2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Heights Elementary School

17661 SW 117TH AVE
Miami, FL 33177
305-238-3602
http://miamiheights.dadeschools.net/

School Demographics

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

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

School Grades History

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

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
Miami Heights Elementary Schl

Principal
Jorge Rivas A

School Advisory Council chair
Maria Diaz-Almendral

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

Name	Title
Jorge Rivas	Principal
Dr. Annie Ingraham	Assistant Principal
Deidre Reed	Assistant Principal
Vivian French	Writing Coach
Esther Sanchez	Reading Coach
Maria Martinez	Math Coach
Catherine Stewart	Science Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 12, educational support, student – 1, BCR – 2

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) was involved in the development of the 2013-2014 School Improvement Plan (SIP) throughout the entire process. The SAC met periodically to review the objectives and strategies in the SIP. Additionally, the SAC reviewed performance data to assist in writing SIP goals and make recommendations, as appropriate, regarding adjustments to strategies delineated in the previous year's SIP.
The SAC approved the EESAC budget to be used to fund additional instructional materials that would

enhance and increase the academic achievement level of all students. The SAC also reviewed the school budget and made recommendations regarding expenditures for the 2013-2014 school year. The SAC will monitor the implementation of the 2013-2014 School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC, in collaboration with the leadership team, will monitor with the implementation of the School Improvement Plan and review data regularly.
The SAC fully supports academic programs provided by the District. All instruction will be aligned to the Common Core Standards and the Next Generation Sunshine State Standards and will be in compliance with all District and school guidelines.

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

Funds will used to purchase Scholastic Magazines for third grade students at the amount of $1,135.97

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
3

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

Administrator Information:

Jorge Rivas A		
Principal	Years as Administrator: 7	Years at Current School: 3

Credentials	Social Science, Guidance & Counseling, Ed Leadership
Performance Record	2013 – School Gr – B Rdg. Proficiency: 56% Math Proficiency: 54% Rdg. Lrg. Gains: 64% pts Math Lrg. Gains: 44% pts Rdg. Imp. of Lowest 25% - 71% pts Math Imp. of Lowest 25% - 50% pts Rdg. AMO – 65 Math AMO– 66 2012 – School Gr – A Rdg Proficiency: 57% Math Proficiency: 59% Rdg Lrg. Gains: 77% Math Lrg. Gains: 79% Gains-Rdg Lowest 25%: 80% Gains-Math Lowest 25%: 73% Rdg AMO – 61 Math AMO - 62 2011 – School Gr – B Rdg Proficiency: 67% Math Proficiency: 67% Rdg Lrg. Gains: 62% Math Lrg. Gains: 61% Gains-Rdg Lowest 25%: 53% Gains-Math Lowest 25%: 60% 2010 – School Gr – D Rdg Proficiency: 22% Math Proficiency: 51% Rdg Lrg. Gains: 41% Math Lrg. Gains: 70% Gains-Rdg Lowest 25%: 44% Gains-Math Lowest 25%: 66% 2009* N/A (Assigned to District)

Deidre Reed		
Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	Bachelor of Science - Elementary Education, Florida Memorial College Master of Science - Mathematics Education, Florida State University Educational Specialist - Educational Leadership, Nova Southeastern University ESOL
Performance Record	2013 – School Gr – B Rdg. Proficiency: 56% Math Proficiency: 54% Rdg. Lrg. Gains: 64% pts Math Lrg. Gains: 44% pts Rdg. Imp. of Lowest 25% - 71% pts Math Imp. of Lowest 25%- 50% pts Rdg. AMO – 65 Math AMO – 66 2012 – School Gr – A Rdg Proficiency: 57% Math Proficiency: 59% Rdg Lrg. Gains: 77% Math Lrg. Gains: 79% Gains-Rdg Lowest 25%: 80% Gains-Math Lowest 25%: 73% Rdg AMO – 61 Math AMO - 62 2011 – School Gr – D Rdg Proficiency: 37% Math Proficiency: 51% Rdg Lrg. Gains: 53% Math Lrg. Gains: 48% Gains-Rdg Lowest 25%: 70% Gains-Math Lowest 25%: 36% 2010 – School Gr – C Rdg Proficiency: 57% Math Proficiency: 62% Rdg Lrg. Gains: 58% Math Lrg. Gains: 59% Gains-Rdg Lowest 25%: 50% Gains-Math Lowest 25%: 61% 2009 – School Gr – C Rdg Proficiency: 51% Math Proficiency: 58% Rdg Lrg. Gains: 62% Math Lrg. Gains: 70% Gains-Rdg Lowest 25%: 61% Gains-Math Lowest 25%: 71%

Dr. Annie Ingraham		
Asst Principal	Years as Administrator: 22	Years at Current School: 1

Credentials	BA – Elementary Education, Nova University; Master of Science – Elementary Education, Nova University; Educational Specialist, Educational Leadership - Nova University ; Doctor in Education – Religious Education, Jacksonville Baptist Theological Seminary.
Performance Record	2013 – School Gr – A Rdg. Proficiency: 78% Math Proficiency: 81% Rdg. Lrg. Gains: 67%pts Math Lrg. Gains: 81% pts Rdg. Imp. of Lowest 25% - 62% pts Math Imp. of Lowest 25%- 51% pts Rdg. AMO – Math AMO – 2012 – School Gr – A Rdg Proficiency: 78% Math Proficiency: 75% Rdg Lrg. Gains: 78% Math Lrg. Gains: 78% Gains-Rdg Lowest 25%: 68% Gains-Math Lowest 25%: 68% Rdg AMO – Math AMO - 2011 – School Gr – A Rdg Proficiency: 92% Math Proficiency: 89% Rdg Lrg. Gains: 75% Math Lrg. Gains: 76% Gains-Rdg Lowest 25%: 70% Gains-Math Lowest 25%: 76% 2010 – School Gr – A Rdg Proficiency: 93% Math Proficiency: 90% Rdg Lrg. Gains: 76% Math Lrg. Gains: 72% Gains-Rdg Lowest 25%: 64% Gains-Math Lowest 25%: 71% 2009 – School Gr – A Rdg Proficiency: 95% Math Proficiency: 92% Rdg Lrg. Gains: 75% Math Lrg. Gains: 81% Gains-Rdg Lowest 25%: 69% Gains-Math Lowest 25%: 75%

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maria Martinez		
Full-time / District-based	Years as Coach: 2	Years at Current School: 7

Areas	Mathematics
Credentials	Primary Ed, Elementary Ed, Reading K-12, Gifted, ESOL
Performance Record	2012-2013 – School Gr (B), Rdg. Proficiency: 56%, Math Proficiency: 54%, Rdg. Lrg. Gains: 64% pts, Math Lrg. Gains: 44% pts, Rdg. Imp. of Lowest 25% - 71% pts, Math Imp. of Lowest 25% - 50% pts, Rdg. AMO – 65 Math AMO– 66 2011-2012 – School Gr (A), Rdg Proficiency, 57%, Math Proficiency, 59%, Rdg Lrg. Gains, 77%, Math Lrg. Gains, 79%, Gains-Rdg-25%, 80%, Gains-Math-25%, 73%, Rdg AMO – 61, Math AMO - 62 2010-2011 – School Gr (B), Rdg Proficiency, 67%, Math Proficiency, 67%, Rdg Lrg. Gains, 62%, Math Lrg. Gains, 61%, Gains-Rdg-25%, 53%, Gains-Math-25%, 60% 2009-2010 – School Gr (A), Rdg Proficiency, 75%, Math Proficiency, 72%, Rdg Lrg. Gains, 70%, Math Lrg. Gains, 57%, Gains-Rdg-25%, 59%, Gains-Math-25%, 59% 2008-2009 - School Gr (A), Rdg Proficiency, 75%, Math Proficiency, 73%, Rdg Lrg. Gains, 75%, Math Lrg. Gains, 68%, Gains-Rdg-25%, 74%, Gains-Math-25%, 69%

Esther Sanchez		
Full-time / District-based	Years as Coach: 1	Years at Current School: 28

Areas	Reading/Literacy
Credentials	ELEM ED
Performance Record	2013 – School Gr – B Rdg. Proficiency: 56% Math Proficiency: 54% Rdg. Lrg. Gains: 64% pts Math Lrg. Gains: 44% pts Rdg. Imp. of Lowest 25% - 71% pts Math Imp. of Lowest 25% - 50% pts Rdg. AMO – 65 Math AMO– 66 2012 – School Gr – A Rdg Proficiency, 57% Math Proficiency, 59% Rdg Lrg. Gains, 77% Math Lrg. Gains, 79% Gains-Rdg-25%, 80% Gains-Math-25%, 73% Rdg AMO – 61 Math AMO - 62 2011 – School Gr – B Rdg Proficiency, 67% Math Proficiency, 67% Rdg Lrg. Gains, 62% Math Lrg. Gains, 61% Gains-Rdg-25%, 53% Gains-Math-25%, 60% 2010 – School Gr – A Rdg Proficiency, 75% Math Proficiency, 72% Rdg Lrg. Gains, 70% Math Lrg. Gains, 57% Gains-Rdg-25%, 59% Gains-Math-25%, 59% 2009* School Gr – A Rdg Proficiency, 75% Math Proficiency, 73% Rdg Lrg. Gains, 75% Math Lrg. Gains, 68% Gains-Rdg-25%, 74% Gains-Math-25%, 69%

Vivian French		
Full-time / District-based	Years as Coach: 1	Years at Current School: 35

Areas	Reading/Literacy, Other
Credentials	ELEM ED, PRIMARY ED, ESOL, ADMINISTRATION & SUPERVISION
Performance Record	2013 – School Gr – C Rdg Proficiency, 43% Math Proficiency, 55% Rdg Lrg. Gains, 63% Math Lrg. Gains, 63% Gains-Rdg of Lowest 25%, 70% Gains-Math Lowest 25%, 71% Rdg AMO – 50 Math AMO - 58 2012 – School Gr – A Rdg Proficiency, 57% Math Proficiency, 59% Rdg Lrg. Gains, 77% Math Lrg. Gains, 79% Gains-Rdg Lowest 25%, 80% Gains-Math Lowest 25%, 73% Rdg AMO – 61 Math AMO - 62 2011 – School Gr – C Rdg Proficiency, 56% Math Proficiency, 58% Rdg Lrg. Gains, 65% Math Lrg. Gains, 82% Gains-Rdg Lowest 25%, 53% Gains-Math Lowest 25%, 77% 2010 – School Gr – A Rdg Proficiency, 75% Math Proficiency, 72% Rdg Lrg. Gains, 70% Math Lrg. Gains, 57% Gains-Rdg Lowest 25%, 59% Gains-Math Lowest 25%, 59% 2009* School Gr – A Rdg Proficiency, 75% Math Proficiency, 73% Rdg Lrg. Gains, 75% Math Lrg. Gains, 68% Gains-Rdg Lowest 25%, 74% Gains-Math Lowest 25%, 69%

Catherine Stewart		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Science
Credentials	Bachelor of Arts in History, Master's of Education in Curriculum and Instruction with an ESL Specialization Certified in ESE, Elementary ESOL Endorsed
Performance Record	2012-2013 - School Grade (A), Rdg. 67%, Math 73%, Writing 59%, Science 48%, Learning Gains Pts. Rdg. 77, Math 77, Lowest 25%Pts. Rdg. 75, Math 80 2011-2012 - School Grade (A), Rdg. 64%, Math 70%, Writing 94%, Science 56%, Learning Gains Pts. Rdg. 81, Math 68, Lowest 25%Pts. Rdg. 83, Math 70 2010-2011 - School Grade (A), Rdg. 74%, Math 79%, Writing 76%, Science 55%, Learning Gains Pts. Rdg. 67, Math 64, Lowest 25%Pts. Rdg. 64, Math 68 2009-2010 - School Grade (A), Rdg. 74%, Math 80 %, Writing 90%, Science 55%, Learning Gains Pts. Rdg. 70, Math 78, Lowest 25%Pts. Rdg. 67, Math 87 2008-2009 - School Grade (B), Rdg. 74%, Math 68%, Writing 83%, Science 48%, Learning Gains Pts. Rdg. 66, Math 56, Lowest 25%Pts. Rdg. 53, Math 51

Classroom Teachers

# of classroom teachers
80

 # receiving effective rating or higher
79, 99%

 # Highly Qualified Teachers
80%

 # certified in-field
84, 105%

 # ESOL endorsed
64, 80%

 # reading endorsed
7, 9%

 # with advanced degrees
27, 34%

 # National Board Certified
5, 6%

 # first-year teachers
1, 1%

 # with 1-5 years of experience

10, 13%

 # with 6-14 years of experience

50, 63%

 # with 15 or more years of experience

24, 30%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

2, 25%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

19

 # receiving effective rating or higher

19, 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

Listed below are several strategies that have been planned/scheduled for implementation to recruit and retain highly qualified, certified-in-field, effective teachers to the school:
*Teacher Appreciation activities
*Team Building activities
*Professional Development
Esther Sanchez, Maria Martinez, and the PTA are responsible for spearheading these special ongoing activities.
Professional Learning Communities have been established for teachers in grades K-5. Amy Singh and Arlene Ortiz-Rodriguez are responsible for facilitating this event on the fourth 4th Wednesday of each month.
Vertical Team Cohorts meet periodically to address academic requirements as needed. Maria Martinez is the facilitator of this team.
Mustang Awards are rewarded to staff based on identified accomplishments. Maria Martinez and Vanessa Diaz are responsible for providing this award to recipients on the second Wednesday of every month.

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

The mentor and mentee meet bi-weekly in a professional learning community to discuss, develop and implement instructional evidence-based strategies for each domain. The mentor is given release time

to observe the mentee. Time is given for feedback, coaching and planning.
During planning sessions, techniques for delivery of instruction are reviewed. The alignment of the Common Core Standards with the Pacing Guide in addition to the Gradual Release Model is discussed.
The mentee was paired with the selected mentor because the mentor has clinical supervision and had the opportunity of serving as the mentee's clinical supervisor during internship.

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 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. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS 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. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets which are completed three times a year. The MTSS 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 needs 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 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 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)
• Administrator(s): Mr. Jorge Rivas, Principal; Mrs. Deidre Reed (Assistant principal) and Dr. Annie Ingraham (Assistant Principal)
• School reading, math, science, and writing specialists: Maria Martinez, Esther Sanchez, Catherine Stewart, and Vivian French
• Special Education Personnel: Leslie Schwartzman (SPED Chair)
• School guidance counselor: Vanessa Diaz and Cheryl Concepcion
• School psychologist: Dr. David Larson
• School social worker: Elizabeth Nazario-Ruiz
• Member of advisory group, community stakeholders, parents:
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Bi-weekly) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Vanessa Diaz, Cheryl Concepcion, Elizabeth Nazario-Ruiz and Dr. David Larson will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected, teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Vanessa Diaz, Cheryl Concepcion, Elizabeth Nazario-Ruiz and Dr. David Larson of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aim-lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS 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 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

Students in the lowest 25th percentile are identified based on previous year's FCAT/SAT scores. Non SPED students are integrated into an intervention schedule formulated by the Instructional Coaches based on RtI criteria. In academic areas, the following data is used for RtI purposes at each and all Tiers.
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory (Tier 1, 2, 3)
• Oral Reading Fluency Measures (Tier 1, 2, 3)
• Baseline Benchmark Assessments (Tier 1, 2, 3)
• Success Maker Utilization and Progress Reports (Tier 3)
• Interim assessments (Tier 1, 2, 3)

• State/Local Math and Science assessments (Tier 1, 2, 3-when applicable)
• FCAT (Tier 1, 2, 3)
• Student grades (Tier 1, 2, 3)
• School site specific assessments (Tier 1, 2, 3)
The first FAIR assessment period data is used to target low achieving Tier 1 students referred for RtI. Thereafter, FAIR assessment period data can be used, along with all aforementioned data, to target low achieving students referred for RtI. Once students are referred and in RtI's Tier 2, Voyager passport is used as the
Tier 2 intervention. Students are scheduled to receive Wonder Works 5 days a week for 30 minutes in a small group arrangement. Teachers are to use Wonder Works and teacher generated graphs (formulated by our media Specialist) to track student progress. Fluency and Comprehension are both measured.
Fair data, baseline assessments, STAR/A.R, Tier 1 McGraw-Hill reading curriculum based assessments, small group differentiated instruction based assessments, and all aforementioned data is all used throughout the entire RtI tiered process (1-3). For students in Tier 3 of RtI, additional individualized and intensified interventions are added upon the previous tiers. The tier 3 intervention program used is Success Maker. Students are scheduled to receive Success Maker 5 days a week for 15 minutes a day. This is in addition to the 30 minutes daily of Intervention (Tier 2 Intervention) and the McGraw-Hill 90-min reading block. Teachers monitor students while on Success Maker and a weekly report is generated and printed for teachers' records. On a weekly basis, teachers will input data collection into a McGraw-Hill generated graph which will be required for SST-RtI meetings. Interventions continue throughout the duration of the RtI process.
For the behavioral component of RtI, the following data is used to determine student referrals and arrangement of Tiers.
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals for student behavior, made by staff member or administrator
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs
Students who are in need of RtI for behavioral component are assimilated into Tiers through the use of Student Code of Conduct, referrals, conference logs, counseling logs, etc. Students are placed on an informal behavior contract for a length of time before a FAB/BIP is implemented. If a FAB/BIP is deemed necessary, MTSS team along with the referring teacher and other teachers will hold a meeting to implement. Customary procedures and protocol for data collection and BIP implementation will be discussed and followed.

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

The MTSS Leadership Team will meet on a bi-weekly basis to discuss and analyze students referred for or in RtI. In these MTSS Leadership meetings, we will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis (as needed). Our plan to support MTSS in our school is further exceeded by providing levels of support and interventions to students based on data, while monitoring the fidelity of the delivery of instruction and intervention that students are receiving. Teachers and Interventionists will receive updates at the conclusion of the MTSS Leadership team meetings. Faculty meetings will also be used to update all faculty/staff members of any new information gathered.
Our school will also participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at

Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor our 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 implementation in the school.
Our school will utilize Opn House night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS 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: 2,580

Miami Heights Elementary will provide Title III tutoring after school for ELL Levels 1's and 2's students on Tuesdays and Thursdays from 3:20 pm - 4:20 pm. During this tutoring program students will receive additional support in Reading and Mathematics. Teachers will be provided the opportunity for planning effective lessons at the conclusion of each tutorial session. Teachers will support the development of student learning in reading by implementing ESOL strategies, utilizing effective reading comprehension strategies, and provide critical thinking strategies during delivery of instruction. Teachers will support the development of student learning in mathematics by implementing the use of manipulative, ESOL strategies, questioning strategies, and problem solving strategies.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Conducting ongoing progress monitoring of weekly lessons and conducting meeting to review the intervention curriculum will be held with teachers to monitor the effective of the intervention plan.

Who is responsible for monitoring implementation of this strategy?

Classroom Teachers (tutors)
Curriculum Coaches
Administration

Strategy: Extended Day for All Students

Minutes added to school year: 720

Miami Heights Elementary will have a Science Club for students in grades 3-5. Students will meet once a month on Wednesday from 2:15 PM – 3:45 PM. The purpose of the Science Club is to promote curiosity, creativity, and scientific habits of mind; evidence based decision making, critical thinking skills and for students to realize that science is used in everyday life and in most job descriptions. Club facilitators will provide students with multiple opportunities for inquiry based learning during instruction. Facilitators will also increase rigor in science writing and provide evidence through science journals.

Strategy Purpose(s)

• Enrichment activities that contribute to a well-rounded education

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

Data will be analyzed by conducting ongoing progress monitoring of monthly activities and meeting with teachers to review the curriculum.

Who is responsible for monitoring implementation of this strategy?

Science Club Facilitators
Administration

Strategy: Before or After School Program

Minutes added to school year: 2,580

Miami Heights Elementary will provide Title I tutoring after school for students scoring FCAT Level 1 and 2 in order to increase student learning gains. Students scoring FCAT 3, 4 and 5 will participate in enrichment activities in order to maintain high standards. Tutorial and enrichment hours will be held on Tuesdays and Thursdays from 3:20 pm - 4:20 pm for students. During these sessions students will receive instruction in Reading, and Mathematics. Teachers will be provided the opportunity for planning effective lessons at the conclusion of each tutorial session. Teachers will support the development of student learning in reading by utilizing effective reading comprehension strategies, and provide critical thinking strategies during delivery of instruction. Teachers will support the development of student learning in mathematics by implementing the use of manipulative, questioning strategies, and problem solving strategies. Technology will also be incorporated into instruction for both core academic subject areas.

Strategy Purpose(s)

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

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

Conducting ongoing progress monitoring of weekly lessons and conducting meeting to review the intervention curriculum will be held with teachers to monitor the effective of the intervention plan

Who is responsible for monitoring implementation of this strategy?

Teachers (tutors)
Curriculum Coach
Administration

Literacy Leadership Team (LLT)

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

Name	Title
Jorge Rivas	Principal
Deidre Reed	Assistant Principal
Dr, Annie Ingraham	Assistant Principal
Maria Martinez	Mathematics Coach
Esther Sanchez	Reading Coach
Vivian French	Writing Coach
Vanessa Diaz	Counselor
Cheryl Concepcion	Counselor
Kimberley Renick	Media Specialist
Jessica Fernandez	Kindergarten Teacher
Lourdes Lopez	1st Grade Teacher

Name	Title
Stephanie Robinson	2nd Grade Teacher
Latanya Trent	4th Grade Teacher
Stacey Agostini	5th Grade Teacher
Marie Buitrago	3rd Grade Teacher
Donna Porter	Spanish/ELL
Brandy Boone	Special Areas
Catherine Stewart	Science Coach

How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from Literacy Leadership Team meetings and have a dialogue with the principal/assistant principals regarding the meetings. The principal will provide necessary resources to the Literacy Leadership Team. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The Literacy Leadership Team will meet weekly to discuss student progress, data, weekly benchmarks, CRRP implementation, CELLA, Edusoft Reports and progress monitoring of students needing intervention. The Reading Coaches will provide weekly focus calendars to teachers and provide peer mentoring as necessary. The Media Specialist prints and reviews reports (data) to disseminate to the team. The administration will monitor student progress and uses data to drive weekly/monthly instructional focus. The team will meet quarterly with instructional staff to conduct data chats, to revisit focus calendar, and discuss strategies for targeting deficient benchmarks and standards.

The principal and assistant principals will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and literacy leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principal and assistant principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

Major initiatives of the LLT

To closely monitor intervention students, to model and mentor developing teachers, and to analyze data to ensure progress of at risk (tier 2 & 3) students in the lower quartiles of performance. To communicate effectively with the MTSS/RtI team to ensure student identification, remediation, and academic success. To increase student performance in effective writing and vocabulary acquisition for holistic literacy attainment.

The principal, assistant principals, reading coach, math coach, science coach, and curriculum support

specialist will utilize student assessment data, classroom observational data, and the professional development listed on the teachers' IPEGS Goal Setting form, and School Improvement Plan, when planning professional development for the school. The principal, assistant principals, reading coach, and curriculum support specialist will meet regularly to discuss and review the needs of teachers and students. During these meetings the reading coach will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the assistant principals, reading coach, and curriculum support specialist about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal, assistant principals, reading coach, and curriculum support specialist will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal and assistant principals classroom walkthroughs. In-program assessments will be administered based upon program guidelines/requirements (weekly, bi-weekly, or monthly). This data will be used to determine intervention and support needs of students by:
• participating in Data Analysis Team meetings after each FAIR/District Interim assessment period;
• analyzing progress monitoring data with the reading coach;
• directing the reading coach to meet with each grade level to review their progress monitoring (FAIR) data;
• monitoring that the reading coach uses available data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and
• monitoring the teacher's use of data driven instruction during classroom visitations
• participating in data reviews of all CELLA results

The principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact media center circulation. The principal will take an active role in promoting library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. The principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals. Additionally, the media specialist will be a member of the Literacy Leadership Team. The principal will work with the reading and the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP.

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

Miami Heights Elementary offers opportunities for local early childhood agencies (Head Start, private pre-schools, etc.) to visit the school during the school day. Students are invited with their parents to tour the Kindergarten classrooms.

All incoming kindergarten students are screened by the school's certified kindergarten teachers in order to determine each child's readiness rates utilizing the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The resulting data is disaggregated in order to identify individual student needs. Low performing students will be placed in intervention groups in order to provide specific skill remediation. Parents will be notified through flyers, monthly calendars, and Connect Ed messages of upcoming parent workshops that will better enable them to work with their child at home, especially in the area of reading.

Expected Improvements

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	61%	56%	No	65%
American Indian				
Asian				
Black/African American	46%	25%	No	51%
Hispanic	63%	59%	No	66%
White	63%	69%	Yes	67%
English language learners	51%	47%	No	56%
Students with disabilities	38%	26%	No	44%
Economically disadvantaged	58%	54%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	30%	33%
Students scoring at or above Achievement Level 4	141	26%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		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)	219	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	115	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	118	30%	37%

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	66	40%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	54%	No	66%
American Indian				
Asian				
Black/African American	55%	50%	Yes	60%
Hispanic	63%	55%	No	67%
White	53%	56%	Yes	58%
English language learners	60%	45%	No	64%
Students with disabilities	40%	32%	No	46%
Economically disadvantaged	59%	52%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	158	29%	32%
Students scoring at or above Achievement Level 4	132	24%	25%

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	52	28%	32%
Students scoring at or above Achievement Level 4	28	15%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	644	53%	55%

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	102	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	60	5%	4%
Students who are not proficient in reading by third grade	96	48%	43%
Students who receive two or more behavior referrals	54	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Miami Heights Elementary will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. These activities that will be held are Open House, Resource Fair, Title I Informational, Parent Leadership, Academic Workshops (reading, math, science, and writing), Pre K to K Transition, PTA, and a Community Fair. The targeted events will be conducted in the morning, afternoon and night so that all parents will have the opportunity to attend. Child care will be provided by instructional staff members to the parent that will be in need of the service.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House, Resource Fair and Title I Informational,	595	49%	55%
Academic Workshops (reading)	28	2%	10%
Academic Workshops (math)	6	.05%	10%
Academic Workshops (science)	105	8%	15%
Academic Workshops (writing)	11	.09%	15%
Pre K to K Transition	25	2%	10%
Community Fair	0	0%	30%
Parent Leadership Academy	81	7%	10%
PTA	80	7%	20%

Goals Summary

G1. The results of the 2013 FCAT Writing test indicate that 40% of students achieved proficiency (level 3.5 or higher). Our goal is to increase student proficiency levels at 40% in writing.

G2. Increase student proficiency in using and understanding Informational Text and the Research Process Reporting Category 4).

G3. Increase students' vocabulary proficiency (Reporting Category 1).

G4. Increase student proficiency in reading application (Reporting Category 2)

G5. Increase student proficiency in Literary Analysis/Fiction/Nonfiction (Reporting Category 3)

G6. According to the results of the 2013 FCAT 2.0 mathematics administration, only 29% of students in grades 3, 4, and 5 scored at Achievement Level 3. Our goal is to increase the percentage of students in grades 3, 4, and 5 scoring at Achievement Level 3.

G7. Increase opportunities for ELL students to use math vocabulary in real world situations and to apply their knowledge to solving word problems.

G8. Increase opportunities for the SWD subgroup for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G9. Increase opportunities for the Economically Disadvantaged subgroup for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G10. Increase opportunities for Hispanic students for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G11. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with Physical Science. Students at mastery level will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other form

G12. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with the Earth and Space Science. Students performing at the mastery level of this reporting category will consistently be able to distinguish among objects in the Solar System.

G13. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Nature of Science. Students performing at the mastery will be able formulate testable questions, evaluate investigations and experiments, and organize data.

G14. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Life Science. Students performing at the mastery level will be able to identify the functions of human body organs, compare life cycles of plants and animals.

Goals Detail

G1. The results of the 2013 FCAT Writing test indicate that 40% of students achieved proficiency (level 3.5 or higher). Our goal is to increase student proficiency levels at 40% in writing.

Targets Supported

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

- Writing

Resources Available to Support the Goal

- Professional Development, graphic organizers, journal writing, and modeling mentor text

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT Writing, proficiency rate decreased by 40 percent as compared to the 2012 FCAT Writing . Incorporating interactive journals with corrective feedback

Plan to Monitor Progress Toward the Goal

Conduct classroom walkthroughs to monitor the implementation of the writing routine Weekly leadership team debriefings.

Person or Persons Responsible

Writing Coach Administration

Target Dates or Schedule:

September 2013 - November 2013

Evidence of Completion:

Analyze student progress using state's writing rubric (student data chats)

G2. Increase student proficiency in using and understanding Informational Text and the Research Process Reporting Category 4).

Targets Supported

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

Resources Available to Support the Goal

- Wonders Reading Series (McGraw Hill), Successmaker, Reading Plus, STAR Diagnostic Reading, Accelerated Reader, Think Central, Reading Coach

Targeted Barriers to Achieving the Goal

- Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1] Read and organize informational text and text features to perform a task (RI.3.5, RI.3.7, & W.3.8); [LA.5.6.2.2] Determine the validity and reliability of information in text.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
LLT and MTSS/RtI team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G3. Increase students' vocabulary proficiency (Reporting Category 1).

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Wonders Reading Series (McGraw Hill), Successmaker, Reading Plus, STAR Diagnostic Reading, Accelerated Reader, Think Central, Reading Coach

Targeted Barriers to Achieving the Goal
- Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.3] Context Clues (L.3.4a & L.3.5); [LA.3-5.1.6.7] Base Words and Affixes (L.3.4b & L.3.4c); [LA.3-5.1.6.8] Antonyms, Synonyms, Homographs, Homophones (L.3.5 & L3.5c); [LA.3-5.1.6.9] Multiple Meanings in Context (RI.3.4 & L.3.4); [LA.3-5.1.6.6] Identify shades of meaning in related words (L.3.5c)

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
MTSS/RtI team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G4. Increase student proficiency in reading application (Reporting Category 2)

Targets Supported

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

Resources Available to Support the Goal

- Wonders Reading Series (McGraw Hill), Successmaker, Reading Plus, STAR Diagnostic Reading, Accelerated Reader, Think Central, Reading Coach

Targeted Barriers to Achieving the Goal

- Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2: Reading Application [LA.3-5.1.7.2] Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6); [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order (RI.3.1 & RI.3.2); [LA.3-5.1.7.4] Cause and Effect Relationships (RI.3.3 & RI.3.8); [LA.3-5.1.7.5] Indentify text structure and explain how it impacts meaning in text. (RI.3.8 & RI.3.3); [LA.3-5.1.7.6] Identify themes or topics across a variety of fiction or nonfiction texts (RL.3.2 & RL.3.9); [LA.3-5.1.7.7] Compare/Contrast elements, topics, settings, characters, problems in single or multiple texts. (Grade 3 within text only, Grades 4-5 within and across text) (RL.3.6, RL.3.9, RI.3.6 & RI.3.9)

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G5. Increase student proficiency in Literary Analysis/Fiction/Nonfiction (Reporting Category 3)

Targets Supported

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

Resources Available to Support the Goal

- Wonders Reading Series (McGraw Hill), Successmaker, Reading Plus, STAR Diagnostic Reading, Accelerated Reader, Think Central, Reading Coach

Targeted Barriers to Achieving the Goal

- Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 3: Literary Analysis/Fiction/ Nonfiction [LA.3-5.2.1.2] Elements of story structure – character development, setting, plot, problem/solution (RL.3.3 & RL.3.6); [LA.3-5.2.1.7] Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects (RL.3.4 & L.3.5a); [LA.3-5.2.2.1] Explain and identify the purpose of text features (RL.3.7)

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
LLT and MTSS/RtI team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G6. According to the results of the 2013 FCAT 2.0 mathematics administration, only 29% of students in grades 3, 4, and 5 scored at Achievement Level 3. Our goal is to increase the percentage of students in grades 3, 4, and 5 scoring at Achievement Level 3.

Targets Supported

Resources Available to Support the Goal
- Go Math NGSSS and Common Core Math Series; Manipulatives; Think Central Intervention Resource Activities; Successmaker Math, Math Coach, Curriculum Support Specialist

Targeted Barriers to Achieving the Goal
- Implementing all components of the Gradual Release Model.

- Incorporating problem-solving strategies during the math instruction.

Plan to Monitor Progress Toward the Goal

Increase percentage of students in grades 3, 4, and 5 scoring at Achievement Level 3 in the administration of the 2013-2014 FCAT 2.0 in mathematics.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
March 2014

Evidence of Completion:
The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G7. Increase opportunities for ELL students to use math vocabulary in real world situations and to apply their knowledge to solving word problems.

Targets Supported

Resources Available to Support the Goal
- Go Math series, Think Central, Successmaker, FCAT Explorer, Destination Learning (Riverdeep), Math Journals, Math Coach, Curriculum Support Specialist, Curriculum Team

Targeted Barriers to Achieving the Goal
- The ELL subgroup did not make their 2012-2013 AMO. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

Plan to Monitor Progress Toward the Goal

The Leadership team will review data from the biweekly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Biweekly

Evidence of Completion:
The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G8. Increase opportunities for the SWD subgroup for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

Targets Supported

Resources Available to Support the Goal
- Go Math series, Think Central, Successmaker, FCAT Explorer, Destination Learning (Riverdeep), Math Journals, Math Coach, Curriculum Support Specialist, Curriculum Team

Targeted Barriers to Achieving the Goal
- The SWD subgroup did not make their 2012-2013 AMO. SWD students need multiple opportunities for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

Plan to Monitor Progress Toward the Goal

The Leadership team will review data from the District Interim Assessments and data will be analyzed to measure progress toward our goal.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Bi-monthly

Evidence of Completion:
The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G9. Increase opportunities for the Economically Disadvantaged subgroup for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

Targets Supported

Resources Available to Support the Goal
- Go Math series, Think Central, Successmaker, FCAT Explorer, Destination Learning (Riverdeep), Math Journals, Math Coach, Curriculum Support Specialist, Curriculum Team

Targeted Barriers to Achieving the Goal
- The Economically Disadvantaged subgroup did not make their 2012-2013 AMO. Economically Disadvantaged students need multiple opportunities for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

Plan to Monitor Progress Toward the Goal

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Bimonthly

Evidence of Completion:
The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G10. Increase opportunities for Hispanic students for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

Targets Supported

Resources Available to Support the Goal
- Go Math series, Think Central, Successmaker, FCAT Explorer, Destination Learning (Riverdeep), Math Journals, Math Coach, Curriculum Support Specialist, Curriculum Team

Targeted Barriers to Achieving the Goal
- The Hispanic subgroup did not make their 2012-2013 AMO. Hispanic students need multiple opportunities for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

Plan to Monitor Progress Toward the Goal

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Bimonthly

Evidence of Completion:
The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G11. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with Physical Science. Students at mastery level will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other form

Targets Supported
- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM - All Levels

Resources Available to Support the Goal
- FCAT Explorer GIZMO Science Journals Science Lab Experiments Teachers Science Curriculum Team Science Coach Curriculum Support Specialist

Targeted Barriers to Achieving the Goal
- Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

Plan to Monitor Progress Toward the Goal

Data from District Interim assessments will be analyzed to monitor effectiveness and student progress.

Person or Persons Responsible
Fifth-grade chairperson and Math/Science Coach

Target Dates or Schedule:
Bimonthly

Evidence of Completion:
The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

G12. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with the Earth and Space Science. Students performing at the mastery level of this reporting category will consistently be able to distinguish among objects in the Solar System.

Targets Supported

- Science - Elementary School

- STEM - All Levels

Resources Available to Support the Goal

- FCAT Explorer GIZMO Science Journals Science Lab Experiments Teachers Science Curriculum Team Science Coach Curriculum Support Specialist

Targeted Barriers to Achieving the Goal

- Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

Plan to Monitor Progress Toward the Goal

Data from District Interim assessments will be analyzed to monitor effectiveness and student progress.

Person or Persons Responsible
Fifth-grade chairperson and Math/Science Coach

Target Dates or Schedule:
Bimonthly

Evidence of Completion:
The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

G13. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Nature of Science. Students performing at the mastery will be able formulate testable questions, evaluate investigations and experiments, and organize data.

Targets Supported

- STEM - All Levels

- Parental Involvement

Resources Available to Support the Goal

- FCAT Explorer GIZMO Science Journals Science Lab Experiments Teachers Science Curriculum Team Science Coach Curriculum Support Specialist

Targeted Barriers to Achieving the Goal

- Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

Plan to Monitor Progress Toward the Goal

Gradual Release Model DI Five E Models

Person or Persons Responsible

Leadership Team MTSS/RtI Team

Target Dates or Schedule:

Review data from bi-weekly assessments Review lab reports Analyze data after each interim assessment.

Evidence of Completion:

Formative Assessments Summative Assessments Science Fair Projects FCAT 2.0 2013-2014

G14. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Life Science. Students performing at the mastery level will be able to identify the functions of human body organs, compare life cycles of plants and animals.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- FCAT Explorer GIZMO Science Journals Science Lab Experiments Teachers Science Curriculum Team Science Coach Curriculum Support Specialist

Targeted Barriers to Achieving the Goal

- Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

Plan to Monitor Progress Toward the Goal

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Bimonthly

Evidence of Completion:

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT Writing test indicate that 40% of students achieved proficiency (level 3.5 or higher). Our goal is to increase student proficiency levels at 40% in writing.

G1.B1 According to the 2013 FCAT Writing, proficiency rate decreased by 40 percent as compared to the 2012 FCAT Writing . Incorporating interactive journals with corrective feedback

G1.B1.S1 Provide instruction of the various modes of writing throughout the writing process.

Action Step 1

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

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

10/23/2013

Evidence of Completion

• Walkthrough documentation • Administrative Feedback/Coaching log reflection • ETO feedback/ Support document reflection

Action Step 2

Utilize student journals to demonstrate evidence of the writing process are aligned and evident throughout the entire lesson

Person or Persons Responsible

Writing Coach ETO CSS

Target Dates or Schedule

9/4/2013

Evidence of Completion

• Lesson plans • Interactive journals

Action Step 3

Utilize the Coaching Cycle to ensure all components of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Writing Coach ETO CSS

Target Dates or Schedule

10/11/2013

Evidence of Completion

• Coaching calendar • Coaching logs • Debriefing notes

Action Step 4

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

Person or Persons Responsible

Writing Coach ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

• Student work samples • Interactive journals

Action Step 5

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

Person or Persons Responsible

Writing Coach ETO CSS

Target Dates or Schedule

9/27/2013

Evidence of Completion

• Planning agendas • Student work samples • Lesson plans

Action Step 6

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

Person or Persons Responsible

Writing Coach ETO CSS

Target Dates or Schedule

9/20/2013 Common Planning Session

Evidence of Completion

• Professional development roster • Professional development deliverables (PPT, handouts

Facilitator:

CSS and Writing Coach

Participants:

4th grade teachers

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

Review plans developed during common planning that follow the Writing at a Glance and the Instructional Framework. Conduct classroom walkthroughs to monitor the implementation of the writing routine

Person or Persons Responsible

CSS, Writing Coach, Administration

Target Dates or Schedule

September 2013 - November 2013

Evidence of Completion

Lesson plans Student published writings and journals

Plan to Monitor Effectiveness of G1.B1.S1

Conduct classroom walkthroughs to monitor the implementation of the writing routine Weekly leadership team debriefings.

Person or Persons Responsible

CSS, Writing Coach, Administration

Target Dates or Schedule

September 2013 - November 2013

Evidence of Completion

Lesson plans State's writing rubric on mini-lessons (Focus, Organization, Suppot, and Conventions) Student published writing

G1.B1.S2 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Conduct classroom walkthroughs to monitor the implementation of writing lessons and instructional routines.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

• Walkthrough documents • Administrative feedback/coaching log reflections • ETO feedback/ support document reflections

Action Step 2

Provide professional development on the use of interactive journals.

Person or Persons Responsible

Writing Coach ETO CSS

Target Dates or Schedule

10/10/13

Evidence of Completion

• Professional development roster • Interactive journals

Facilitator:

CSS Writing Coach

Participants:

4th Grade Teachers

Action Step 3

. Conduct coaching cycles and model the implementation of the gradual release within the writing instructional block.

Person or Persons Responsible

Writing Coach

Target Dates or Schedule

10/11/13

Evidence of Completion

• Coaching calendar • Coaching log • Debriefing Notes

Action Step 4

Visit observational classrooms to gain a better understanding of the instructional framework.

Person or Persons Responsible

Writing Coach ETO CSS

Target Dates or Schedule

10/11/13

Evidence of Completion

• Gradual Release Model implementation • Implementation of observed framework

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

Conduct classroom walkthroughs Observe delivery of instruction Review lesson plans

Person or Persons Responsible

Writing Coach Administration

Target Dates or Schedule

September 2013 - November 2013

Evidence of Completion

Lesson plans Delivery of instruction Reflections in writing journals

Plan to Monitor Effectiveness of G1.B1.S2

Conduct classroom walkthroughs Review interactive writing journals Review coaching logs

Person or Persons Responsible

Writing Coach Administration

Target Dates or Schedule

September 2013 - November 2013

Evidence of Completion

Students scored writing using state writing rubric. Data being used to drive instruction

G2. Increase student proficiency in using and understanding Informational Text and the Research Process Reporting Category 4).

G2.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1] Read and organize informational text and text features to perform a task (RI.3.5, RI.3.7, & W.3.8); [LA.5.6.2.2] Determine the validity and reliability of information in text.

G2.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

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

Person or Persons Responsible

Principal Asst. Principal Instructional Supervisor

Target Dates or Schedule

06/05/2014

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 2

Plan and implement appropriate strategies and accommodations for all ELL and SWD students.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

Lesson plans

Action Step 3

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

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

Coaching Cycle forms Coaching log

Facilitator:

ETO CSS Reading Coach

Participants:

K - 5 Reading teachers

Action Step 4

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Cycle Forms Coaching Logs Curriculum Support Logs

Action Step 5

Implement and monitor instructional routines that include: -setting the purpose of instruction -following the model of explicit instruction demonstrating gradual release -incorporating small group instruction -incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

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

Action Step 6

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Common Planning Agendas Common Planning Sign in Sheets Lesson Plans created during common planning Time For Kids Scholastic News

Action Step 7

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Professional Development Rosters Professional Development Deliverables (PD presentation, handouts, materials

Facilitator:

ETO CSS Reading Coach

Participants:

K -5 Reading Teachers

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

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report District Interim Assessments Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report District Interim Assessments Summative Assessments: 2014 FCAT 2.0

G2.B1.S2 Implement and monitor the effective use of data driven instruction.

Action Step 1

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

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/2014

Evidence of Completion

Walkthrough/observational logs and/or checklist

Action Step 2

Disaggregate CELLA data to align instruction in the areas of listening, speaking, reading, and writing for all ELL students.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/18/2013

Evidence of Completion

Differentiated instructional focus

Action Step 3

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

Person or Persons Responsible

Reading Coach ETO CSS Principal Assistant Principal

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in Sheets Flexible Student Grouping

Action Step 4

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 5

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 6

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

> **Person or Persons Responsible**
>
> Reading Coach ETO CSS
>
> **Target Dates or Schedule**
>
> 6/5/14
>
> **Evidence of Completion**
>
> Differentiated instruction focus/grouping template Student work folders Data

Action Step 7

Utilize relevant and current data to create flexible student groups using a grouping template.

> **Person or Persons Responsible**
>
> Reading Coach ETO CSS
>
> **Target Dates or Schedule**
>
> 6/5/14
>
> **Evidence of Completion**
>
> Grouping template Data binders with current data

Action Step 8

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

> **Person or Persons Responsible**
>
> Reading Coach ETO CSS
>
> **Target Dates or Schedule**
>
> 10/29/13
>
> **Evidence of Completion**
>
> Agendas Sign in Sheets

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

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S2

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G3. Increase students' vocabulary proficiency (Reporting Category 1).

G3.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.3] Context Clues (L.3.4a & L.3.5); [LA.3-5.1.6.7] Base Words and Affixes (L.3.4b & L.3.4c); [LA.3-5.1.6.8] Antonyms, Synonyms, Homographs, Homophones (L.3.5 & L3.5c); [LA.3-5.1.6.9] Multiple Meanings in Context (RI.3.4 & L.3.4); [LA.3-5.1.6.6] Identify shades of meaning in related words (L.3.5c)

G3.B1.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

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

Person or Persons Responsible

Principal Asst. Principal Instructional Supervisor

Target Dates or Schedule

6/5/2014

Evidence of Completion

• Walkthrough/observational logs and/or checklist

Action Step 2

1. Disaggregate CELLA data to align instruction in the areas of listening, speaking, reading, and writing for all ELL students.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/18/2013

Evidence of Completion

• Differentiated instructional focus

Action Step 3

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

Person or Persons Responsible

Reading Coach ETO CSS Principal Assistant Principal

Target Dates or Schedule

6/5/14

Evidence of Completion

• Agendas • Sign in Sheets • Flexible Student Grouping

Action Step 4

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Completed Schedule • Tracking Documents

Action Step 5

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Coaching Calendar • Coaching Log • Debriefing Notes

Action Step 6

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Differentiated instruction focus/grouping template • Student work folders • Data

Action Step 7

2. Utilize relevant and current data to create flexible student groups using a grouping template.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Grouping template • Data binders with current data

Action Step 8

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

• Agendas • Sign in Sheets

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

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments Monthly SuccessMaker report District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments Monthly SuccessMaker report District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G3.B1.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

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

Person or Persons Responsible

Principal Asst. Principal Instructional Supervisor

Target Dates or Schedule

06/05/2014

Evidence of Completion

• Walkthrough forms and/or checklist

Action Step 2

6. Plan and implement appropriate strategies and accommodations for all ELL and SWD students.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

• Lesson plans

Action Step 3

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

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

• Coaching Cycle forms • Coaching log

Facilitator:

Reading Coach ETO CSS

Participants:

K-5 Reading teachers

Action Step 4

4. Conduct coaching cycles and model different components of the instructional routine based on teacher need

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Coaching Cycle Forms • Coaching Logs • Curriculum Support Logs

Action Step 5

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

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

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

Action Step 6

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Common Planning Agendas • Common Planning Sign in Sheets • Lesson Plans created during common planning

Action Step 7

1. Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

• Professional Development Rosters • Professional Development Deliverables (PD presentation, handouts, materials

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

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S2

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G4. Increase student proficiency in reading application (Reporting Category 2)

G4.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2: Reading Application [LA.3-5.1.7.2] Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6); [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order (RI.3.1 & RI.3.2); [LA.3-5.1.7.4] Cause and Effect Relationships (RI.3.3 & RI.3.8); [LA.3-5.1.7.5] Indentify text structure and explain how it impacts meaning in text. (RI.3.8 & RI.3.3); [LA.3-5.1.7.6] Identify themes or topics across a variety of fiction or nonfiction texts (RL.3.2 & RL.3.9); [LA.3-5.1.7.7] Compare/Contrast elements, topics, settings, characters, problems in single or multiple texts. (Grade 3 within text only, Grades 4-5 within and across text) (RL.3.6, RL.3.9, RI.3.6 & RI.3.9)

G4.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

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

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

06/05/2014

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 2

Plan and implement appropriate strategies and accommodations for all ELL and SWD students.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

Lesson plans

Action Step 3

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

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

• Coaching Cycle forms • Coaching log

Facilitator:

ETO CSS Reading Coach

Participants:

K - 5 Reading teachers

Action Step 4

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Coaching Cycle Forms • Coaching Logs • Curriculum Support Logs

Action Step 5

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

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

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

Action Step 6

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Common Planning Agendas • Common Planning Sign in Sheets • Lesson Plans created during common planning

Action Step 7

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

• Professional Development Rosters • Professional Development Deliverables (PD presentation, handouts, materials)

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

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments Monthly SuccessMaker report District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments Monthly SuccessMaker report District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G4.B1.S2 Implement and monitor the effective use of data driven instruction.

Action Step 1

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

Person or Persons Responsible

Principal Asst. Principal Instructional Supervisor

Target Dates or Schedule

6/5/2014

Evidence of Completion

• Walkthrough/observational logs and/or checklist

Action Step 2

7. Disaggregate CELLA data to align instruction in the areas of listening, speaking, reading, and writing for all ELL students.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/18/2013

Evidence of Completion

• Differentiated instructional focus

Action Step 3

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

Person or Persons Responsible

Reading Coach ETO CSS Principal Assistant Principal

Target Dates or Schedule

6/5/14

Evidence of Completion

• Agendas • Sign in Sheets • Flexible Student Grouping

Action Step 4

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Completed Schedule • Tracking Documents

Action Step 5

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Coaching Calendar • Coaching Log • Debriefing Notes

Action Step 6

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Differentiated instruction focus/grouping template • Student work folders • Data

Action Step 7

2. Utilize relevant and current data to create flexible student groups using a grouping template.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Grouping template • Data binders with current data

Action Step 8

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

• Agendas • Sign in Sheets

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

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S2

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G5. Increase student proficiency in Literary Analysis/Fiction/Nonfiction (Reporting Category 3)

G5.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2] Elements of story structure – character development, setting, plot, problem/solution (RL.3.3 & RL.3.6); [LA.3-5.2.1.7] Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects (RL.3.4 & L.3.5a); [LA.3-5.2.2.1] Explain and identify the purpose of text features (RL.3.7)

G5.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

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

Person or Persons Responsible

Principal Asst. Principal Instructional Supervisor

Target Dates or Schedule

06/05/2014

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 2

Plan and implement appropriate strategies and accommodations for all ELL and SWD students.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

Lesson plans

Action Step 3

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

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

06/05/2014

Evidence of Completion

Coaching Cycle forms Coaching log

Facilitator:

ETO CSS Reading Coach

Participants:

K - 5 Reading teachers

Action Step 4

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Cycle Forms Coaching Logs Curriculum Support Logs

Action Step 5

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

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

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

Action Step 6

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Common Planning Agendas • Common Planning Sign in Sheets • Lesson Plans created during common planning

Action Step 7

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

• Professional Development Rosters • Professional Development Deliverables (PD presentation, handouts, materials)

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

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments Monthly SuccessMaker report District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

LLT MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments Monthly SuccessMaker report District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G5.B1.S2 Implement and monitor the effective use of data driven instruction.

Action Step 1

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

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/2014

Evidence of Completion

Walkthrough/observational logs and/or checklist

Action Step 2

Disaggregate CELLA data to align instruction in the areas of listening, speaking, reading, and writing for all ELL students.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/18/2013

Evidence of Completion

Differentiated instructional focus

Action Step 3

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

Person or Persons Responsible

Reading Coach ETO CSS Principal Assistant Principal

Target Dates or Schedule

6/5/14

Evidence of Completion

• Agendas • Sign in Sheets • Flexible Student Grouping

Action Step 4

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Completed Schedule • Tracking Documents

Action Step 5

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Coaching Calendar • Coaching Log • Debriefing Notes

Action Step 6

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Differentiated instruction focus/grouping template • Student work folders • Data

Action Step 7

Utilize relevant and current data to create flexible student groups using a grouping template.

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

• Grouping template • Data binders with current data

Action Step 8

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

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

• Agendas • Sign in Sheets

Plan to Monitor Fidelity of Implementation of G5.B1.S2

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S2

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

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly SuccessMaker report, District Interim Assessment Summative Assessments: 2014 FCAT 2.0

G6. According to the results of the 2013 FCAT 2.0 mathematics administration, only 29% of students in grades 3, 4, and 5 scored at Achievement Level 3. Our goal is to increase the percentage of students in grades 3, 4, and 5 scoring at Achievement Level 3.

G6.B1 Implementing all components of the Gradual Release Model.

G6.B1.S1 Utilize the NGSSS and Common Core State Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Identify the manipulatives that will be the best tools to enhance the lessons and connect the abstract to concrete representations.

Person or Persons Responsible

Classroom teachers, math coach, ETO CSS

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Classroom walkthroughs and interactive math journals

Action Step 2

Develop lessons promoting the Gradual Release of Responsibility (GROR) model using a step-by-step system to scaffold instruction.

Person or Persons Responsible

Classroom Teacher, Math Coach, Administration

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Lesson plans and coaching logs

Action Step 3

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

Person or Persons Responsible

Classroom Teacher, Math Coach, ETO CSS, Adminstration

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Agendas Sign In Sheets

Facilitator:

CSS and Math Coach

Participants:

Classroom Teachers, Math Coach

Action Step 4

Plan lessons utilizing the Next Generation Sunshine State Standards (NGSSS) and infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teachers, Math Coach, ETO CSS, Administration

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Reflections in interactive math journals, student work folders, textbooks

Facilitator:

ETO Office, ETO CSS, Math Coach

Participants:

Classroom Teachers, Math Coach

Action Step 5

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

Person or Persons Responsible

Classroom Teacher, Math Coach, ETO CSS

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Classroom walkthroughs and lesson plans

Action Step 6

Implement instructional routines whereby small group instruction and closure of the lesson are incorporated in the framework.

Person or Persons Responsible

Classroom Teachers, Math Coach, ETO CSS

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Classroom walkthroughs and lesson plans

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

Lesson Plans implementing all components of the Gradual Release of Responsibility Model and NGSSS and Common Core Standards

Person or Persons Responsible

Math Coach, ETO CSS, Administration

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G6.B1.S1

Data from Interim Assessments

Person or Persons Responsible

Classroom Teachers, Math Coach, Administration

Target Dates or Schedule

October 28, 2013 to November 15, 2013

Evidence of Completion

Increase percentage of students scoring proficient on the interim benchmarks as compared to baselines.

G6.B2 Incorporating problem-solving strategies during the math instruction.

G6.B2.S1 Incorporate a variety of higher order thinking strategies in the delivery of instruction.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding.

Person or Persons Responsible

Classroom Teacher, Math Coach

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Lesson plans, Student work and math journals

Action Step 2

Complete a coaching cycle with teachers who have been identified in order to share instructional strategies to strengthen and improve instruction.

Person or Persons Responsible

Classroom Teacher and Math Coach

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Classroom walkthroughs and lesson plans

Action Step 3

Provide opportunities for student discourse through "Accountable Talk" to ensure they construct viable arguments to defend their reasoning.

Person or Persons Responsible

Classroom Teachers, Math Coach and ETO CSS

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Classroom walkthroughs and Lesson Plans

Action Step 4

Infuse a step-by-step problem solving approach into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Classroom Teachers, Math Coach, Curriculum Support Specialist

Target Dates or Schedule

September 26, 2013-November 7, 2013

Evidence of Completion

Lesson Plans, Coaching Logs, CSS Support documentation, Delivery of Instruction

Action Step 5

Utilize the item specs to identify word problems that are best aligned to the benchmarks.

Person or Persons Responsible

Classroom Teacher Math Coach ETO CSS

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Reflection in student journals and Lesson plans

Action Step 6

Deliver instruction in an atmosphere where students are engaged and given the opportunity to explore and justify their reasoning.

Person or Persons Responsible

Classroom Teacher Math Coach ETO CSS

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Lesson plans, Coaching logs, and Delivery of instruction

Action Step 7

Provide students with opportunities to use collaborative strategies during the "They Do" portion of the Gradual Release Model

Person or Persons Responsible

Classroom Teacher, Math Coach, ETO CSS

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Lesson Plans, Coaching Logs, Delivery of Instruction

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. Increase opportunities for ELL students to use math vocabulary in real world situations and to apply their knowledge to solving word problems.

G7.B1 The ELL subgroup did not make their 2012-2013 AMO. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G7.B1.S1 Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations.

Action Step 1

Differentiated Instruction, Bell Ringers, Gradual Release Model

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments

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

The Leadership team will review data from the biweekly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Biweekly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G7.B1.S1

The Leadership team will review data from the biweekly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Biweekly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G8. Increase opportunities for the SWD subgroup for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G8.B1 The SWD subgroup did not make their 2012-2013 AMO. SWD students need multiple opportunities for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G8.B1.S1 • Develop lessons scaffolding instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of number operations, problems and statistics. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Successmaker) to address the mathematics deficiencies particularly in the areas of number operations, problems and statistics. • Increase fact fluency of fourth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

Differentiated Instruction, Bell Ringers, Gradual Release Model

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments

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

The Leadership team will review data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G8.B1.S1

The Leadership team will review data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G9. Increase opportunities for the Economically Disadvantaged subgroup for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G9.B1 The Economically Disadvantaged subgroup did not make their 2012-2013 AMO. Economically Disadvantaged students need multiple opportunities for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G9.B1.S1 • Develop lessons scaffolding instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of number operations, problems and statistics. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Successmaker) to address the mathematics deficiencies particularly in the areas of number operations, problems and statistics. • Increase fact fluency of fourth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

Differentiated Instruction, Bell Ringers, Gradual Release Model

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Support Specialist

Target Dates or Schedule

September 2013 - March 2014

Evidence of Completion

Benchmark Assessments Interim Assessments

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

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G9.B1.S1

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthy

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G10. Increase opportunities for Hispanic students for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G10.B1 The Hispanic subgroup did not make their 2012-2013 AMO. Hispanic students need multiple opportunities for mathematical exploration and the development of student understanding in the areas of mathematical concepts and their application.

G10.B1.S1 • Develop lessons scaffolding instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of number operations, problems and statistics. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Successmaker) to address the mathematics deficiencies particularly in the areas of number operations, problems and statistics. • Increase fact fluency of fourth grade students in the lowest 25% by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

Differentiated Instruction, Bell Ringers, Gradual Release Model

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments

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

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G10.B1.S1

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

G11. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with Physical Science. Students at mastery level will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other form

G11.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G11.B1.S1 • Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons. • Teachers activate prior knowledge through the use of a variety of resources and technology (i.e.:/ Discovery Education clips, Study Jam videos, Brain Pop videos and/or simulations, etc.) • Teachers utilize the Essential Question (derived from the standards) to develop lesson plans. • Teachers utilize a variety of research-based Science resources to support NGSSS benchmarks. • Conduct classroom walkthroughs to monitor the use of Science NGSSS to drive the focus of lesson plans and delivery of instruction. • Promote the use of instructional technology (Gizmos, Florida Achieve FOCUS) to enhance and remediate student conceptual understanding of topics being addressed. • Fifth grade teachers will plan collaboratively for the implementation and use of instructional technology programs (Gizmos) during their grade level planning meetings. Teachers will be offered instructional technology PDs. Students will be encouraged to complete a biweekly assignment.

Action Step 1

Teachers participate in Professional Learning Communities in order to strengthen knowledge of the content, un-wrap benchmarks, learn about scope and sequence, and support vertical alignment.

Person or Persons Responsible

ETO CSS Teachers Science Coach Administration

Target Dates or Schedule

September 2013 - October 2013

Evidence of Completion

Attendance Roster Agenda

Facilitator:

Science Coach ETO CSS

Participants:

K-5 Science Teachers

Action Step 2

Gradual Release Model DI Five E Model

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists,

Target Dates or Schedule

10/18/13 Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments, Attendance Roster, Agenda

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

Data from District Interim assessments will be analyzed to monitor effectiveness and student progress.

Person or Persons Responsible

Fifth-grade chairperson and Math/Science Coach

Target Dates or Schedule

Bimonthly

Evidence of Completion

The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Plan to Monitor Effectiveness of G11.B1.S1

Data from District Interim assessments will be analyzed to monitor effectiveness and student progress.

Person or Persons Responsible

Fifth-grade chairperson and Math/Science Coach

Target Dates or Schedule

Bimonthly

Evidence of Completion

The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

G12. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with the Earth and Space Science. Students performing at the mastery level of this reporting category will consistently be able to distinguish among objects in the Solar System.

G12.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G12.B1.S1 • Ensure that all students participate in scientific enrichment activities and/or science competitions. Teachers will provide varying opportunities for enrichment activities during the marking period. • Fifth grade teachers will work collaboratively to plan and implement a Space Night where students participate in various Space-related enrichment activities.

Action Step 1

Data from District Interim assessments will be analyzed to monitor effectiveness and student progress.

Person or Persons Responsible

Fifth-grade chairperson and Math/Science Coach

Target Dates or Schedule

Bimonthly

Evidence of Completion

The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Action Step 2

Gradual Release Model DI Five E Model

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments

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

Data from District Interim assessments will be analyzed to monitor effectiveness and student progress.

Person or Persons Responsible

Fifth-grade chairperson and Math/Science Coach

Target Dates or Schedule

Bimonthly

Evidence of Completion

The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Plan to Monitor Effectiveness of G12.B1.S1

Data from District Interim assessments will be analyzed to monitor effectiveness and student progress.

Person or Persons Responsible

Fifth-grade chairperson and Math/Science Coach

Target Dates or Schedule

Bimonthly

Evidence of Completion

The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

G13. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Nature of Science. Students performing at the mastery will be able formulate testable questions, evaluate investigations and experiments, and organize data.

G13.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G13.B1.S1 ? Increase the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. ? Journals will be utilized daily to explore current issues in science. Teachers will attend PD in writing with evidence. Student generated conclusions will be evaluated using a school-developed rubric. ? The Instructional Coach will review lab reports and conclusions at biweekly grade-level meetings. ? Data from the District Interim assessments will be analyzed to monitor effectiveness and student progress.

Action Step 1

PD's on Gradual Release Model DI Five E Model PD teachers

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments

Facilitator:

Maria Martinez

Participants:

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

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

Gradual Release Model DI Five E Models

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Support Specialist

Target Dates or Schedule

September 2013 - March 2014

Evidence of Completion

Benchmark Assessments Interim Assessments Science Fair 2013-2014 FCAT 2.0

Plan to Monitor Effectiveness of G13.B1.S1

Gradual Release Model DI Five E Models

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Support Specialist

Target Dates or Schedule

September 2013 - March 2014

Evidence of Completion

Benchmark Assessments Interim Assessments Science Fair 2013-2014 FCAT 2.0

G14. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Life Science. Students performing at the mastery level will be able to identify the functions of human body organs, compare life cycles of plants and animals.

G14.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G14.B1.S1 • Ensure that all students have the opportunity to design, create, and present representations and models of natural phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Fifth grade teachers will plan collaboratively in order to implement learning opportunities for students to create models and/or representations of the human body functions, etc. Students will be encouraged to communicate, either in writing or orally, their understanding of their models and/or representations. • Students will be able to display their models and/or representations in a school-wide contest. Rubrics will be developed by the fifth-grade chairperson and/or instructional coach for evaluation and determination of contest winners.

Action Step 1

Gradual Release Model DI Five E Model Writing PD for teachers

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments

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

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G14.B1.S1

Data from the District Interim Assessments will be analyzed by the Leadership Team to measure progress toward our goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bimonthly

Evidence of Completion

The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of strategy.

Coordination and Integration

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

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

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (In-School tutoring, after-school programs, Saturday Academy or summer school). Curriculum Coaches develop, lead, and evaluate school core content standards/ programs and provide professional development to teachers; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of intervention; and provide support for assessment and progress monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and Supplemental Educational Services.
Title I, Part C: N/A
Title I, Part D: N/A
Title II: The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III: Miami Heights Elementary offers after school tutorial programs to enhance educational programs and to assist ELL students by utilizing supplementary reading instructional materials and technology software. Additionally, parent outreach courses and activities are offered with the assistance of the Parent Academy and Bilingual Department.
Title IV, Part B: N/A
Title X - Homeless: Miami Heights Elementary receives services as needed from Project Upstart Homeless Children and Youth in Transition for identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization. At this time, no students are identified to receive services.
Supplemental Academic Instruction (SAI): Miami Heights will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs: Peer Mediation, Anti-Bullying Campaigns and Curriculum, and Character Education are all used at Miami Heights Elementary School to decrease the number of violent occurrences at the school. The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.
Nutrition Programs: 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's
Wellness Policy.
4) The school participates in the Healthy Schools grant program.
Housing Programs: N/A

Head Start: N/A
Adult Education: N/A
Career and Technical Education: N/A
Job Training: N/A
Other: N/A

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 2013 FCAT Writing test indicate that 40% of students achieved proficiency (level 3.5 or higher). Our goal is to increase student proficiency levels at 40% in writing.

G1.B1 According to the 2013 FCAT Writing, proficiency rate decreased by 40 percent as compared to the 2012 FCAT Writing . Incorporating interactive journals with corrective feedback

G1.B1.S1 Provide instruction of the various modes of writing throughout the writing process.

PD Opportunity 1

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

Facilitator

CSS and Writing Coach

Participants

4th grade teachers

Target Dates or Schedule

9/20/2013 Common Planning Session

Evidence of Completion

• Professional development roster • Professional development deliverables (PPT, handouts

G1.B1.S2 Plan for and deliver writing lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the use of interactive journals.

Facilitator

CSS Writing Coach

Participants

4th Grade Teachers

Target Dates or Schedule

10/10/13

Evidence of Completion

• Professional development roster • Interactive journals

G2. Increase student proficiency in using and understanding Informational Text and the Research Process Reporting Category 4).

G2.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1] Read and organize informational text and text features to perform a task (RI.3.5, RI.3.7, & W.3.8); [LA.5.6.2.2] Determine the validity and reliability of information in text.

G2.B1.S1 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

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

Facilitator

ETO CSS Reading Coach

Participants

K - 5 Reading teachers

Target Dates or Schedule

06/05/2014

Evidence of Completion

Coaching Cycle forms Coaching log

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Facilitator

ETO CSS Reading Coach

Participants

K -5 Reading Teachers

Target Dates or Schedule

10/29/13

Evidence of Completion

Professional Development Rosters Professional Development Deliverables (PD presentation, handouts, materials

G3. Increase students' vocabulary proficiency (Reporting Category 1).

G3.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.3] Context Clues (L.3.4a & L.3.5); [LA.3-5.1.6.7] Base Words and Affixes (L.3.4b & L.3.4c); [LA.3-5.1.6.8] Antonyms, Synonyms, Homographs, Homophones (L.3.5 & L3.5c); [LA.3-5.1.6.9] Multiple Meanings in Context (RI.3.4 & L.3.4); [LA.3-5.1.6.6] Identify shades of meaning in related words (L.3.5c)

G3.B1.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

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

Facilitator

Reading Coach ETO CSS

Participants

K-5 Reading teachers

Target Dates or Schedule

06/05/2014

Evidence of Completion

• Coaching Cycle forms • Coaching log

G4. Increase student proficiency in reading application (Reporting Category 2)

G4.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2: Reading Application [LA.3-5.1.7.2] Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6); [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order (RI.3.1 & RI.3.2); [LA.3-5.1.7.4] Cause and Effect Relationships (RI.3.3 & RI.3.8); [LA.3-5.1.7.5] Indentify text structure and explain how it impacts meaning in text. (RI.3.8 & RI.3.3); [LA.3-5.1.7.6] Identify themes or topics across a variety of fiction or nonfiction texts (RL.3.2 & RL.3.9); [LA.3-5.1.7.7] Compare/Contrast elements, topics, settings, characters, problems in single or multiple texts. (Grade 3 within text only, Grades 4-5 within and across text) (RL.3.6, RL.3.9, RI.3.6 & RI.3.9)

G4.B1.S1 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

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

Facilitator

ETO CSS Reading Coach

Participants

K - 5 Reading teachers

Target Dates or Schedule

06/05/2014

Evidence of Completion

• Coaching Cycle forms • Coaching log

G5. Increase student proficiency in Literary Analysis/Fiction/Nonfiction (Reporting Category 3)

G5.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction [LA.3-5.2.1.2] Elements of story structure – character development, setting, plot, problem/solution (RL.3.3 & RL.3.6); [LA.3-5.2.1.7] Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects (RL.3.4 & L.3.5a); [LA.3-5.2.2.1] Explain and identify the purpose of text features (RL.3.7)

G5.B1.S1 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

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

Facilitator

ETO CSS Reading Coach

Participants

K - 5 Reading teachers

Target Dates or Schedule

06/05/2014

Evidence of Completion

Coaching Cycle forms Coaching log

G6. According to the results of the 2013 FCAT 2.0 mathematics administration, only 29% of students in grades 3, 4, and 5 scored at Achievement Level 3. Our goal is to increase the percentage of students in grades 3, 4, and 5 scoring at Achievement Level 3.

G6.B1 Implementing all components of the Gradual Release Model.

G6.B1.S1 Utilize the NGSSS and Common Core State Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

PD Opportunity 1

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

Facilitator

CSS and Math Coach

Participants

Classroom Teachers, Math Coach

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Agendas Sign In Sheets

PD Opportunity 2

Plan lessons utilizing the Next Generation Sunshine State Standards (NGSSS) and infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Facilitator

ETO Office, ETO CSS, Math Coach

Participants

Classroom Teachers, Math Coach

Target Dates or Schedule

September 26, 2013 to November 7, 2013

Evidence of Completion

Reflections in interactive math journals, student work folders, textbooks

G11. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with Physical Science. Students at mastery level will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other form

G11.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G11.B1.S1 • Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons. • Teachers activate prior knowledge through the use of a variety of resources and technology (i.e.:/ Discovery Education clips, Study Jam videos, Brain Pop videos and/or simulations, etc.) • Teachers utilize the Essential Question (derived from the standards) to develop lesson plans. • Teachers utilize a variety of research-based Science resources to support NGSSS benchmarks. • Conduct classroom walkthroughs to monitor the use of Science NGSSS to drive the focus of lesson plans and delivery of instruction. • Promote the use of instructional technology (Gizmos, Florida Achieve FOCUS) to enhance and remediate student conceptual understanding of topics being addressed. • Fifth grade teachers will plan collaboratively for the implementation and use of instructional technology programs (Gizmos) during their grade level planning meetings. Teachers will be offered instructional technology PDs. Students will be encouraged to complete a biweekly assignment.

PD Opportunity 1

Teachers participate in Professional Learning Communities in order to strengthen knowledge of the content, un-wrap benchmarks, learn about scope and sequence, and support vertical alignment.

Facilitator

Science Coach ETO CSS

Participants

K-5 Science Teachers

Target Dates or Schedule

September 2013 - October 2013

Evidence of Completion

Attendance Roster Agenda

G13. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Nature of Science. Students performing at the mastery will be able formulate testable questions, evaluate investigations and experiments, and organize data.

G13.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G13.B1.S1 ? Increase the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. ? Journals will be utilized daily to explore current issues in science. Teachers will attend PD in writing with evidence. Student generated conclusions will be evaluated using a school-developed rubric. ? The Instructional Coach will review lab reports and conclusions at biweekly grade-level meetings. ? Data from the District Interim assessments will be analyzed to monitor effectiveness and student progress.

PD Opportunity 1

PD's on Gradual Release Model DI Five E Model PD teachers

Facilitator

Maria Martinez

Participants

Classroom Teachers, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

Sept 2013-March 2014

Evidence of Completion

Interim Assessments, Benchmark Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Writing test indicate that 40% of students achieved proficiency (level 3.5 or higher). Our goal is to increase student proficiency levels at 40% in writing.	$230
G2.	Increase student proficiency in using and understanding Informational Text and the Research Process Reporting Category 4).	$4,837
G11.	As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with Physical Science. Students at mastery level will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other form	$100
G13.	As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Nature of Science. Students performing at the mastery will be able formulate testable questions, evaluate investigations and experiments, and organize data.	$50
	Total	$5,217

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Evidence-Based Materials	Total
Title I	$100	$280	$0	$380
EESAC	$0	$0	$4,837	$4,837
Total	$100	$280	$4,837	$5,217

Budget Details

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

G1. The results of the 2013 FCAT Writing test indicate that 40% of students achieved proficiency (level 3.5 or higher). Our goal is to increase student proficiency levels at 40% in writing.

G1.B1 According to the 2013 FCAT Writing, proficiency rate decreased by 40 percent as compared to the 2012 FCAT Writing . Incorporating interactive journals with corrective feedback

G1.B1.S1 Provide instruction of the various modes of writing throughout the writing process.

Action Step 6

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

Resource Type

Professional Development

Resource

Tri-fold pocket folders for each fourth grade teacher

Funding Source

Title I

Amount Needed

$100

G1.B1.S2 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 2

Provide professional development on the use of interactive journals.

Resource Type

Professional Development

Resource

Ream of copy paper Chart paper Composition tablets Markers School supplies bins

Funding Source

Title I

Amount Needed

$130

G2. Increase student proficiency in using and understanding Informational Text and the Research Process Reporting Category 4).

G2.B1 Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 4: Informational Text/Research Process [LA.3-5.6.1.1] Read and organize informational text and text features to perform a task (RI.3.5, RI.3.7, & W.3.8); [LA.5.6.2.2] Determine the validity and reliability of information in text.

G2.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 6

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

Resource Type

Evidence-Based Materials

Resource

Scholastic News Time For KIds

Funding Source

EESAC

Amount Needed

$4,837

G11. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had difficulty with Physical Science. Students at mastery level will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other form

G11.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G11.B1.S1 • Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons. • Teachers activate prior knowledge through the use of a variety of resources and technology (i.e.:/ Discovery Education clips, Study Jam videos, Brain Pop videos and/or simulations, etc.) • Teachers utilize the Essential Question (derived from the standards) to develop lesson plans. • Teachers utilize a variety of research-based Science resources to support NGSSS benchmarks. • Conduct classroom walkthroughs to monitor the use of Science NGSSS to drive the focus of lesson plans and delivery of instruction. • Promote the use of instructional technology (Gizmos, Florida Achieve FOCUS) to enhance and remediate student conceptual understanding of topics being addressed. • Fifth grade teachers will plan collaboratively for the implementation and use of instructional technology programs (Gizmos) during their grade level planning meetings. Teachers will be offered instructional technology PDs. Students will be encouraged to complete a biweekly assignment.

Action Step 1

Teachers participate in Professional Learning Communities in order to strengthen knowledge of the content, un-wrap benchmarks, learn about scope and sequence, and support vertical alignment.

Resource Type

Technology

Resource

Jump drives

Funding Source

Title I

Amount Needed

$100

G13. As noted on the 2013 Science FCAT 2.0, students in Grade 5 had most difficulty with the Nature of Science. Students performing at the mastery will be able formulate testable questions, evaluate investigations and experiments, and organize data.

G13.B1 Students demonstrate difficulty in higher order thinking skills. Students' limited exposure to understand scientific vocabulary terminology. Access to technological programs is limited due to constraints for computer lab visits.

G13.B1.S1 ? Increase the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement. ? Journals will be utilized daily to explore current issues in science. Teachers will attend PD in writing with evidence. Student generated conclusions will be evaluated using a school-developed rubric. ? The Instructional Coach will review lab reports and conclusions at biweekly grade-level meetings. ? Data from the District Interim assessments will be analyzed to monitor effectiveness and student progress.

Action Step 1

PD's on Gradual Release Model DI Five E Model PD teachers

Resource Type

Professional Development

Resource

Timers/Stopwatches

Funding Source

Title I

Amount Needed

$50