. The area of deficiency for the level 4 and above students as was literary analysis/fiction/nonfiction. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 68% of our students made learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains to 71%. The area of deficiency, for students making learning gains was Reading Application Text Structure: compare/contrast, cause/effect and chronological order. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 71% of our students in the lowest 25% achieved learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in the lowest 25% to 74%. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was reporting category vocabulary. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories. Additional instructional time is needed beyond the 90-minute Reading/Language arts block.
- The results of the 2012-2013 CELLA Test indicates that 60% of our students were making satisfactory progress in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress to 64%.
- The results of the 2012-2013 CELLA Test indicates that 32% of our students were making satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress to 39%.

- The results of the 2012-2013 CELLA Test indicates that 25% of our students were making satisfactory progress in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress to 33%.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim assessments and FCAT 2.0

Person or Persons Responsible

The MTSS/Rtl Leadership Team

Target Dates or Schedule:

monthly

Evidence of Completion:

Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 51% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 60%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw Hill's Reading and Writing Workshop, Reading Coach

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 51% of our students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 60%. Students in grades kindergarten through third grade had insufficient exposure to process writing, especially focusing on editing skills and the use of appropriate conventions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: 2013-2014 District Writing Pre & Post Test 2013-2014 Monthly Performance Writing Assessments Summative: 2014 FCAT 2.0 Writing Test

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 77% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 78%.

Targets Supported

Resources Available to Support the Goal

- Successmaker-Instructional software that provides elementary and middle school learners with adaptive, personalized paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision making. It provides individualized learning for each student.
- Riverdeep- interactive computer based curriculum to accelerate student learning
- Think Central- Teachers can assign work for students based on the lessons they are teaching. serves as reinforcement and practice for objectives taught in class.
- Pacing Guides-provide teachers and students with a road map for instruction and assessment. The purpose of a pacing guide is to map out the key concepts to be taught and the amount of time to be devoted to each area of instruction. It also provides a calendar of assessments enabling teachers to more effectively plan the curriculum they will use to teach the skills covered on assessments.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 83% of our White subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 87%. The area of deficiency was Number: Fractions and Number: Base Ten and Fractions due to limited opportunities for students to compare and order fractions using models and strategies. The students have had insufficient opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 48% of our SWD subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 63%. The area of deficiency was Number: Fractions and Number: Base Ten and Fractions due to limited opportunities for students to compare and order fractions using models and strategies. The students have had insufficient opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 37% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 39%. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, was Fractions. The students have had little opportunity for fostering the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 38% of our students achieved above proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 and 5 to 39%. For students scoring at Achievement Levels 4 and 5 as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, showed substantial levels of proficiency when it came to geometry and measurement (i.e., Category 3). This would require students to maintain or improve performance, in the following: perimeter, area, measurement (both customary and metric), time (including elapsed time), angles, rotations, translations, vertices, and surface area. Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 81% of our students achieved learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains to 83%. The areas of deficiency for students making learning gains, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was fractions. The students have had insufficient exposure to direct instruction, and practice.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 85% of our students in the lowest 25% achieved learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in the lowest 25% to 87%. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics test for students making learning gains in the lowest 25% were number: fractions in third grade and number:base ten and fractions in fifth grade. The students have had insufficient exposure to identify a fractions, including fractions greater than one, using area, set, and linear models, or vice versa.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: 2013-2014 District Baseline Assessment 2013-2014 Interim Assessments Summative: 2014 FCAT 2.0 Mathematics

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicates that 60% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 64%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science liaison, Gizmos, Foss Kits, Scott Foresman Science Kits

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Science Test indicates that 42% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 45%. The area of deficiency based on the 2013 FCAT 2.0 Science was Reporting Category Physical Science.
- The results of the 2012-2013 FCAT 2.0 Science Test indicates that 18% of our students achieved above proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 and 5 to 19%. The area of deficiency based on the 2013 FCAT 2.0 Science was Reporting Category Physical Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: 2013-2014 Baseline Science Test 2013-2014 District Science Interim Assessments
Summative:2014 FCAT 2.0 Science Test

G5. To increase the number of students participating in Project Based Learning in STEM from 34% to 47% in the 2013-2014 school year. This would be an increase of 13 percentage points.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Information from the Dade County Youth Fair Exposition and the Department of Science.

Targeted Barriers to Achieving the Goal

- Students have not had sufficient opportunities to participate in project-based activities.

Plan to Monitor Progress Toward the Goal

Administration and Science Liaison will monitor the participation of students in Stem-related activities .

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: District Science Interim Assessments and Results of the 2014 FCAT Science 2.0

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide intervention and support as needed for students in the area of attendance, discipline and academic performance.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Positive Behavioral Support Program-Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.
- No Place for Hate Recognition- Elementary program from the Anti-Defamation League which challenges schools to create a peaceful and safe environment by conducting trainings and activities which educate and promote a safe learning environment.
- Perfect Attendance Recognition-Students are recognized for perfect attendance every nine weeks.
- Before and After School Tutoring, Reading Plus, Successmaker

Targeted Barriers to Achieving the Goal

- Parents are unfamiliar with the Districts Policy on attendance. Parents are unaware of the significance of arriving on time for their students.
- Parents are unfamiliar with the code of student conduct.
- Students lack the prerequisite skills to become proficient readers in third grade. Sixty-five percent of students scored proficient in reading.

Plan to Monitor Progress Toward the Goal

MTSS/Rtl problem solving model will be used to determine the effectiveness of the implementation of the selected strategy. Tier one and two strategies will be used to address behavior problems. If necessary Tier three strategies will be implemented.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student and Cumulative Performance Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 65% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 72%.

G1.B1 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 64% Hispanic, 75% of the White, 55% of our ELL and 38% of ED subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery to 72% for Hispanic, 78% White, 60% ELL and 72% ED. The students experienced difficulties Reporting Category 2, Reading Application.

G1.B1.S1 Teachers will teach specific and strategic lessons during small group instruction using tools such as a text structure chart and other graphic organizers to help students identify clue words that will enable them to determine what type of text structure (cause and effect, chronological order, and compare and contrast) the author is using in a particular type of text.

Action Step 1

Students will use authors purpose chart to identify authors purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

Person or Persons Responsible

teachers, reading coach, and administrators

Target Dates or Schedule

during grade level meetings

Evidence of Completion

Formative: SuccessMaker reports, Interim Assessments, weekly assessments

Action Step 2

will concentrate on applying one strategy to short pieces of text using Focus books

Person or Persons Responsible

Students and teacher

Target Dates or Schedule

during small group

Evidence of Completion

Formative: SuccessMaker reports, Interim Assessments, weekly assessments

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

observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments

Plan to Monitor Effectiveness of G1.B1.S1

will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model will serve as a platform for problem identification, problem analysis, intervention-solution planning and implementations, and progress monitoring as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

The MTSS/Rtl Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments

G1.B2 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 38% of SWD subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery to 47% for our SWD students. The students experienced difficulties in Reporting Category 2, Reading Application.

G1.B2.S1 Teachers will teach specific and strategic lessons during small group instruction using tools such as a text structure chart and other graphic organizers to help students identify clue words that will enable them to determine what type of text structure (cause and effect, chronological order, and compare and contrast) the author is using in a particular type of text.

Action Step 1

will concentrate on applying one strategy to short pieces of text using Focus books

Person or Persons Responsible

teachers, reading coach, and administrators

Target Dates or Schedule

during grade level meetings

Evidence of Completion

Formative: SuccessMaker reports, nterim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

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

observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B2.S1

will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model will serve as a platform for problem identification, problem analysis, intervention-solution planning and implementations, and progress monitoring as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

The MTSS/Rtl Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

G1.B3 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 30% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 37%. The students experienced difficulties in Reporting Category 4, Informational Text and Research.

G1.B3.S1 Teachers will use resources such as Time for Kids, the Social Studies, Science books, McGraw Hill newspaper articles, flyers, recipes, and brochures to engage the students in lessons that help them analyze and depict text features.

Action Step 1

Use real world documents such as how to articles, brochures, fliers and websites to identify text features. Students will also compare and contrast themes, topics, and key details in one or two texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Formative: Interim Assessment, weekly assessments

Action Step 2

will receive training on the new Reading Plus program that is aligned with the Common Core State Standards and provides students the chance to compare/contrast different text on the same subject

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

certificate of completion

Facilitator:

Reading Plus Coordinator

Participants:

Teachers

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

observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B3.S1

will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model will serve as a platform for problem identification, problem analysis, intervention-solution planning and implementations, and progress monitoring as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

The MTSS/Rtl Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Monthly Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

G1.B4 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 32% of our students achieved a FCAT Level 4 or above. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 or above to 35%. The area of deficiency for the level 4 and above students as was literary analysis/fiction/nonfiction. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

G1.B4.S1 Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Action Step 1

will be trained on the new McGraw Hill Reading series that is aligned to the common core state standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

certificate of completion

Facilitator:

District Personnel

Participants:

Teachers

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

observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments

Plan to Monitor Effectiveness of G1.B4.S1

will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model will serve as a platform for problem identification, problem analysis, intervention-solution planning and implementations, and progress monitoring as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

The MTSS/Rtl Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

G1.B5 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 68% of our students made learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains to 71%. The area of deficiency, for students making learning gains was Reading Application Text Structure: compare/contrast, cause/effect and chronological order. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

G1.B5.S1 Provide opportunities for students to quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

Action Step 1

will meet with small groups to differentiate instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

during reading block

Evidence of Completion

Formative: SuccessMaker reports, nterim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

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

observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B5.S1

will utilize the MTSS/Rtl problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/Rtl problem solving model will serve as a platform for problem identification, problem analysis, intervention-solution planning and implementations, and progress monitoring as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

The MTSS/Rtl Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments Summative: Results from 2014 FCAT 2.0 Reading Test

G1.B6 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 71% of our students in the lowest 25% achieved learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in the lowest 25% to 74%. The area of deficiency, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was reporting category vocabulary. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories. Additional instructional time is needed beyond the 90-minute Reading/Language arts block.

G1.B6.S1 Students identified as performing at the lowest 25% will receive additional support beyond what is offered to the students performing at proficient levels. These students will participate in pull-out intervention. Daily small group instruction will take place to provide direct instruction targeting the strategies/skills outlined below:

Action Step 1

will be trained on the intervention program

Person or Persons Responsible

Intervention teachers

Target Dates or Schedule

October 2013

Evidence of Completion

assessments

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, test and interim assessments.

Plan to Monitor Effectiveness of G1.B6.S1

The MTSS/RtI Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards specific goals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments from McGraw Hill series, quizzes, tests and interim assessments

G1.B7 The results of the 2012-2013 CELLA Test indicates that 60% of our students were making satisfactory progress in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress to 64%.

G1.B7.S1 To develop listening/speaking skills the following strategies will be implemented: development of listening centers in ESOL self-contained classrooms, language experience approach, use of illustrations and simple direct language, read alouds and role playing

Action Step 1

Teachers will read aloud to their students selected passages and elicit response to implicit/explicit comprehension questions

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs, teacher observations and teacher lesson plans

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

observe classroom instruction to ensure implementation of read alouds

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM, assessments will be reviewed and instruction will be adjusted

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments: quizzes, quarterly assessments

G1.B8 The results of the 2012-2013 CELLA Test indicates that 32% of our students were making satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress to 39%.

G1.B8.S1 summarize and organize information in order to decipher complex text

Action Step 1

cloze reading

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

reading/writing notebooks

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

observe classroom instruction to determine whether this strategy is being implemented

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessment and Weekly Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM, assessments will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim Assessments, weekly assessments

G1.B9 The results of the 2012-2013 CELLA Test indicates that 25% of our students were making satisfactory progress in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress to 33%.

G1.B9.S1 Provide direct instruction in the writing process using McGraw Hill's Reading and Writing Workshop

Action Step 1

Teachers will provide guided practice opportunities so that students can work in pairs to write a response to text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, monthly assessments

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

Following the FCIM writing assessments will be reviewed and instruction will be adjusted.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

writing pieces in reading/writers notebook

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM writing assessments will be reviewed and instruction will be adjusted,

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

writing pieces in reading/writers notebook

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 51% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 60%.

G2.B1 The results of the 2012-2013 FCAT 2.0 Writing Test indicates that 51% of our students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 60%. Students in grades kindergarten through third grade had insufficient exposure to process writing, especially focusing on editing skills and the use of appropriate conventions.

G2.B1.S1 Provide direct instruction in the writing process using McGraw Hill's Reading and Writing Workshop.

Action Step 1

Teachers will model Text-dependent comprehension and questioning repeatedly throughout the Reading/Writing Workshop, to provide the necessary teaching and scaffolding that students need to learn the thinking required to master the rigor of the CCS standards. Teachers will provide Guided practice opportunities so that students can work in pairs to write a response to text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, monthly assessments

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

Following the FCIM, monthly writing assessments will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: 2013-2014 District Writing Pre & Post Test 2013-2014 Monthly Performance Writing Assessments Summative: 2014 FCAT 2.0 Writing Test

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: 2013-2014 District Writing Pre & Post Test 2013-2014 Monthly Performance Writing Assessments Summative: 2014 FCAT 2.0 Writing Test

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 77% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 78%.

G3.B1 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 83% of our White subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 87%. The area of deficiency was Number: Fractions and Number: Base Ten and Fractions due to limited opportunities for students to compare and order fractions using models and strategies. The students have had insufficient opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

G3.B1.S1 • Provide opportunities for students to identify a fraction from an area or set model, or vice versa.

Action Step 1

Students need opportunities to for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmark assessments.

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim assessments.

Plan to Monitor Effectiveness of G3.B1.S1

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model will serve as a platform for problem identification, problem analysis, intervention-solution planning and implementations, and progress monitoring as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: o 2013-2014 Baseline Mathematics Test (analyzed through Edusoft) o 2013-2014 District Mathematics Interim Assessments (analyzed through Edusoft) o 2014 FCAT 2.0 Mathematics Test After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodation(s).

G3.B2 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 48% of our SWD subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 63%. The area of deficiency was Number: Fractions and Number: Base Ten and Fractions due to limited opportunities for students to compare and order fractions using models and strategies. The students have had insufficient opportunities for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

G3.B2.S1 Provide opportunities for students to identify a fraction from an area or set model, or vice versa.

Action Step 1

Students need opportunities to for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmark assessments.

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G3.B2.S1

The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model will serve as a platform for problem identification, problem analysis, intervention-solution planning and implementations, and progress monitoring as measured by various evaluation tools throughout the school year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

The following evaluation tools will be used to monitor student progress towards goal: 2013-2014 Baseline Mathematics Test (analyzed through Edusoft), 2013-2014 District Mathematics Interim Assessments (analyzed through Edusoft), 2014 FCAT 2.0 Mathematics Test. After each assessment, the administrative team will lead data chats to review the results, revisit the educational plan, and make any necessary accommodations(s).

G3.B3 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 37% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 39%. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, was Fractions. The students have had little opportunity for fostering the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

G3.B3.S1 Students will solve a problem of the day in their math journals involving fractions. Teachers will use specific content measured by each 2014 FCAT 2.0 test item.

Action Step 1

Students will use models or properties in real-world situations to add and subtract decimals, describe place value and add and subtract fractions. Students will interpret solutions to division situations including remainders

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated work and assessments, including benchmarks.

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, test and interim assessments.

Plan to Monitor Effectiveness of G3.B3.S1

The MTSS/RtI Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards specific goals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments from Go math series, quizzes, tests and interim assessments

G3.B4 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 38% of our students achieved above proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 and 5 to 39%. For students scoring at Achievement Levels 4 and 5 as noted on the 2013 administration of the FCAT 2.0 Mathematics Test, showed substantial levels of proficiency when it came to geometry and measurement (i.e., Category 3). This would require students to maintain or improve performance, in the following: perimeter, area, measurement (both customary and metric), time (including elapsed time), angles, rotations, translations, vertices, and surface area. Students need enrichment in the aforementioned skill areas in order to maintain, or increase, the current level of proficiency.

G3.B4.S1 Provide opportunities for students to: •compose, decompose, and transform polygons to analyze and create other polygons

Action Step 1

Provide opportunities for students to: compose, decompose, and transform polygons to analyze and create other polygons and solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and site generated assessment, including benchmarks.

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests and interim assessments, Successmaker print outs.

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments -Go Math series quizzes, tests and interim assessment

G3.B5 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 81% of our students achieved learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains to 83%. The areas of deficiency for students making learning gains, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was fractions. The students have had insufficient exposure to direct instruction, and practice.

G3.B5.S1 Support mathematical fluency and problem solving skills in the areas of: relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment, including benchmarks

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model biweekly assessment data reports will be reviewed and instruction will be adjusted as needed. The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards identified goals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments Go math series quizzes tests and interim assessments

G3.B6 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicates that 85% of our students in the lowest 25% achieved learning gains. Our goal for the 2013-2014 school year is to increase the amount of students making learning gains in the lowest 25% to 87%. The areas of deficiency, as noted on the 2013 administration of the FCAT 2.0 Mathematics test for students making learning gains in the lowest 25% were number: fractions in third grade and number:base ten and fractions in fifth grade. The students have had insufficient exposure to identify a fractions, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B6.S1 Our lowest 25% of our students will receive Mathematics tutoring before, during and/or after school. In addition technology supported programs will be used such as SuccessMaker, Riverdeep, Think Central/Go Math.

Action Step 1

Provide students with additional opportunities to learn concepts using manipulatives, visuals, number lines graphs and assistive technology as appropriate. Increase the opportunity for students to learn and memorize simple addition and subtraction facts and multiplication facts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment, including benchmarks

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

Fidelity will be monitored through classroom walk-throughs, as the administrative team observes classroom instruction to determine whether these strategies are being implemented. Additionally, collaborative grade level planning meetings will serve as forum for discussion and support.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model and biweekly assessment data reports will be reviewed and instruction will be adjusted as needed. The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards identified goals.

Person or Persons Responsible

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments- Go Math series quizzes, tests and interim assesement

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicates that 60% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 64%.

G4.B1 The results of the 2012-2013 FCAT 2.0 Science Test indicates that 42% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 45%. The area of deficiency based on the 2013 FCAT 2.0 Science was Reporting Category Physical Science.

G4.B1.S1 Science Liaison will attend monthly professional development workshops and will provide guidance and assistance for teachers to implement with level 3 students and students in grades Kindergarten through fourth grade as needed.

Action Step 1

During grade level meetings, teachers, with the assistance of the Science Liaison, will disaggregate data to identify students in each of the target groups. The implementation the identified strategies will be discussed, addressing professional development needs.

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of Agendas and Rosters

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

Following FCIM, monthly assessment reports will be reviewed and instruction will be adjusted

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Teacher Observations

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, assessments will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments: quizzes, quarterly assessments

G4.B2 The results of the 2012-2013 FCAT 2.0 Science Test indicates that 18% of our students achieved above proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 and 5 to 19%. The area of deficiency based on the 2013 FCAT 2.0 Science was Reporting Category Physical Science.

G4.B2.S1 Teachers will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic with students scoring at a level 4 and 5.

Action Step 1

Person or Persons Responsible

Assistant Principal, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs, teacher observation, teacher lesson plans

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

Following FCIM, monthly assessment reports will be reviewed and instruction will be adjusted

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

classroom walkthroughs, lesson plans, teacher observations

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, assessments will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments: quizzes, quarterly assessments

G5. To increase the number of students participating in Project Based Learning in STEM from 34% to 47% in the 2013-2014 school year. This would be an increase of 13 percentage points.

G5.B1 Students have not had sufficient opportunities to participate in project-based activities.

G5.B1.S1 Students will participate in ongoing science lab experiments. Students will keep a science journal to reflect on their scientific inquiries. Students will participate in the in-house science fair.

Action Step 1

Results of science experiments conducted at the school.

Person or Persons Responsible

Administration and Science liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative District Interim Assessment data. Summative 2014 FCAT 2.0

Action Step 2

Establish a STEM PLC to identify, plan coordinate, and monitor the implementation of various STEM related experiences. Review rubric established by the district.

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule

On going

Evidence of Completion

Formative: District Interim Assessment data . Summative: 2014 FCAT 2.0 Science

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

Administration and Science Liaison will monitor science experiments and other STEM activities.

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Science LAb Schedule of Events, Teachers' Lesson Plans, Science Fair entries

Plan to Monitor Effectiveness of G5.B1.S1

Administration and Science Liaison will monitor the participation of students in Stem-related activities .

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Science Interim Assessments and Results of the 2014 FCAT Science 2.0

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide intervention and support as needed for students in the area of attendance, discipline and academic performance.

G6.B1 Parents are unfamiliar with the Districts Policy on attendance. Parents are unaware of the significance of arriving on time for their students.

G6.B1.S1 During Open House or Back to School Night administrators will address the importance of attendance on academic achievement. they will also discuss the Districts policy on attendance and the specifics on which absences are excused and unexcused. students who arrive consistently late will be referred to administration and student services.

Action Step 1

Administrators will address parents on Open House night about the importance of attending school regularly. counselor will meet with parents and students who arrive late to address strategies and create an intervention plan for good attendance.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Open House, ongoing

Evidence of Completion

Agendas, Student Services Codes

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

Administrators will monitor print out or attendance bulletins for students with many absences.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student services Codes, Attendance Bulletins

Plan to Monitor Effectiveness of G6.B1.S1

The administrator and Community involvement specialist will monitor attendance bulletin and late entries daily

Person or Persons Responsible

Administrator and Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletin

G6.B2 Parents are unfamiliar with the code of student conduct.

G6.B2.S1 Counselor will deliver classroom guidance lessons on the Code of student Conduct. Administration will send home a document for parents to sign indicating that they have reviewed the code of student conduct with their child.

Action Step 1

Review the Code of Student Conduct. Have the students review the Code with their Parents. Implement Tier I strategies. Identify students in need of Tier II strategies. Discuss individual cases with Counselor and administrative team, if necessary. Monitor progress. Request assistance of the SST, if necessary.

Person or Persons Responsible

Administration, teachers and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Codes for Counseling, Counselor Lesson Plans, SST schedules

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

The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/Rtl Leadership Team, specifically the Principal, Assistant Principal, and Counselor. This will be done through a combination of classroom walk throughs and conferences with teachers.

Person or Persons Responsible

Administratrator, teachers, counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Parent Signatures SST Schedules

Plan to Monitor Effectiveness of G6.B2.S1

MTSS/Rtl problem solving model will be used to determine the effectiveness of the implementation of the selected strategy. Tier one and two strategies will be used to address behavior problems. If necessary Tier three strategies will be implemented.

Person or Persons Responsible

MTSS/RTi Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Schudules, SCAMS

G6.B3 Students lack the prerequisite skills to become proficient readers in third grade. Sixty-five percent of students scored proficient in reading.

G6.B3.S1 Students scoring in the lower 25th percentile in the SAT in second grade will be placed on a daily intervention plan.

Action Step 1

Class schedules will include a daily 30 minute intervention block on Successmaker for Reading in addition to the 90 minute reading block.

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Attendance log

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

Administrators will ensure that teachers are placing students on the daily additional 30 minute intervention of reading Successmaker.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Attendance logs of students on Successmaker.

Plan to Monitor Effectiveness of G6.B3.S1

MTSS/Rtl problem solving model will be used to determine the effectiveness of the implementation of the selected strategy. Tier one and two strategies will be used to address behavior problems. If necessary Tier three strategies will be implemented.

Person or Persons Responsible

MTSS/Rtl Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Student and Cumulative Performance Reports

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

Royal Green Elementary provides services to ensure students requiring additional remediation and intervention are assisted through before school and afterschool programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided for as well as ensure services are provided to address student needs. The Curriculum Coach (Reading) develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/assessment and intervention approaches. The Reading Coach identifies 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"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; CHES Supplemental Educational Services; and special support services to special needs populations such as homeless, academically disadvantaged, neglected and/or delinquent students. Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

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

Royal Green Elementary receives Title III funds which are used to supplement and enhance the programs for the English Language Learner (ELL) Programs including:

- Tutorial programs to develop and enhance language and literacy skills.
- Parent outreach activities.
- Referral to behavioral/counseling services as needed by families.
- Professional development on best practices for ESOL and content area teachers.
- Reading and supplementary instructional materials for ELL population.

Title X- Homeless

District and school social workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Royal Green Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Royal Green Elementary school counseling program offers classroom guidance, small and individual counseling in the areas of bullying, self-esteem, non-violence, anti-drug and family related issues. We will continue to strive for recognition as a "No Place for Hate" School in order to ensure that a safe learning environment is created for maximum student success. Students will continue to learn to be allies in the fight against bullying and be engaged in school wide peacemaking activities to generate a positive school climate. Royal Green Elementary will continue implementing the Positive Behavior Support Program (PBS)

which will provide incentives, motivations, and support for positive behaviors throughout the school. The focus is on creating a violence free peaceful environment in which teaching and learning can occur.

Nutrition Programs

Royal Green Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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. In addition, the Health Connect program offers nutrition lessons for students.

Adult Education

With the assistance of the Parent Academy, Royal Green Elementary provides parent workshops to inform parents on various school and home related topics.

Other

Royal Green Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Royal Green Elementary will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Royal Green Elementary School will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. The Community Involvement Specialist will complete Title I Administration Parental Involvement Monthly School Reports and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally the M-DCPS Title 1 Administration is to be used to assist with revising our Title 1 parental documents for the approaching school year. The Children's Trust Health Connect program provides health services to Royal Green Elementary students, on site, on a daily basis. Various outside mental health agencies such as, Institute for Child and Family Health and Miami Behavioral Health Center provide on-site counseling services to students in need.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 65% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 72%.

G1.B3 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 30% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 37%. The students experienced difficulties in Reporting Category 4, Informational Text and Research.

G1.B3.S1 Teachers will use resources such as Time for Kids, the Social Studies, Science books, McGraw Hill newspaper articles, flyers, recipes, and brochures to engage the students in lessons that help them analyze and depict text features.

PD Opportunity 1

will receive training on the new Reading Plus program that is aligned with the Common Core State Standards and provides students the chance to compare/contrast different text on the same subject

Facilitator

Reading Plus Coordinator

Participants

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

certificate of completion

G1.B4 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 32% of our students achieved a FCAT Level 4 or above. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 or above to 35%. The area of deficiency for the level 4 and above students as was literary analysis/fiction/nonfiction. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

G1.B4.S1 Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PD Opportunity 1

will be trained on the new McGraw Hill Reading series that is aligned to the common core state standards

Facilitator

District Personnel

Participants

Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

certificate of completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 65% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 72%.	\$1,031
Total		\$1,031

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1		\$40
EESAC		\$991
Total		\$1,031

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 65% of students achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery at or above 72%.

G1.B1 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 64% Hispanic, 75% of the White, 55% of our ELL and 38% of ED subgroup achieved mastery. Our goal for the 2013-2014 school year is to increase the student mastery to 72% for Hispanic, 78% White, 60% ELL and 72% ED. The students experienced difficulties Reporting Category 2, Reading Application.

G1.B1.S1 Teachers will teach specific and strategic lessons during small group instruction using tools such as a text structure chart and other graphic organizers to help students identify clue words that will enable them to determine what type of text structure (cause and effect, chronological order, and compare and contrast) the author is using in a particular type of text.

Action Step 1

Students will use authors purpose chart to identify authors purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.

Resource Type

Evidence-Based Program

Resource

A Reading Coach will support students, teachers and administrators. The coach will work with teachers by helping them with lessons plans, modeling, and providing feedback on lessons. The coach will also design and/or deliver professional development to support literacy development and content area instruction. The coach will work with students, parents, and teachers in analyzing student assessment data and provide them with strategies to best support the child.

Funding Source

Title 1

Amount Needed

\$40

G1.B3 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 30% of our students achieved a FCAT Level 3. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 3 to 37%. The students experienced difficulties in Reporting Category 4, Informational Text and Research.

G1.B3.S1 Teachers will use resources such as Time for Kids, the Social Studies, Science books, McGraw Hill newspaper articles, flyers, recipes, and brochures to engage the students in lessons that help them analyze and depict text features.

Action Step 1

Use real world documents such as how to articles, brochures, fliers and websites to identify text features. Students will also compare and contrast themes, topics, and key details in one or two texts.

Resource Type

Evidence-Based Program

Resource

Time for Kids Magazine

Funding Source

EESAC

Amount Needed

\$521

G1.B4 The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 32% of our students achieved a FCAT Level 4 or above. Our goal for the 2013-2014 school year is to increase the amount of students receiving Level 4 or above to 35%. The area of deficiency for the level 4 and above students as was literary analysis/fiction/nonfiction. The students have had insufficient exposure to direct instruction, and practice, in the aforementioned categories.

G1.B4.S1 Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Action Step 1

will be trained on the new McGraw Hill Reading series that is aligned to the common core state standards

Resource Type

Evidence-Based Program

Resource

Funds will be used to hire substitutes to cover classes while the teachers are in training.

Funding Source

EESAC

Amount Needed

\$470