



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Kinloch Park Elementary School

4275 NW 1ST ST

Miami, FL 33126

305-445-1351

<http://newkpe.dadeschools.net>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
93%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
99%

## School Grades History

**2013-14**  
B

**2012-13**  
B

**2011-12**  
A

**2010-11**  
A

## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

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

## Current School Status

### School Information

#### School-Level Information

##### School

Kinloch Park Elementary School

##### Principal

Martha M. Muñoz

##### School Advisory Council chair

Xaimile Liccioni

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

| Name                  | Title                |
|-----------------------|----------------------|
| Kisa Humphrey         | Assistant Principal  |
| Himilse Cooper        | Reading Coach        |
| Suzanne Rivero-Setien | Mathematics Coach    |
| Maritza Galceran      | Lead Science Teacher |

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal - 1; Teachers - 5; Educational Support - 1; Alternate Teacher - 1; Alternate Educational Support - 1; Parent - 5; Alternate Parent - 1; Students - 1; Alternate Student - 1; Business/Community Representative - 3; United Teachers of Dade Union Steward - 1

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

Members of the Educational Excellence School Advisory Council (EESAC) will collaborate with the Literacy Leadership Team (LLT) and Multi-Tiered System of Supports/Response to Instruction/Intervention Team (MTSS/RtI) to generate multiple resources and strategies to increase student achievement.

The MTSS/RtI Leadership Team meets quarterly to ensure the goals and objectives explained in the School Improvement Plan are effectively implemented with student success. Additionally, the MTSS/RtI Leadership Team has representatives who attend EESAC meetings in order to assist with identifying anticipated barriers, as well as the development of the School Improvement Plan's goals and strategies.

During 2013-2014 school year, the MTSS/RtI Leadership Team provides the EESAC with current data on academic areas of strengths and weaknesses and budgeting hurdles which effects student performance. Members of both teams present solutions to address areas of need.

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

EESAC will assist in the development and monitoring of the school improvement plan and annual budget. Throughout the 2013-2014 school year, EESAC will utilize an analysis of student data from various assessments to bridge the gap between Kinloch Park Elementary School's current state and its curricular goals.

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

Projected funds will be used to update technology and provide resources to enhance students individual academic abilities which will address Kinloch Park Elementary School areas of need.

Resources: Time for Kids Subscription - 1,713.00

Technology: Brain-Pop Subscription - 1,495.00

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

### **Highly Qualified Staff**

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

#### **Administrators**

##### **# of administrators**

2

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

**Martha M. Muñoz**

Principal

Years as Administrator: 15

Years at Current School: 4

**Credentials**

Bachelors Degree: Elementary Education (1-6)  
 Masters Degree: Urban Education Teaching English Speakers of  
 Other Languages (TESOL) and Educational Leadership

**Performance Record**

2013 - B  
 Reading Proficiency, 53%  
 Math Proficiency, 55%  
 Reading Learning Gains, 69 points  
 Math Learning Gains, 63 points  
 Reading Improvement of Lowest 25%, 76 points  
 Math Improvement of Lowest 25%, 64 points  
 Reading AMO, No  
 Math AMO, No  
 2012 - A  
 Reading Proficiency, 53%  
 Math Proficiency, 56%  
 Reading Learning Gains, 72 points  
 Math Learning Gains, 69 points  
 Reading Improvement of Lowest 25%, 86 points  
 Math Improvement of Lowest 25%, 79 points  
 Reading AMO, No  
 Math AMO, Yes  
 2011 - A  
 Reading Proficiency, 76%  
 Math Proficiency, 71%  
 Reading Learning Gains, 61 points  
 Math Learning Gains, 61 points  
 Reading Improvement of Lowest 25%, 59 points  
 Math Improvement of Lowest 25%, 71 points  
 2010 - A (Shenandoah Elementary)  
 Reading Proficiency, 68%  
 Math Proficiency, 68%  
 Reading Learning Gains, 66 points  
 Math Learning Gains, 63 points  
 Reading Improvement of Lowest 25%, 59 points  
 Math Improvement of Lowest 25%, 78 points  
 2009 - A (Shenandoah Elementary)  
 Reading Proficiency, 67%  
 Math Proficiency, 66%  
 Reading Learning Gains, 69 points  
 Math Learning Gains, 68 points  
 Reading Improvement of Lowest 25%, 71 points  
 Math Improvement of Lowest 25%, 67 points



**Kisa D. Humphrey**

Asst Principal

Years as Administrator: 4

Years at Current School: 4

**Credentials**

Bachelors Degree: Elementary Education (1-6)  
 Masters Degree: Reading Education (K-12)  
 Certification: Educational Leadership

**Performance Record**

2013 - B  
 Reading Proficiency, 53%  
 Math Proficiency, 55%  
 Reading Learning Gains, 69 points  
 Math Learning Gains, 63 points  
 Reading Improvement of Lowest 25%, 76 points  
 Math Improvement of Lowest 25%, 64 points  
 Reading AMO, No  
 Math AMO, No  
 2012 - A  
 Reading Proficiency, 53%  
 Math Proficiency, 56%  
 Reading Learning Gains, 72 points  
 Math Learning Gains, 69 points  
 Reading Improvement of Lowest 25%, 86 points  
 Math Improvement of Lowest 25%, 79 points  
 Reading AMO, No  
 Math AMO, Yes  
 2011 - A  
 Reading Proficiency, 76%  
 Math Proficiency, 71%  
 Reading Learning Gains, 61 points  
 Math Learning Gains, 61 points  
 Reading Improvement of Lowest 25%, 59 points  
 Math Improvement of Lowest 25%, 71 points  
 2010 - B (Region III)  
 Reading Proficiency, 64%  
 Math Proficiency, 71%  
 Reading Learning Gains, 63 points  
 Math Learning Gains, 69 points  
 Reading Improvement of Lowest 25%, 58 points  
 Math Improvement of Lowest 25%, 67 points  
 2009- B (Region III)  
 Reading Proficiency, 62%  
 Math Proficiency, 62%  
 Reading Learning Gains, 63 points  
 Math Learning Gains, 69 points  
 Reading Improvement of Lowest 25%, 63 points  
 Math Improvement of Lowest 25%, 67 points

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Himilse Cooper**

Full-time / District-based

Years as Coach: 28

Years at Current School: 14

**Areas**

Reading/Literacy

**Credentials**

Bachelors Degree: Elementary Education w/ESOL  
 Masters Degree: Curriculum and Instruction  
 Certification: Elementary Education; ESOL; Reading  
 Endorsement

**Performance Record**

2013 - B  
 Reading Proficiency, 53%  
 Reading Learning Gains, 69 points  
 Reading Improvement of Lowest 25%, 76 points  
 Reading AMO, No  
 2012 - A  
 Reading Proficiency, 53%  
 Reading Learning Gains, 72 points  
 Reading Improvement of Lowest 25%, 86 points  
 Reading AMO, No  
 2011 - A  
 Reading Proficiency, 76%  
 Reading Learning Gains, 61 points  
 Reading Improvement of Lowest 25%, 59 points  
 2010 - B  
 Reading Proficiency, 74%  
 Reading Learning Gains, 67 points  
 Reading Improvement of Lowest 25%, 62 points  
 2009 - A  
 Reading Proficiency, 75%  
 Reading Learning Gains, 72 points  
 Reading Improvement of Lowest 25%, 72 points

**Suzanne Rivero-Setien**

Full-time / District-based

Years as Coach: 9

Years at Current School: 3

**Areas**

Mathematics

**Credentials**

Bachelors Degree: Primary Education; Elementary Education w/ ESOL

Masters Degree: Educational Leadership

**Performance Record**

2013 - B

Math Proficiency, 55%

Math Learning Gains, 63 points

Math Improvement of Lowest 25%, 64 points

Math AMO, No

2012 - A

Math Proficiency, 56%

Math Learning Gains, 69 points

Math Improvement of Lowest 25%, 79 points

Math AMO, Yes

2011 - A (Phillis Wheatley)

Math Proficiency, 82%

Math Learning Gains, 89 points

Math Improvement of Lowest 25%, 90 points

2010 - B

Math Proficiency, 72%

Math Learning Gains, 53 points

Math Improvement of Lowest 25%, 49 points

2009 - A

Math Proficiency, 74%

Math Learning Gains, 57 points

Math Improvement of Lowest 25%, 68 points

**Classroom Teachers****# of classroom teachers**

56

**# receiving effective rating or higher**

53, 95%

**# Highly Qualified Teachers**

77%

**# certified in-field**

56, 100%

**# ESOL endorsed**

44, 79%

**# reading endorsed**

5, 9%

**# with advanced degrees**

18, 32%

**# National Board Certified**

2, 4%

**# first-year teachers**

1, 2%

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

2, 4%

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

30, 54%

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

23, 41%

**Education Paraprofessionals****# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

Administrators will conduct the following actions to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Interview college students who complete their educational internship within the school
2. Partner annual contract teachers with effective veteran teachers
3. Facilitate professional development/support to address areas of need for instructional staff
4. Facilitate monthly vertical/horizontal articulation meetings amongst all grade levels to discuss implementation/modification of school wide strategies

**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**

Kinloch Park Elementary School provides supportive and reflective pedagogical guidance to novice and veteran teachers. Teachers in need of assistance are identified through administrative observations (informal and formal), student data and acts of professionalism. Mentors and mentees are paired based on individual needs.

Planned mentoring activities may include but are not limited to:

- Provide consistent support regarding implementation of District's initiatives
- Collaboratively plan using varied teaching strategies
- Review lesson plans and provide appropriate feedback
- Conduct classroom visitations for both mentor and mentee to increase observe best practices
- Assist the mentee in accommodating students with special needs
- Guide mentee with incorporating equipment and materials with instruction
- Provide assistance with the physical learning environment and culture

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

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

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

The MTSS/RtI Leadership Team will focus meetings around the Florida Continuous Improvement Model (FCIM), which involves data disaggregation, directing the instructional focus, assessing to ensure goals are being met, and implementing interventions and/or enrichment programs to further student academic development. The team will meet minimally on a quarterly basis to discuss current data results from formative and summative assessments.

As a result the following will occur:

##### **Tier 1**

1. Determine if students have made expected levels of progress towards proficiency
2. Align instructional needs, modifications will be made to content and grade specific Instructional Focus Calendars (IFC)
3. Respond when grades, subject areas, classes, or individual students have not shown a positive response
4. Respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
5. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

##### **Tier 2**

1. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
2. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
3. Increase/Modify interventions where there is not an overall positive group response

##### **Tier 3**

1. Select students who will be identified as candidates for the Problem Solving Team (PST)/Student Support Team (SST) Process.
  2. After SST's, implement Tier 3 academic or behavioral interventions and monitor progress daily
- The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored through MTSS/RtI administrative-teacher conferences. During the MTSS/RtI conferences, effectiveness of school wide initiatives are reviewed and modified. Individual students who exhibit deficiencies are targeted. Individualize plans to address weaknesses are initiated and monitored through grades, attendance, and

assessments.

The MTSS/Rtl, LLT and SAC teams collaborate to evaluate the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

#### **Tier 1(Leadership Team)**

- Principal-Martha M. Munoz and Assistant Principal-Kisa Humphrey will schedule and facilitate regular MTSS/Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving process:

Curriculum Coaches- Himilse Cooper (Reading) and Suzanne Rivero-Setien (Mathematics), SPED Chairperson- Clara Dieguez, ESOL Chairperson- Ana Negreira, Guidance Counselor-Caroline Lopez, SAC Chair-Xaimile Liccioni and Professional Development Liaison-Lisette Ramos

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

#### **Tier 2**

Principal-Martha M. Munoz, Assistant Principal-Kisa Humphrey, Curriculum Coaches- Himilse Cooper (Reading) and Suzanne Rivero-Setien (Mathematics), SPED Chairperson- Clara Dieguez, ESOL Chairperson- Ana Negreira, Guidance Counselor-Caroline Lopez, SAC Chair-Xaimile Liccioni and Professional Development Liaison-Lisette Ramos will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### **Tier 3 SST**

Assistant Principal-Kisa Humphrey, SPED Chairperson- Clara Dieguez, ESOL Chairperson- Ana Negreira, Guidance Counselor-Caroline Lopez, School Psychologist- Iris Viera, School Social Worker Jody Schenk, general education teacher 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**

Kinloch Park Elementary School data tables and worksheets document and support academic or behavioral goals listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rtl implementation. These documents are the centerpiece of any discussion related to these areas in any instructional meetings that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. Data gathered through the MTSS/Rtl process informs the discussion at MTSS/Rtl leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

#### **Academic**

- Reading: Florida Assessment Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), District's Baseline, Interim Assessments, and Post Tests, 2014 Stanford Achievement Test Reading Results, 2014 FCAT 2.0 Reading Results, school-wide assessments, state-adopted textbook assessments, formative assessments from interventions and enrichment tutorials, 5th

grade Language! Placement, 3rd grade portfolios, Computer-Assisted Instruction Reports

•Mathematics: District's Baseline, Interim Assessments and Post-tests, 2014 Stanford Achievement Test Mathematics Results, 2014 FCAT 2.0 Mathematics Results, school-wide assessments, state-adopted textbook assessments, formative assessments from interventions and enrichment tutorials, Computer-Assisted Instruction Reports

•Writing: District's Pre-, Midyear and Post Writing Assessments, 2014 FCAT Writing Results, monthly school-wide student samples demonstrating the writing process, student samples from prompts administered in interventions/enrichment tutorials

•Science: District's Baseline, Interim Assessments and Post-tests, 2013 FCAT 2.0 Mathematics Results, 2014 FCAT Science Results, school-wide assessments, Scientific Lab Reports/Journals, formative assessments from interventions and enrichment tutorials, GIZMOS reports

The data management systems are: Edusoft, Progress Monitoring and Reporting Network (PMRN), Reading Plus, Successmaker, FOCUS Achieves.

Behavior

- Student Case Management System
- Referrals to PST/SST
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior
- Office referrals per day/ month
- Team climate surveys
- Attendance
- Guidance Counselor Logs

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

In order to increase efficiency with the implementation of MTSS/RtI, Kinloch Park Elementary will continue to utilize resources provided by the Florida Department of Education (FLDOE) MTSS/RtI website, <http://www.florida-rti.org/floridaMTSS/mtf.htm>.

During Professional Learning Community (PLC) sessions, websites, books, articles and other research-based material related to MTSS/RtI will be discussed by administration/instructional staff to deepen knowledge of MTSS/RtI basic principles and procedures.

MTSS/RtI will also be supported through the following:

1. Alignment of policies and procedures across classrooms, grade levels and building.
2. Curriculum coaches will support instructional personnel and staff problem-solving efforts. Monitor problem-solving process to support planning, implementation and effectiveness of services.
3. Maintain positive, collaborative and productive partnerships with all stakeholders who provide educational services to students in order to increase achievement.
4. Monthly parent workshops to inform parents of the school and board of education current efforts. As well as, brainstorm problem solving solutions to academic barriers.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(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: 1,560**

English Language Learners (ELL) Academy is a before school tutorial program held every Tuesday and Thursday during the months of January through April from 7:00 am. to 8:00 am. Participants are 3rd - 5th grade students who have been identified as English Speakers of Other Languages (ESOL) Levels 1-4. Students receive skill based lessons in the area of mathematics. Instruction is derived from primary benchmarks targeted on grade level IFC's.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students' academic progress will be monitored bi-weekly through web-based assessments generated by "Focus Achieves." Regular participants of the ELL Academy will be monitored through comparison data from the Fall, Winter and Post Interim Assessments.

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

Administration, Mathematics Coach, and ELL Academy Tutors will be responsible for monitoring the implementation of this strategy.

**Strategy: Before or After School Program****Minutes added to school year: 3,000**

Kinloch Park Elementary School (KPES) Extended Learning Academy is an after school tutorial program held every Monday, Tuesday and Thursday during the months of November through April from 3:30 pm. to 4:30 pm. Participants are 3rd - 5th grade students who have been identified as needing Tier 2 interventions. Students receive skill based lessons in the area of reading and mathematics. Instruction is derived from primary benchmarks targeted on grade level IFC's.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students' academic progress will be monitored bi-weekly through web-based assessments generated by "Focus Achieves." Regular participants of the KPES Extended Learning Academy will be monitored through comparison data from the Fall, Winter and Post Interim Assessments.

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

Administration, Reading Coach, Mathematics Coach, and KPES Extended Learning Academy Tutors will be responsible for monitoring the implementation of this strategy.

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



| Name             | Title               |
|------------------|---------------------|
| Martha M. Munoz  | Principal           |
| Kisa Humphrey    | Assistant Principal |
| Himilse Cooper   | Reading Coach       |
| Xaimile Liccioni | EESAC Chair         |
| Belen Rodriguez  | Media Specialist    |
| Clara Dieguez    | SPED Chairperson    |
| Ana Negreira     | ESOL Chairperson    |

### How the school-based LLT functions

An essential focus of the LLT meetings will address reading deficiencies and enhance strengths to cultivate a productive learning environment for all learners. The LLT will also function using the process of the FCIM. The LLT meetings will occur monthly. Members of the LLT will disaggregate current student data from the following instruments: 2014 FCAT 2.0 results, all assessment periods of FAIR, District's Reading Baseline, Interim Assessments, Post Tests and school-based assessments. As a result of data disaggregation, LLT members will be able to identify areas of weaknesses and success.

### Major initiatives of the LLT

During the 2013-2014 school year, Kinloch Park Elementary will focus on the following initiatives:

1. Kinloch Park Elementary will strengthen and streamline the implementation of Reading and Writing Across the Curriculum. Special Area classes will incorporate literary strategies with their perspective curriculum. This initiative will increase time allotted for Language Arts/Reading instruction as well as stimulate multiple intelligences our diverse population possess.
2. Strengthen the implementation of differentiated instruction. Teachers will use various forms of data to align instruction with skill based lessons and assessments. During small group instruction, teachers will tailor lessons to be deployed through various activities (Phonemic Awareness/Orthographic Development, Fluency, Working with Words/Vocabulary, and Comprehension). Students who continue to experience difficulties with literacy will be serviced through the MTSS/RtI model. These students will be specifically targeted during the literacy block, through interventions and extended learning opportunities. Kinloch Park Elementary School Comprehensive Data Report will be used to closely monitor individual progress to adjust interventions/enrichment to address specific needs.
3. In preparation for Common Core Standards and Partnership for Assessments of Readiness for College and Careers (PARCC), the implementation of Computer-Assisted Instruction will increase substantially. District web-based programs, such as Reading Plus and the updated version of Successmaker will provide opportunities for students to become acclimated with completing instructional tasks on the computer. Students will also receive lessons which are based on their individual instructional level.

### 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

Kinloch Park Elementary administration and staff hosts "Welcome to Kindergarten" orientations. This meeting initiates a partnership with prospective Kindergarten parents and students. Flyers advertising orientations are distributed to local early education programs. Through this joint venture, parents and children gain familiarity with kindergarten curriculum, expectations, and procedures. Parents/Guardians

of prospective students in the local community are also invited to Voluntary Pre-Kindergarten and Kindergarten productions to display culminating activities which exhibit learning outcomes and pedagogical skills of Kinloch Park Elementary School Kindergarten teachers.

The Pre-K Early Growth Indicators are a series of brief assessments activities designed to measure selected set of preschool skills that are crucial for later school success. The assessed areas are divided into three main domains: Early Literacy, Language Development and Early Math. The print/letter knowledge and level of phonological awareness/processing is determined in the Early Literacy portion of assessment. All students are assessed prior to the commencement to kindergarten. The Florida Kindergarten Reading Screener (FLKRS) is the screening tool administered at the beginning of the Kindergarten school year to determine the readiness level of incoming Kindergarten students. FLKRS is composed of two parts: Early Childhood Observation System (ECHOS) and Florida Assessment for Instruction in Reading (FAIR). The results of the data are used to plan instruction and determine the need for interventions. The core academic and behavioral instruction plans will reflect the outcome of the data. This screening tool will be re-administered mid-year and at the end of the year. The students are given the opportunity to interact through the use of learning centers; these activities provide an opportunity for social and emotional growth.

## Expected Improvements

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

### Area 1: Reading

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 61%           | 53%           | No          | 65%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     |               |               |             |               |
| Hispanic                   | 60%           | 52%           | No          | 64%           |
| White                      | 65%           |               | No          | 69%           |
| English language learners  | 48%           | 44%           | No          | 53%           |
| Students with disabilities | 33%           | 14%           | No          | 40%           |
| Economically disadvantaged | 61%           | 52%           | No          | 65%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 103           | 23%           | 34%           |
| Students scoring at or above Achievement Level 4 | 118           | 26%           | 31%           |

### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 99            | 69%           | 72%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 83            | 76%           | 78%           |

### 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) | 194           | 42%           | 48%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 117           | 26%           | 33%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 108           | 23%           | 31%           |

**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 | 89            | 70%           | 74%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               |               |               |

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 59%           | 55%           | No          | 63%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     |               |               |             |               |
| Hispanic                   | 59%           | 55%           | No          | 63%           |
| White                      | 52%           |               | No          | 57%           |
| English language learners  | 55%           | 52%           | No          | 60%           |
| Students with disabilities | 38%           | 26%           | No          | 44%           |
| Economically disadvantaged | 59%           | 54%           | No          | 63%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 128           | 28%           | 36%           |
| Students scoring at or above Achievement Level 4 | 108           | 24%           | 27%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 182           | 63%           | 67%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 87            | 64%           | 68%           |

**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          | 35            | 20%           | 24%           |
| Students scoring at or above Achievement Level 4 | 35            | 20%           | 22%           |

**Florida Alternate Assessment (FAA)**

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

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3             |               | 5           |
| Participation in STEM-related experiences provided for students  | 250           | 31%           | 40%         |

**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  | 87            | 10%           | 9%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 6             | 1%            | 1%            |
| Students who are not proficient in reading by third grade   | 60            | 45%           | 41%           |
| Students who receive two or more behavior referrals   | 56            | 7%            | 6%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 1             | 0%            | 0%            |

## Goals Summary

- G1.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 65%.
- G2.** Fourth grade students scoring a holistic score of 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment will increase from the previous school year.
- G3.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Mathematics Assessment will increase by 8 percentage points to 63%.
- G4.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase from the previous school year.
- G5.** During the 2013-2014 school year, the goal is to increase the number of STEM related experiences from 3 to 5.
- G6.** During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

## Goals Detail

**G1.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 65%.

### **Targets Supported**

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

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

- Materials: Saddlier Vocabulary Workbooks (Grades 2-5); Time For Kids Magazine Subscriptions (Grades 3-5); McGraW Hill Series Personnel: Reading Coach

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

- According to the student performance data of the 2013 FCAT 2.0 administration, third grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category 3: Literary Analysis of Fictional/Non-Fictional Text . During the 2013-2014 school year, the number of third grade students achieving proficiency will increase by 5 percentage points to 60%.
- According to the student performance data of the 2013 FCAT 2.0 administration, fourth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category 1: Vocabulary. During the 2013-2014 school year, the number of fourth grade students achieving proficiency will increase by 5 percentage points to 56%.
- According to the student performance data of the 2013 FCAT 2.0 administration, fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category 2: Reading Application. During the 2013-2014 school year, the number of fifth grade students achieving proficiency will increase by 10 percentage points to 53%.
- According to the student performance data of the 2013 FCAT 2.0 administration, students achieving Levels 4 or 5 regress from one school year to the following. There is a need to increase rigorous activities implemented during classroom instruction. During the 2013 - 2014 school year, the number of students achieving Levels 4 or 5 will increase by 5 percentage points to 31%.
- When comparing the overall reading learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 3 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of reading. During the 2013-2014 school year, the number of students achieving learning gains will increase by 3 percentage points to 72 %.
- When comparing the lowest 25% reading learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 10 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of reading. During the 2013-2014 school year, there will be an increase of 2 percentage points in the number of students identified as the lowest 25% demonstrating one year of growth.
- Students belonging to the Hispanic and Economically Disadvantaged (ED) subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third graders demonstrated the weakest student performance in Reporting Category 3: Literary Analysis of Fictional/Non-Fictional Text . Fourth graders demonstrated the weakest student performance in Reporting Category 1: Vocabulary. Fifth graders demonstrated the weakest student performance in Reporting Category 2: Reading Application. During the 2013 - 2014 school year, the number of students achieving proficiency in the Hispanic subgroup will increase by 12 percentage points to 64%. The number of students achieving proficiency in the ED subgroup will increase by 13 percentage points to 65%.

- Students belonging to the ELL and Students with Disabilities (SWD) subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third graders demonstrated the weakest student performance in Reporting Category 3: Literary Analysis of Fictional/Non-Fictional Text . Fourth graders demonstrated the weakest student performance in Reporting Category 1: Vocabulary. Fifth graders demonstrated the weakest student performance in Reporting Category 2: Reading Application. During the 2013 - 2014 school year, the number of students achieving proficiency in the ELL subgroup will increase by 9 percentage points to 53%. The number of students achieving proficiency in the SWD subgroup will increase by 26 percentage points to 40%.
- According to the 2013 CELLA results, ELL students continue to lack adequate knowledge of listening and speaking skills to become proficient in acquiring the English Language. During instructional dialogue, ELL students have difficulty with determining the meaning of unfamiliar words. The number of ELL students achieving proficiency on the Listening and Speaking section of the 2014 CELLA assessment will increase by 6 percentage points to 48%.
- According to the 2013 CELLA results, ELL students continue to lack adequate knowledge of reading skills to become proficient in acquiring the English Language. While reading, ELL students have difficulty with determining the meaning of unfamiliar words using context clues or text features. The number of ELL students achieving proficiency on the Reading section of the 2014 CELLA assessment will increase by 7 percentage points to 33%.
- According to the 2013 CELLA results, ELL students continue to lack adequate knowledge of writing skills to become proficient in acquiring the English Language. During the writing process, ELL students experience difficulty in relating and developing responses topics with foreign connotations. The number of ELL students achieving proficiency on the Writing section of the 2014 CELLA assessment will increase by 8 percentage points to 31%.

### Plan to Monitor Progress Toward the Goal

Follow FCIM through use of student results from the interim assessments and 2014 FCAT 2.0 assessment.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT 2.0 Reading Assessment



**G2.** Fourth grade students scoring a holistic score of 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment will increase from the previous school year.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Materials: "Time for Kids: Exploring Nonfiction Reading in the Content Areas" Kits Professional Skills: Writing Strategies from the Zelda Glazer Writing Institute Personnel: Reading Coach

**Targeted Barriers to Achieving the Goal**

- Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels. Strengthen differentiated Instruction during interventions for those students who are deficient in Writing. During the 2013 - 2014 school year, the number of students scoring a holistic score of 3.5 or above on the 2014 FCAT 2.0 Writing Assessment will increase by 4 percentage points to 74%.

**Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from student writing samples.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District Writing Pre-, Midyear and Post Assessments Summative: Results of the 2014 FCAT 2.0 Writing Assessment

**G3. Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Mathematics Assessment will increase by 8 percentage points to 63%.**

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

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

- Materials: Houghton Mifflin Harcourt (HMH) Go Math! FL CCS & NGSSS Series; Brain Pop Subscriptions; SuccessMaker; River Deep Personnel: Mathematics Coach

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

- According to the student performance data of the 2013 FCAT 2.0 administration, third grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category of Number: Fractions. During the 2013-2014 school year, the number of third grade students achieving proficiency will increase by 5 percentage points to 71%.
- According to the student performance data of the 2013 FCAT 2.0 administration, fourth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category of Number: Base Ten & Fractions. During the 2013-2014 school year, the number of fourth grade students achieving proficiency will increase by 5 percentage points to 55%.
- According to the student performance data of the 2013 FCAT 2.0 administration, fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Categories Number: Base Ten & Fractions and Geometry & Measurement. During the 2013-2014 school year, the number of fifth grade students achieving proficiency will increase by 10 percentage points to 53%.
- According to the student performance data of the 2013 FCAT 2.0 administration, students achieving Levels 4 or 5 regress from one year to the following. There is a need to increase rigorous activities implemented during classroom instruction. During the 2013 - 2014 school year, the number of students achieving Levels 4 or 5 will increase by 3 percentage points to 27%.
- When comparing the overall mathematics learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 6 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of mathematics. During the 2013-2014 school year, the number of students achieving learning gains will increase by 4 percentage points to 67%.
- When comparing the lowest 25% mathematics learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 15 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of mathematics. During the 2013-2014 school year, there will be an increase of 4 percentage points in the number of students identified as the lowest 25% demonstrating one year of growth.
- Students belonging to the Hispanic and ED subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third grade demonstrated the weakest student performance in the Reporting Category of Numbers: Fractions. Fourth grade students demonstrated the weakest student performance in the Reporting Category of Number: Base Ten & Fractions. Fifth grade students demonstrated the weakest student performance in the Reporting Categories of Number: Base Ten & Fractions and Geometry and Measurement. During the 2013 - 2014 school year, the number of students achieving proficiency in the

Hispanic subgroup will increase by 8 percentage points to 63%. The number of students achieving proficiency in the ED subgroup will increase by 9 percentage points to 63%.

- Students belonging to the ELL and SWD subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third grade demonstrated the weakest student performance in the Reporting Category of Numbers: Fractions. Fourth grade students demonstrated the weakest student performance in the Reporting Category of Number: Base Ten & Fractions. Fifth grade students demonstrated the weakest student performance in the Reporting Categories of Number: Base Ten & Fractions and Geometry and Measurement. During the 2013 - 2014 school year, the number of students achieving proficiency in the ELL subgroup will increase by 8 percentage points to 60%. The number of students achieving proficiency in the SWD subgroup will increase by 18 percentage points to 44%.

### Plan to Monitor Progress Toward the Goal

Follow the FCIM using student results from the interim assessments and 2014 FCAT 2.0 Mathematics Assessment.

#### Person or Persons Responsible

MTSS/Rtl Team

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

**G4.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase from the previous school year.

#### Targets Supported

- Science
- Science - Elementary School

#### Resources Available to Support the Goal

- Materials: Discovery Education; Brain Pop Subscription; Essential Labs Personnel: Science Lead Teacher

#### Targeted Barriers to Achieving the Goal

- According to the student performance data of the 2013 FCAT 2.0 administration, fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category: Nature of Science. Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase by 4 percentage points to 24%.
- In order to increase the number of students achieving a Level 4 or 5 on the 2014 Science FCAT 2.0 administration, there is a need to strengthen the use of varied modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities) during science instruction. Students scoring at Level 4 or higher on the 2014 FCAT 2.0 Science Assessment will increase by 2 percentage points to 22%.

### Plan to Monitor Progress Toward the Goal

Follow the FCIM using student results from the interim assessments and 2014 FCAT 2.0 assessment.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT 2.0 Science Assessment

**G5.** During the 2013-2014 school year, the goal is to increase the number of STEM related experiences from 3 to 5.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Materials: Brain Pop Subscriptions, District's Science Fair Handbook Personnel: Science Lead Teacher Strategy: Science Lab

**Targeted Barriers to Achieving the Goal**

- According to the 2013 FCAT 2.0 administration, Nature of Science was the category which demonstrated the weakest student performance. There is a need to increase the number of opportunities for students to participate in project based learning activities. The amount of student participation will also increase from 31% (250) to 40% (320).

### Plan to Monitor Progress Toward the Goal

Follow FCIM through use of student results from the interim assessments and 2014 FCAT 2.0 assessment.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT 2.0 Science Assessment

**G6.** During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Personnel: MTSS/Rtl Leadership Team, Community Involvement Specialists and School Social Worker

**Targeted Barriers to Achieving the Goal**

- Increase the number of students who are present and punctual. Decrease the number of students who miss 10% or more of available instructional time from 10% to 9%.
- Continue to decrease the total number of Out-of-School and In-School Suspensions from 1% to 0%.
- Utilize MTSS/Rtl Team to implement tiered instruction with fidelity to decrease the number of students in jeopardy of retention. Decrease the number of students in jeopardy of retention from 1% to 0%.

**Plan to Monitor Progress Toward the Goal**

Increase academic achievement by supporting students' needs through school-wide and community resources.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Attendance Records Behavioral Scams Instructional Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 65%.

**G1.B1** According to the student performance data of the 2013 FCAT 2.0 administration, third grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category 3: Literary Analysis of Fictional/Non-Fictional Text . During the 2013-2014 school year, the number of third grade students achieving proficiency will increase by 5 percentage points to 60%.

**G1.B1.S1** Students will use a variety of grade-level appropriate texts, including the Wonders series by Mc Graw Hill, to identify and interpret elements of story structure within and across texts. Students will be exposed to different forms of poetry to practice identifying descriptive language that defines moods and provides imagery. Students will note how authors use figurative language such as similes, metaphors, and personification.

### Action Step 1

During instruction, students will utilize their student learning journals (SLJ) to become proficient in the following skills: •Identify/create elements of story structure – character development, setting, plot, problem/solution •Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects •Explain and identify the purpose of text features

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments

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

Implement FCIM to review student results from assessments designed to evaluate proficiency on benchmarks related to the reporting category of Literary Analysis of Fictional/Non-Fictional Text.

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

LLT

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Wonders Unit/Benchmark Assessments

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

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

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

LLT

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G1.B2** According to the student performance data of the 2013 FCAT 2.0 administration, fourth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category 1: Vocabulary. During the 2013-2014 school year, the number of fourth grade students achieving proficiency will increase by 5 percentage points to 56%.

**G1.B2.S1** Students will use a variety of grade-level appropriate texts, including the Wonders series by Mc Graw Hill, to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

### **Action Step 1**

During instruction, students will utilize their SLJ to become proficient in the following skills:

- understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers
- determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic
- fleshing out overall meanings and help students develop tools to identify the overall concept written in the text

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments Saddlier Vocabulary Lessons

### **Action Step 2**

Students will complete complete daily vocabulary lessons in the Saddlier Vocabulary workbooks. The lessons provide opportunities for students to: - practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. - use context clues to determine meanings of unfamiliar words - distinguish words that have multiple meanings

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments Saddlier Vocabulary Lessons



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

Implement FCIM to review student results from assessments designed to evaluate proficiency on benchmarks related to the reporting category of Vocabulary.

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

LLT

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Wonders Unit/Benchmark Assessments

### **Plan to Monitor Effectiveness of G1.B2.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

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

LLT

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G1.B2.S2** Students will use a variety of grade-level appropriate texts, including the Wonders series by McGraw Hill to help build their general knowledge of using poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Fourth grade students will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

### **Action Step 1**

During instruction, fourth grade students will utilize their SLJ to become proficient in the following skills: Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects. Students will also explain and identify the purpose of text features.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Benchmark Assessments

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

Implement FCIM to review student results from benchmark assessments designed to evaluate proficiency on benchmarks related to the reporting categories of Literary Analysis of Fictional/Non-Fictional text and Informational Text and Research Process

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

LLT

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

Ongoing

#### **Evidence of Completion**

Benchmark Assessments

**Plan to Monitor Effectiveness of G1.B2.S2**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Benchmark Assessments

**G1.B3** According to the student performance data of the 2013 FCAT 2.0 administration, fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category 2: Reading Application. During the 2013-2014 school year, the number of fifth grade students achieving proficiency will increase by 10 percentage points to 53%.

**G1.B3.S1** Students will use a variety of grade-level appropriate texts, including the Wonders series by McGraw Hill, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Action Step 1**

During instruction, students will utilize their SLJ to become proficient in the following skills: •identify an author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining •identify the author's perspective in text and focus on what the author thinks and feels •identify the implied main idea, causal relationships, topics and themes embedded in text •become familiar with text structures such as cause/effect, compare/contrast, and chronological order

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments

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

Implement FCIM to review student results from assessments designed to evaluate proficiency on benchmarks related to the report category of Reading Application.

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

LLT

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Wonders Unit/Benchmark Assessments

### **Plan to Monitor Effectiveness of G1.B3.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

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

LLT

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G1.B3.S2** After the analysis of student results from the Winter Interim Assessment, the IFC for the third quarter were modified to address benchmarks which demonstrated the weakest student performance. Benchmark assessments from an additional resource will provide additional instructional opportunities to increase proficiency.

**Action Step 1**

Students will complete reading passages from web-based resource titled "ReadWork.org" which are related to benchmarks LA.5.2.1.7 (Figurative Language) and LA.5.6.1.1 (Informational Text/Research Process)

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

ReadWork.org Benchmark Assessments

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

Implement FCIM to review student results from assessments designed to evaluate proficiency on benchmarks related to figurative language and informational text/research process.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

ReadWork.org Benchmark Assessments

## Plan to Monitor Effectiveness of G1.B3.S2

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

ReadWork.org Benchmark Assessments

**G1.B4** According to the student performance data of the 2013 FCAT 2.0 administration, students achieving Levels 4 or 5 regress from one school year to the following. There is a need to increase rigorous activities implemented during classroom instruction. During the 2013 - 2014 school year, the number of students achieving Levels 4 or 5 will increase by 5 percentage points to 31%.

**G1.B4.S1** Implement rigorous and relevant lessons/activities that are aligned to Common Core Standards (CCS) and blended Next Generation Sunshine State Standards (NGSSS) to increase student achievement. Students will engage in activities that will require demonstration of application, synthesis and evaluation.

### Action Step 1

Students will create authentic multimedia products using real-world application.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Student products will be evaluated using the following instruments: Electronic Surveys  
Teacher-Created Rubrics Peer-Created Rubrics Evaluation forms Checklists

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

Monitor the fidelity to FCIM through classroom observations, teachers' lesson plans, data reports/ worksheets, and student products with accompanying rubrics. Feedback received in teacher conferences, will modify support provided.

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

LLT

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

Ongoing

#### **Evidence of Completion**

Formative: Student products will be evaluated using the following instruments: Electronic Surveys  
Teacher-Created Rubrics Peer-Created Rubrics Evaluation forms Checklists

### **Plan to Monitor Effectiveness of G1.B4.S1**

Reveiw evaluation instruments used to determine proficiency of reading skills assessed.

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

LLT

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G1.B5** When comparing the overall reading learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 3 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of reading. During the 2013-2014 school year, the number of students achieving learning gains will increase by 3 percentage points to 72 %.

**G1.B5.S1** Each reading department will create IFC's targeting primary and secondary benchmarks.

### **Action Step 1**

After data disaggregation of District's Baseline, Fall, Winter and Post Interim Assessments, reading departments will identify two predominant benchmarks which exhibits weak student performance. Students will utilize graphic organizers/ strategies which relate to the benchmarks outlined on the IFC. This will direct instructional focus to diminish students' weaknesses.

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

Teachers

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

Quarterly

#### **Evidence of Completion**

Formative: District's Baseline, Fall, Winter, and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments

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

Review assessment data to ensure proficiency of benchmarks identified.

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

LLT

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments



## Plan to Monitor Effectiveness of G1.B5.S1

Through the analysis of current data instructional focus will be adjusted to address students' needs.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments

**G1.B6** When comparing the lowest 25% reading learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 10 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of reading. During the 2013-2014 school year, there will be an increase of 2 percentage points in the number of students identified as the lowest 25% demonstrating one year of growth.

**G1.B6.S1** Implementing new Tier 2 intervention, Wonder Works in conjunction with the existing intervention program Voyager will provide an additional dose of remedial reading instruction for those students who are deficient in Phonemic Awareness, Phonics, Orthographic Development, Fluency, Working with Words/Vocabulary, and/or Comprehension.

### Action Step 1

At the beginning of the 2013-2014 school year, summative student data will be utilized to identify appropriate strategies to differentiate instruction. In August, selected students will be serviced through Voyager intervention groups. Implementing Voyager with fidelity will result in greater learning gains with students who are least proficient in reading.

### Person or Persons Responsible

Interventionists

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments FAIR Reports OPM FAIR Probes  
Voyager Passport: Checkpoints

## **Action Step 2**

During the 2013-2014 school year, formative data will be utilized to identify appropriate strategies to differentiate instruction. In October, teachers will service selected students through Wonder Works interventions. Implementing Wonder Works with fidelity during the language arts & reading instructional block will increase learning gains with students who are least proficient in reading.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments FAIR Reports OPM FAIR Probes  
Wonder Works Assessments

### **Facilitator:**

Administration and LLT

### **Participants:**

Teachers

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

Interventionists and teachers will meet with administration and Reading Coach on a monthly basis to monitor student progress from Voyager Passport checkpoints and Wonder Works assessments.

### **Person or Persons Responsible**

LLT and MTSS/RtI Team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments FAIR Reports OPM FAIR Probes  
Voyager Passport: Checkpoints Wonder Works Assessments

**Plan to Monitor Effectiveness of G1.B6.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

LLT and MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments FAIR Reports OPM FAIR Probes Wonder Works Assessments

**G1.B7** Students belonging to the Hispanic and Economically Disadvantaged (ED) subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third graders demonstrated the weakest student performance in Reporting Category 3: Literary Analysis of Fictional/Non-Fictional Text. Fourth graders demonstrated the weakest student performance in Reporting Category 1: Vocabulary. Fifth graders demonstrated the weakest student performance in Reporting Category 2: Reading Application. During the 2013 - 2014 school year, the number of students achieving proficiency in the Hispanic subgroup will increase by 12 percentage points to 64%. The number of students achieving proficiency in the ED subgroup will increase by 13 percentage points to 65%.

**G1.B7.S1** Students will be exposed to a variety of nonfiction texts and text features through an annual subscription to Time for Kids. During instruction, Time for Kids issues will be utilized to identify text structure/organization, figurative language and the implied theme.

**Action Step 1**

Students will use a variety of nonfiction text, such as age-appropriate magazines (Time for Kids Magazines), how-to articles, brochures, fliers, and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments

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

Review student results from assessments designed to evaluate reading proficiency on benchmarks identified.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Teacher-Created Time For Kids Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments

### **Plan to Monitor Effectiveness of G1.B7.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G1.B7.S2** Increase the use of instructional technology through the use of Computer Assisted Programs (CAP).

**Action Step 1**

Develop computer lab schedules to increase technology usage with CAP such as FOCUS Achieves, Reading Plus, Successmaker, Ticket to Read. The web-based programs will provide students multiple opportunities to receive individualized skill based instruction, as well as, complete independent activities.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments Weekly CAP reports

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

Review student results from assessments designed to evaluate reading proficiency on benchmarks identified. Correlate CAP reports with paper-based formative assessments to ensure fidelity and effectiveness of programs.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments Weekly CAP Reports

**Plan to Monitor Effectiveness of G1.B7.S2**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G1.B8** Students belonging to the ELL and Students with Disabilities (SWD) subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third graders demonstrated the weakest student performance in Reporting Category 3: Literary Analysis of Fictional/Non-Fictional Text . Fourth graders demonstrated the weakest student performance in Reporting Category 1: Vocabulary. Fifth graders demonstrated the weakest student performance in Reporting Category 2: Reading Application. During the 2013 - 2014 school year, the number of students achieving proficiency in the ELL subgroup will increase by 9 percentage points to 53%. The number of students achieving proficiency in the SWD subgroup will increase by 26 percentage points to 40%.

**G1.B8.S1** At the beginning of the 2013-2014 school year, Reading and Writing Across the Curriculum Initiative will foster a shared responsibility of literary development with all instructional staff members.

**Action Step 1**

During classroom instruction, teachers of multiple disciplines (i.e., Art, Music, Spanish and Physical Education) will incorporate Reading/ Writing strategies. Students will read and respond to a variety of texts with increasing reading difficulty. The manner in which students respond will vary (i.e., inventories, musical lyrics, scientific reports, plays, how to manuals).

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Wonders Unit/Benchmark Assessments Special Area Assessments

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

Through classroom observations administrators will review teachers' lesson plans, lessons and students' samples of authentic products.

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

LLT

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Wonders Unit/Benchmark Assessments Special Area Assessments

### **Plan to Monitor Effectiveness of G1.B8.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

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

LLT

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Special Area Assessments

### **G1.B8.S2 ELL students will receive additional reading instruction during after-school tutorials.**

#### **Action Step 1**

ELL students will read fictional/non-fictional text to respond to questions using various strategies taught in after school tutoring.

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

After School Tutors (Hourly Teachers)

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

Weekly

#### **Evidence of Completion**

Student responses and results from after school tutorial assessments.

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

Implement FCIM to review student results from assessments designed to evaluate reading proficiency on benchmark related skills.

**Person or Persons Responsible**

Administration and LLT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

After school tutoring assessments

### **Plan to Monitor Effectiveness of G1.B8.S2**

Through analysis of current student data, instructional focus will be adjusted to address ELL students' needs.

**Person or Persons Responsible**

Administration and LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

After school tutoring assessments



**G1.B9** According to the 2013 CELLA results, ELL students continue to lack adequate knowledge of listening and speaking skills to become proficient in acquiring the English Language. During instructional dialogue, ELL students have difficulty with determining the meaning of unfamiliar words. The number of ELL students achieving proficiency on the Listening and Speaking section of the 2014 CELLA assessment will increase by 6 percentage points to 48%.

**G1.B9.S1** Students will be provided various opportunities to respond to lessons using listening and speaking strategies to gain full command of the English language.

### **Action Step 1**

To increase English proficiency regarding Listening and Speaking skills, ELL students will: •Structure conversations around books and subjects that build vocabulary. •Ask questions that are interactive and meaningful.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Student Responses in SLJ Imagine Learning CAP reports Wonders Unit/Benchmark Assessments

### **Action Step 2**

ELL students will receive individualized instruction with the Waterford.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Student Responses in SLJ CAP Reports

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

Review student results from assessments designed to evaluate proficiency on benchmarks related to acquiring the English language.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Student Responses in SLJ Imagine Learning CAP reports Wonders Unit/Benchmark  
Assessments

### **Plan to Monitor Effectiveness of G1.B9.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 Administration of  
CELLA

**G1.B10** According to the 2013 CELLA results, ELL students continue to lack adequate knowledge of reading skills to become proficient in acquiring the English Language. While reading, ELL students have difficulty with determining the meaning of unfamiliar words using context clues or text features. The number of ELL students achieving proficiency on the Reading section of the 2014 CELLA assessment will increase by 7 percentage points to 33%.

**G1.B10.S1** Students will be provided various opportunities to respond to lessons using reading strategies to gain full command of the English language.

### **Action Step 1**

Students will utilize a variety of instructional strategies to determine the meaning of unfamiliar words. Strategies will include vocabulary maps/word walls, instruction in shades of meaning, base words and affixes. Students will use English/Spanish dictionaries as a resource to assist with discovering the meaning of unfamiliar terms found in various text (i.e., Time for Kids issues, McGraw Hill Series)

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments; Focus Achieves Benchmark Assessments; Student Responses in SLJ Wonders Unit/Benchmark Assessments

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

Review student results from assessments designed to evaluate proficiency on benchmarks related to acquiring the English language.

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

LLT

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments; Focus Achieves Benchmark Assessments; Student Responses in SLJ; CAP reports, Wonders Unit/Benchmark Assessments

## Plan to Monitor Effectiveness of G1.B10.S1

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 Administration of CELLA

**G1.B11** According to the 2013 CELLA results, ELL students continue to lack adequate knowledge of writing skills to become proficient in acquiring the English Language. During the writing process, ELL students experience difficulty in relating and developing responses topics with foreign connotations. The number of ELL students achieving proficiency on the Writing section of the 2014 CELLA assessment will increase by 8 percentage points to 31%.

**G1.B11.S1** Students will be provided various opportunities to respond to lessons using writing strategies to gain full command of the English language.

### Action Step 1

Students will develop writing skills and samples through instruction of the five stages of the Writing Process: Prewriting, Drafting, Editing, Revising and Publishing. Emphasis on individual teacher/student conferences will address individual students' strengths and weaknesses in regards to writing proficiency.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students' Monthly Writing Samples; Student responses in SLJ

### **Plan to Monitor Fidelity of Implementation of G1.B11.S1**

Review student results from assessments designed to evaluate proficiency on benchmarks related to acquiring the English language.

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

LLT

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments; Focus Achieves Benchmark Assessments; Student Responses in SLJ; CAP Reports; Wonders Unit/Benchmark Assessments

### **Plan to Monitor Effectiveness of G1.B11.S1**

Through the analysis of current student data, instructional focus will be adjusted to address needs.

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

LLT

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 Administration of CELLA; 2014 Administration of FCAT 2.0 Writing Assessment

**G2.** Fourth grade students scoring a holistic score of 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment will increase from the previous school year.

**G2.B1** Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels. Strengthen differentiated Instruction during interventions for those students who are deficient in Writing. During the 2013 - 2014 school year, the number of students scoring a holistic score of 3.5 or above on the 2014 FCAT 2.0 Writing Assessment will increase by 4 percentage points to 74%.

**G2.B1.S1** Students will develop writing skills and samples through instruction of the five stages of the Writing Process: Prewriting, Drafting, Editing, Revising and Publishing. Emphasis on individual teacher/ student conferences will address individual students' strengths and weaknesses in regards to writing proficiency.

### **Action Step 1**

The reading coach and teachers will implement all aspects of the writing process. Time for Kids: Exploring Nonfiction Reading in the Content Areas will be used to emulate Common Core Writing Assessments. Differentiated Instruction will be implemented through student-teacher conferences.

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

Kindergarten through Third Grade and Fifth Grade Teachers

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

Ongoing

#### **Evidence of Completion**

Annotated Student Writing Samples (Writing Assessments will resemble format of PARCC)

#### **Facilitator:**

Reading Coach

#### **Participants:**

Kindergarten through Third Grade and Fifth Grade Teachers

## **Action Step 2**

During the Writing Lab, 4th grade students will receive weekly intensive writing instruction from the Reading Coach which will consist of mini-lessons designed to address common writing deficiencies found in 4th grade student samples. During the Writing Lab, 4th grade teachers will conduct skill-based conferences with selected students to address individualized weaknesses.

### **Person or Persons Responsible**

Fourth Grade Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Annotated Student Writing Samples (Writing Assessments will resemble format of FCAT 2.0 )

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

FCIM will be implemented by utilizing the state's rubrics (FCAT 2.0 & PARCC) to assess students' writing samples. Review student writing samples to monitor students' progress and ensure proficiency on writing benchmarks. Adjust instruction to address students' needs.

### **Person or Persons Responsible**

LLT

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Formative: District Pre-, Midyear and Post Writing Assessment Monthly Student Writing Samples

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

FCIM will be monitored through classroom observations administrators will review teachers' lesson plans, student writing samples, and data worksheets stored in teachers' assessment binders. During teacher conferences, feedback and instructional needs will guide support provided. Student achievement will be evident through the progression of individual students' holistic scores on monthly student writing samples .

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Pre-, Midyear and Post Writing Assessment

**G3.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Mathematics Assessment will increase by 8 percentage points to 63%.

**G3.B1** According to the student performance data of the 2013 FCAT 2.0 administration, third grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category of Number: Fractions. During the 2013-2014 school year, the number of third grade students achieving proficiency will increase by 5 percentage points to 71%.

**G3.B1.S1** Students will use mathematical practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

**Action Step 1**

During instruction through student-centered activities students will utilize their SLJ to develop an understanding of: •fractions and fraction equivalence •comparing and ordering fractions •solve real-world problems involving fractions

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Go Math Series Chapter and Reteach Assessments



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

Review student results from assessments designed to evaluate proficiency on benchmarks related to the Reporting Category of Number: Fractions.

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Go Math Series Chapter and Reteach Assessments

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

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B2** According to the student performance data of the 2013 FCAT 2.0 administration, fourth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category of Number: Base Ten & Fractions. During the 2013-2014 school year, the number of fourth grade students achieving proficiency will increase by 5 percentage points to 55%.

**G3.B2.S1** Students will use mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals.

### **Action Step 1**

During instruction, through student-centered activities students will utilize their SLJ to develop an understanding of: •representing, computing, estimating and solving problems using numbers through hundred thousand •solving real world problems involving fractions •comparing and ordering fractions, mixed numbers, and decimals in the same or different forms •generating equivalent fractions or simplify fractions to lowest terms •relating halves, fourths, tenths, and hundredths to percents,

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieve Benchmark Assessments Go Math Series Chapter and Reteach Assessments

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

Review student results from assessments designed to evaluate proficiency on benchmarks related to the Reporting Category of Number: Base Ten & Fractions

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Go Math Series Chapter and Reteach Assessments

### Plan to Monitor Effectiveness of G3.B2.S1

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B3** According to the student performance data of the 2013 FCAT 2.0 administration, fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Categories Number: Base Ten & Fractions and Geometry & Measurement. During the 2013-2014 school year, the number of fifth grade students achieving proficiency will increase by 10 percentage points to 53%.

**G3.B3.S1** Students will mathematical practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

#### Action Step 1

During instruction through student-centered activities students will utilize their SLJ to develop an understanding of: •interpret solutions to division situations, including remainders •add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations •identify and graph integers on a number line; compare and order integers

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Go Math Series Chapter and Reteach Assessments

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

Review student results from assessments designed to evaluate proficiency on benchmarks related to the Reporting Category of Number:Base Ten & Fractions.

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Go Math Series Chapter and Reteach Assessments

### **Plan to Monitor Effectiveness of G3.B3.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B3.S2** Students will use mathematical practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

### **Action Step 1**

During instruction through student-centered activities, students will utilize their SLJ to develop an understanding of: •determine the volume of prisms and determine the surface area of prisms given a graphic or net •solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane •perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Go Math Series Chapter and Reteach Assessments

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

Review student results from assessments designed to evaluate proficiency on benchmarks related to the Reporting Category of Geometry and Measurement.

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

Administration and MTSS/Rtl

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Go Math Series Chapter and Reteach Assessments

## Plan to Monitor Effectiveness of G3.B3.S2

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

### Person or Persons Responsible

Administration and MTSS/Rtl

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B4** According to the student performance data of the 2013 FCAT 2.0 administration, students achieving Levels 4 or 5 regress from one year to the following. There is a need to increase rigorous activities implemented during classroom instruction. During the 2013 - 2014 school year, the number of students achieving Levels 4 or 5 will increase by 3 percentage points to 27%.

**G3.B4.S1** Implement rigorous and relevant lessons/activities that are aligned to Common Core Standards (CCS) and blended Next Generation Sunshine State Standards (NGSSS) to increase student achievement. Students will engage in activities that will require demonstration of application, synthesis and evaluation.

### Action Step 1

Students will utilize manipulatives, models, real life applications, and role playing with instruction of the series to model, demonstrate and assess skill acquisition as it is related to students' areas of weakness. Students will also create authentic multimedia products using real-world application.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Student products will be evaluated using the following instruments: Electronic Surveys Teacher-Created Rubrics Peer-Created Rubrics Evaluation forms Checklists

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

Through classroom observations administrators will review teachers' lesson plans, data reports/ worksheets, and student products with accompanying rubrics. Feedback received in teacher conferences, will modify support provided.

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

Formative: Student products will be evaluated using the following instruments: Electronic Surveys  
Teacher-Created Rubrics Peer-Created Rubrics Evaluation forms Checklists

### **Plan to Monitor Effectiveness of G3.B4.S1**

Review evaluation instruments used to determine proficiency of mathematics skills assessed.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B5** When comparing the overall mathematics learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 6 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of mathematics. During the 2013-2014 school year, the number of students achieving learning gains will increase by 4 percentage points to 67%.

**G3.B5.S1** Each mathematics department will create IFC's targeting primary and secondary benchmarks.

#### **Action Step 1**

After data disaggregation of District's Baseline, Fall, Winter and Post Interim Assessments, reading departments will identify two predominant benchmarks which exhibits weak student performance. Students will utilize manipulatives/ strategies which relate to the benchmarks outlined on the IFC. This will direct instructional focus to diminish students' weaknesses.

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

Teachers

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

Quarterly

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

Formative: District's Baseline, Fall, Winter, and Post Assessments Focus Achieves Benchmark  
Assessments Go Math Series Chapter and Reteach Assessments

#### **Action Step 2**

Students will engage in inquiry based, hands-on activities which addresses benchmarks outlined on the IFC. This will direct instruction to focus on student's weaknesses.

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

Teachers

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

Ongoing

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

Formative: District's Baseline, Fall, Winter, and Post Assessments Focus Achieves Benchmark  
Assessments Go Math Series Chapter and Reteach Assessments



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

Review assessment data to ensure proficiency of benchmarks identified.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Go Math Series Chapter and Reteach Assessments IFC

### **Plan to Monitor Effectiveness of G3.B5.S1**

Through the analysis of current data instructional focus will be adjusted to address students' needs.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B6** When comparing the lowest 25% mathematics learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 15 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of mathematics. During the 2013-2014 school year, there will be an increase of 4 percentage points in the number of students identified as the lowest 25% demonstrating one year of growth.

**G3.B6.S1** Implement Tier 2 skill-based interventions in conjunction with the Go Math Series remedial instruction for those students who are deficient.

### **Action Step 1**

At the beginning of the 2013-2014 school year, summative student data will be utilized to identify appropriate strategies to differentiate instruction. In August, Interventionist will service selected students through intervention groups. Implementing intervention with fidelity will result in greater learning gains with students who are least proficient in mathematics.

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

Interventionists

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Skill-based lessons

#### **Facilitator:**

Math Coach

#### **Participants:**

Interventionists

**Action Step 2**

During the 2013-2014 school year, formative data will be utilized to identify appropriate strategies to differentiate instruction. In August, selected students will be serviced through Go Math interventions. Implementing Go Math remedial instruction with fidelity during the mathematics instructional block will increase learning gains with students who are least proficient.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Go Math series Strategic and Intensive Activities

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

Interventionists, teachers and the Mathematics Coach will meet with administration on a monthly basis to monitor student progress from intervention assessments.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Skill-based Lessons Go Math Series Strategic and Intensive Activities

**Plan to Monitor Effectiveness of G3.B6.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Skills-based lesson Go Math Series Strategic and Intensive Activities

**G3.B7** Students belonging to the Hispanic and ED subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third grade demonstrated the weakest student performance in the Reporting Category of Numbers: Fractions. Fourth grade students demonstrated the weakest student performance in the Reporting Category of Number: Base Ten & Fractions. Fifth grade students demonstrated the weakest student performance in the Reporting Categories of Number: Base Ten & Fractions and Geometry and Measurement. During the 2013 - 2014 school year, the number of students achieving proficiency in the Hispanic subgroup will increase by 8 percentage points to 63%. The number of students achieving proficiency in the ED subgroup will increase by 9 percentage points to 63%.

**G3.B7.S1** Increase the use of varied instructional modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities w/use of manipulatives) to address individual deficiencies.

### **Action Step 1**

Develop computer lab schedules to increase technology usage with CAP such as FOCUS Achieves, Successmaker, Think Central. The web-based programs will provide students multiple opportunities to receive individualized skill based instruction, as well as, complete independent activities.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Go Math Series Chapter and Reteach Assessment Weekly CAP reports

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

Review student results from assessments designed to evaluate mathematics proficiency on benchmarks identified. Correlate CAP reports with paper-based formative assessments to ensure fidelity and effectiveness of programs.

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Weekly CAP Reports

### Plan to Monitor Effectiveness of G3.B7.S1

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B7.S2** Increase the amount of Hispanic and ED students being serviced through mathematics pull-out interventions.

**Action Step 1**

Increase the number of Hispanic and ED students receiving remedial mathematics instruction using Go Math strategic and intensive benchmark specific activities.

**Person or Persons Responsible**

Teachers and Interventionists

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Go Math Strategic and Intensive Activities; Go Math Chapter Tests

### Plan to Monitor Fidelity of Implementation of G3.B7.S2

Review student results from remedial activities designed to evaluate mathematics proficiency on benchmarks identified.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Go Math Activities and Assessments

**Plan to Monitor Effectiveness of G3.B7.S2**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Go Math Activities and Assessments

**G3.B8** Students belonging to the ELL and SWD subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third grade demonstrated the weakest student performance in the Reporting Category of Numbers: Fractions. Fourth grade students demonstrated the weakest student performance in the Reporting Category of Number: Base Ten & Fractions. Fifth grade students demonstrated the weakest student performance in the Reporting Categories of Number: Base Ten & Fractions and Geometry and Measurement. During the 2013 - 2014 school year, the number of students achieving proficiency in the ELL subgroup will increase by 8 percentage points to 60%. The number of students achieving proficiency in the SWD subgroup will increase by 18 percentage points to 44%.

**G3.B8.S1** Increase the use of instructional technology through the use of Computer Assisted Programs (CAP).

**Action Step 1**

Develop computer lab schedules to increase technology usage with CAP such as FOCUS Achieves, Successmaker, and River Deep. The web-based programs will provide students multiple opportunities to receive individualized skill based instruction, as well as, complete independent activities.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Weekly CAP reports

### **Plan to Monitor Fidelity of Implementation of G3.B8.S1**

Review student results from assessments designed to evaluate mathematics proficiency on benchmarks identified. Correlate CAP reports with paper-based formative assessments to ensure fidelity and effectiveness of programs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Weekly CAP reports

### **Plan to Monitor Effectiveness of G3.B8.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G3.B8.S2** During before and after school tutorials, ELL and SPED students will receive additional mathematics instruction.

#### **Action Step 1**

ELL and SPED students will complete mathematics activities related to fractions and non-routine problems.

**Person or Persons Responsible**

Before and After School Hourly Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Students results from before and after school tutorial assessments.

### **Plan to Monitor Fidelity of Implementation of G3.B8.S2**

Implement FCIM to review student results from assessments designed to evaluate math proficiency on benchmark related skills.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Before and After school tutoring assessments

### **Plan to Monitor Effectiveness of G3.B8.S2**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Before and After school tutoring assessments



**G4.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase from the previous school year.

**G4.B1** According to the student performance data of the 2013 FCAT 2.0 administration, fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category: Nature of Science. Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase by 4 percentage points to 24%.

**G4.B1.S1** Students will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

### **Action Step 1**

Students' SLJ will provide opportunities for students to communicate/respond to real life contexts for inquiry-based instruction, hands-on- explorations and develop student understanding through the usage of models illustrated in Brain Pop or in scientific labs, vocabulary, oral discussions and scientific demonstrations.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Scientific Process recorded in SLJ

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

Review student results from assessments designed to evaluate proficiency on benchmarks related to the Reporting Category: Nature of Science.

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Scientific Process recorded in SLJ

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

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G4.B2** In order to increase the number of students achieving a Level 4 or 5 on the 2014 Science FCAT 2.0 administration, there is a need to strengthen the use of varied modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities) during science instruction. Students scoring at Level 4 or higher on the 2014 FCAT 2.0 Science Assessment will increase by 2 percentage points to 22%.

**G4.B2.S1** Students will engage in weekly hands on learning labs which will require students to apply, analyze, and explain scientific concepts.

**Action Step 1**

During the Science Lab, 4th and 5th grade students will receive weekly inquiry-based activities from the Science Lead teacher on standards. During the Science Lab, 4th & 5th grade teachers will teach skill-based lessons to a small group of selected students to address individualized deficiencies. Skill based-lessons will include: dissecting science articles; conducting experiments; or using real-life objects to perform demonstrations of scientific concepts.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: Baseline, Fall, Winter, and Post Assessments Focus Achieves Benchmark  
Assessments Scientific concepts/resources recorded in SLJ

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

Review student data to determine proficiency of science skills assessed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark  
Assessments Experiments/Concepts/Resources recorded in SLJ

### **Plan to Monitor Effectiveness of G4.B2.S1**

Through the analysis of current data instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G5.** During the 2013-2014 school year, the goal is to increase the number of STEM related experiences from 3 to 5.

**G5.B1** According to the 2013 FCAT 2.0 administration, Nature of Science was the category which demonstrated the weakest student performance. There is a need to increase the number of opportunities for students to participate in project based learning activities. The amount of student participation will also increase from 31% (250) to 40% (320).

**G5.B1.S1** During multiple STEM related experiences, students will form hypotheses, gather data, conduct analysis, and summarize results.

### **Action Step 1**

During the 2013-2014 school year, Kinloch Park Elementary School will conduct a primary and intermediate Science Fair. Students will use the Scientific method to examine real world experiences through investigational activities. These activities will be concentrated on skills related to the Reporting Category: Nature of Science.

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

Teachers

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

Quarterly

#### **Evidence of Completion**

Formative: Students' Science Fair Projects Science Fair Rubrics

### **Action Step 2**

During the 2013-2014 school year, Kinloch Park Elementary School will engage in presentations and fieldtrips related to science content.

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

Teachers

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT 2.0 Science Assessment

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

Selected projects will be awarded prizes based on creativity, real-life application and the validity of the Scientific process. Parents will be invited to view projects school wide.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Summative: 2014 FCAT 2.0 Science Assessment

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

The validity and efficiency of student products will drive future science instruction and STEM events.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**G6.** During the 2013-2014 school year, the Early Warning Systems (EWS) goal is to increase academic achievement by supporting students' needs through school-wide and community resources.

**G6.B1** Increase the number of students who are present and punctual. Decrease the number of students who miss 10% or more of available instructional time from 10% to 9%.

**G6.B1.S1** Identify and refer students monthly who have accrued a minimum of ten unexcused absences to the school's Attendance Review Committee (ARC).

### **Action Step 1**

Implement a tiered attendance program to motivate students who achieve perfect attendance. Daily: Recognize homerooms that attain perfect attendance on the school's Public Announcement (PA) system. Quarterly: Students who were present and prompt everyday during a grading period will attend a school wide event (i.e., movie, dance, luncheon) to celebrate their efforts. Annually: Students who were present and prompt everyday during the school year will be publicly acknowledged during the grade level awards ceremony.

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

ARC Meeting Logs Daily Attendance Rosters

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

Monitor attendance daily. Review responses from parents during ARC meetings. Review District reports pertaining to attendance.

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

MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

ARC Meeting Logs Daily Attendance Rosters

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

Decrease of students accruing unexcused absences.

### **Person or Persons Responsible**

MTSS/RtI Team

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

ARC Meeting Logs Daily Attendance Rosters

**G6.B2** Continue to decrease the total number of Out-of-School and In-School Suspensions from 1% to 0%.

**G6.B2.S1** Collaborative efforts between the MTSS/RtI Team and LLT will redirect negative behavior by implementing alternate strategies (i.e. detention, extended learning opportunities, counseling, extra curricular activities) rather than suspend students to alleviate problematic behavior.

### **Action Step 1**

Increase opportunities to recognize positive student behavior through school wide initiatives. Quarterly: Students who demonstrate good deeds will be recognized on the PA system and with the county with "Do the Right Thing" nominations. Annually: Students who exhibit positive behavior throughout the entire school year will be publicly acknowledged during the grade level awards ceremony.

### **Person or Persons Responsible**

MTSS/RtI Team and LLT

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

ISIS Do Right Thing Nomination Forms Fidelity to teachers' discipline plans Effective classroom management systems Parent Logs

## Action Step 2

Kinloch Park Elementary will implement the strategies and resources outlined in the Alternative to Suspension Plan to decrease the number of In-door and Out-door suspensions.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Fidelity to teachers' discipline plans Effective classroom management systems Parent Logs

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

MTSS/RtI Team will continuously monitor behavior referrals to target students who repeatedly exhibit inappropriate behavior.

### Person or Persons Responsible

MTSS/RtI Team and LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

ISIS Fidelity to teachers' discipline plans Effective classroom management systems Parent Logs SST logs FAB/BIP Logs

## Plan to Monitor Effectiveness of G6.B2.S1

Follow FCIM though the use District data and resources to reduce the number of suspensions.

### Person or Persons Responsible

MTSS/RtI Team and LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

ISIS



**G6.B3** Utilize MTSS/RtI Team to implement tiered instruction with fidelity to decrease the number of students in jeopardy of retention. Decrease the number of students in jeopardy of retention from 1% to 0%.

**G6.B3.S1** Strengthen implementation of differentiated instruction in reading and mathematics to address students' individual needs.

**Action Step 1**

Implement intervention programs with fidelity during and beyond the instructional blocks.

**Person or Persons Responsible**

MTSS/RtI Team and LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Administrative walkthroughs Intervention assessments

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

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team and LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

**Plan to Monitor Effectiveness of G6.B3.S1**

Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

**Person or Persons Responsible**

MTSS/RtI Team and LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments

## 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 Kinloch Park Elementary School students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English and Spanish will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

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

#### 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

Kinloch Park Elementary School will review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide: tutorial programs (K-12); parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The

Parent Academy); professional development on best practices for ESOL and content area teachers; coaching and mentoring for ESOL and content area teachers(K-12); reading and supplementary instructional materials(K-12); cultural supplementary instructional materials (K-12); purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process); and Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students. The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the elementary counselor.
- Training and technical assistance for elementary teachers, administrators and counselors is also a component of this program.
- Kinloch Park Elementary School counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

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

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

#### Nutrition Programs

- Kinloch Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.

- Kinloch Park Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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

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

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

**G1.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 65%.

**G1.B6** When comparing the lowest 25% reading learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 10 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of reading. During the 2013-2014 school year, there will be an increase of 2 percentage points in the number of students identified as the lowest 25% demonstrating one year of growth.

**G1.B6.S1** Implementing new Tier 2 intervention, Wonder Works in conjunction with the existing intervention program Voyager will provide an additional dose of remedial reading instruction for those students who are deficient in Phonemic Awareness, Phonics, Orthographic Development, Fluency, Working with Words/Vocabulary, and/or Comprehension.

### PD Opportunity 1

During the 2013-2014 school year, formative data will be utilized to identify appropriate strategies to differentiate instruction. In October, teachers will service selected students through Wonder Works interventions. Implementing Wonder Works with fidelity during the language arts & reading instructional block will increase learning gains with students who are least proficient in reading.

#### Facilitator

Administration and LLT

#### Participants

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Formative: District Baseline, Fall, Winter and Post Assessments FAIR Reports OPM FAIR Probes  
Wonder Works Assessments

**G2.** Fourth grade students scoring a holistic score of 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment will increase from the previous school year.

**G2.B1** Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels. Strengthen differentiated Instruction during interventions for those students who are deficient in Writing. During the 2013 - 2014 school year, the number of students scoring a holistic score of 3.5 or above on the 2014 FCAT 2.0 Writing Assessment will increase by 4 percentage points to 74%.

**G2.B1.S1** Students will develop writing skills and samples through instruction of the five stages of the Writing Process: Prewriting, Drafting, Editing, Revising and Publishing. Emphasis on individual teacher/student conferences will address individual students' strengths and weaknesses in regards to writing proficiency.

### **PD Opportunity 1**

The reading coach and teachers will implement all aspects of the writing process. Time for Kids: Exploring Nonfiction Reading in the Content Areas will be used to emulate Common Core Writing Assessments. Differentiated Instruction will be implemented through student-teacher conferences.

#### **Facilitator**

Reading Coach

#### **Participants**

Kindergarten through Third Grade and Fifth Grade Teachers

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

Ongoing

#### **Evidence of Completion**

Annotated Student Writing Samples (Writing Assessments will resemble format of PARCC)

**G3.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Mathematics Assessment will increase by 8 percentage points to 63%.

**G3.B6** When comparing the lowest 25% mathematics learning gains of the 2012 FCAT 2.0 administration to the 2013 FCAT 2.0 administration, there was a decrease of 15 percentage points. There is a need to strengthen the implementation of Differentiated Instruction, as well as, interventions for those students who are least proficient in the area of mathematics. During the 2013-2014 school year, there will be an increase of 4 percentage points in the number of students identified as the lowest 25% demonstrating one year of growth.

**G3.B6.S1** Implement Tier 2 skill-based interventions in conjunction with the Go Math Series remedial instruction for those students who are deficient.

### **PD Opportunity 1**

At the beginning of the 2013-2014 school year, summative student data will be utilized to identify appropriate strategies to differentiate instruction. In August, Interventionist will service selected students through intervention groups. Implementing intervention with fidelity will result in greater learning gains with students who are least proficient in mathematics.

#### **Facilitator**

Math Coach

#### **Participants**

Interventionists

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

Ongoing

#### **Evidence of Completion**

Formative: District Baseline, Fall, Winter and Post Assessments Focus Achieves Benchmark Assessments Skill-based lessons

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total   |
|-------|---|---------|
| G1.   | Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 65%. | \$6,489 |
| G4.   | Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase from the previous school year.  | \$1,495 |
| Total |   | \$7,984 |

### Budget Summary by Funding Source and Resource Type

| Funding Source   | Total   | Evidence-Based Materials | Technology |
|------------------|---------|--------------------------|------------|
| Total            | \$7,984 | \$6,489                  | \$1,495    |
| EESAC            | \$1,713 | \$3,208                  | \$1,495    |
| Parent Donations | \$4,776 | \$4,776                  |            |

### Budget Details

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



**G1.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Reading Assessment will increase by 12 percentage points to 65%.

**G1.B2** According to the student performance data of the 2013 FCAT 2.0 administration, fourth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category 1: Vocabulary. During the 2013-2014 school year, the number of fourth grade students achieving proficiency will increase by 5 percentage points to 56%.

**G1.B2.S1** Students will use a variety of grade-level appropriate texts, including the Wonders series by Mc Graw Hill, to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

### **Action Step 2**

Students will complete complete daily vocabulary lessons in the Saddlier Vocabulary workbooks. The lessons provide opportunities for students to: - practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. - use context clues to determine meanings of unfamiliar words - distinguish words that have multiple meanings

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Saddlier Vocabulary Books

#### **Funding Source**

Parent Donations

#### **Amount Needed**

\$4,776

**G1.B7** Students belonging to the Hispanic and Economically Disadvantaged (ED) subgroups did not make their AMO target for 2013. According to the 2013 FCAT 2.0 administration, third graders demonstrated the weakest student performance in Reporting Category 3: Literary Analysis of Fictional/Non-Fictional Text . Fourth graders demonstrated the weakest student performance in Reporting Category 1: Vocabulary. Fifth graders demonstrated the weakest student performance in Reporting Category 2: Reading Application. During the 2013 - 2014 school year, the number of students achieving proficiency in the Hispanic subgroup will increase by 12 percentage points to 64%. The number of students achieving proficiency in the ED subgroup will increase by 13 percentage points to 65%.

**G1.B7.S1** Students will be exposed to a variety of nonfiction texts and text features through an annual subscription to Time for Kids. During instruction, Time for Kids issues will be utilized to identify text structure/organization, figurative language and the implied theme.

### **Action Step 1**

Students will use a variety of nonfiction text, such as age-appropriate magazines (Time for Kids Magazines), how-to articles, brochures, fliers, and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Time For Kids Subscriptions

#### **Funding Source**

EESAC

#### **Amount Needed**

\$1,713

**G4.** Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase from the previous school year.

**G4.B1** According to the student performance data of the 2013 FCAT 2.0 administration, fifth grade students scoring at a Level 3 or higher demonstrated the greatest deficiency in Reporting Category: Nature of Science. Students scoring at Level 3 or higher on the 2014 FCAT 2.0 Science Assessment will increase by 4 percentage points to 24%.

**G4.B1.S1** Students will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

### **Action Step 1**

Students' SLJ will provide opportunities for students to communicate/respond to real life contexts for inquiry-based instruction, hands-on- explorations and develop student understanding through the usage of models illustrated in Brain Pop or in scientific labs, vocabulary, oral discussions and scientific demonstrations.

#### **Resource Type**

Technology

#### **Resource**

Brain Pop Subscriptions

#### **Funding Source**

EESAC

#### **Amount Needed**

\$1,495