



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Riverside Elementary Community School

1190 SW 2ND ST

Miami, FL 33130

305-547-1520

<http://riversideelementary.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 98%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Riverside Elem.Commun.Schl.

Principal

Erica Paramore Respress Y

School Advisory Council chair

Yanielys Martinez

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

Name	Title
Anna Maria Navarro	Assistant Principal
Lana M. Vecino	Assistant Principal

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

The majority of the membership of the School Advisory Council is composed of non-school employees. The membership of the SAC is comprised of the following persons: Principal (1), UTD steward (1), Teachers (5), Alternate Teachers (3), Parents (5), Alternate Parent (1), Educational Support Employee (1), Alternate Educational Support Employee (1), Student (1), Alternate Student (1), Business Community Representative (1), and Alternate Business/Community Representative (1).

Involvement of the SAC in the development of the SIP

The School Advisory Council provides valuable input in the development of the goals of each of the categories of the School Improvement Plan (SIP). The SAC examines data trends, provides suggestions of instructional practices, and monitors student learning and achievement through the implementation of the School Improvement Plan (SIP).

Activities of the SAC for the upcoming school year

The SAC will meet on a monthly basis. The SAC Chair will post the meetings and develop an agenda at least five business day before the meeting. The agenda will contain items to be discussed which include, but not limited to, implementation of the SIP, the SAC and school's budget, upcoming school activities and events.

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

The use of school improvement funds will include student incentives in the amount of \$2,500. These funds will be utilized to recognize the students' performance on interim assessments, improvement recognition, and incentives for perfect attendance and good citizenship. The SAC will also allocate \$2,500 for instructional resources that include consumable materials in reading, mathematics, science, and writing.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Erica Paramore Respress Y

Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

Bachelor of Science, Elementary Education
 Master of Science, Educational Leadership

Performance Record

2013 School Grade – C
 Rdg. Levels 3-5, 37%
 Math Levels 3-5, 47%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. Progress –70%
 Math Progress –67%
 2012 School Grade - B
 Rdg. Levels 3-5, 41%
 Math Levels 3-5, 45%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. Progress –70%
 Math Progress –82%
 '11 '10 '09
 School Grade C C C
 High Standards Rdg. 56 38 36
 High Standards Math 56 41 43
 Lrng Gains-Rdg. 61 57 19
 Lrng Gains-Math 59 66 68
 Gains-Rdg-25% 53 72 71
 Gains-Math-25% 65 72 67
 AMO 36 X X

Anna Maria Navarro

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Bachelor of Science, Elementary Education
 Master of Science, Educational Leadership
 ESOL Endorsement
 Gifted Endorsement

Performance Record

2013 – School Grade – C
 Rdg. Levels 3-5, 37%
 Math Levels 3-5, 47%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. Progress –70%
 Math Progress –67%
 2012 – School Grade: A
 Rdg. Levels 3-5, 72%
 Math Levels 3-5, 68%
 Rdg. Lrg. Gains, 78 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. Progress –78%
 Math Progress –78%
 '11 '09
 School Grade A A
 High Standards Rdg. 84 85
 High Standards Math 79 81
 Lrng Gains-Rdg. 70 79
 Lrng Gains-Math 69 77
 Gains-Rdg-25% 74 78
 Gains-Math-25% 65 69
 AMO 36 X X X
 2010 - Not at School Site (Region Center I)

Lana M. Vecino

Asst Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Bachelor of Art in Dance
 Master of Science in Educational Leadership
 Exceptional Student Education

Performance Record

2013 – School Grade – C
 Rdg. Levels 3-5, 37%
 Math Levels 3-5, 47%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. Progress –70%
 Math Progress –67%
 2012 – School Grade: B
 Rdg. Levels 3-5, 41%
 Math Levels 3-5, 45%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. Progress –70%
 Math Progress –82%
 ‘11 ‘10 ‘09
 School Grade C F F
 High Standards Rdg. 56 15 13
 High Standards Math 56 48 50
 Lrng Gains-Rdg. 61 34 13
 Lrng Gains-Math 59 66 70
 Gains-Rdg-25% 53 64 50
 Gains-Math-25% 65 64 74
 AMO 36 X X

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mayelin Morales-Rojas

Full-time / School-based

Years as Coach: 7

Years at Current School: 11

Areas

Reading/Literacy

Credentials

Bachelor of Science in Elementary Education
 Master of Science in ESOL
 Reading Endorsement

Performance Record

2013 School Grade – C
 Rdg. Levels 3-5, 37%
 Math Levels 3-5, 47%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. Progress –70%
 Math Progress –67%
 2012 School Grade - B
 Rdg. Levels 3-5, 41%
 Math Levels 3-5, 45%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. Progress –70%
 Math Progress –82%
 2011 and prior
 '11 '10 '09
 School Grade C C C
 High Standards Rdg. 56 49 57
 Lrng Gains-Rdg. 61 60 55
 Gains-Rdg-25% 53 63 48
 AMO 36 41 X

Elba Gebara		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Mathematics	
Credentials	Bachelor of Science in Elementary Education Master of Science in Computer Science Education Specialist Degree in Educational Leadership Doctor Degree in Educational Leadership	
Performance Record	2013 School Grade – C Rdg. Levels 3-5, 37% Math Levels 3-5, 47% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 78 points Math Imp. of Lowest 25% - 63 points Rdg. Progress –70% Math Progress –67% 2012 School Grade - B Rdg. Levels 3-5, 41% Math Levels 3-5, 45% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. Progress –70% Math Progress –82% 2011 and prior ‘11 ‘10 ‘09 School Grade C C C High Standards Rdg. 56 49 57 Lrng Gains-Rdg. 61 60 55 Gains-Rdg-25% 53 63 48 AMO 36 41 X	

Classroom Teachers

of classroom teachers

78

receiving effective rating or higher

68, 87%

Highly Qualified Teachers

62%

certified in-field

48, 62%

ESOL endorsed

60, 77%

reading endorsed

5, 6%

with advanced degrees

24, 31%

National Board Certified

0, 0%

first-year teachers

5, 6%

with 1-5 years of experience

13, 17%

with 6-14 years of experience

33, 42%

with 15 or more years of experience

27, 35%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The principal of the school and members of the leadership team will ensure to recruit and retain highly qualified and effective teachers. Open positions will be posted to the District's Job Recruitment website. A committee will be formed to interview potential educators for vacant positions. The school will ensure that highly qualified and effective teachers are retained by implementing the Florida's Continuous Improvement Model (FCIM). The school will develop and implement a comprehensive FCIM model which includes an FCIM calendar, FCIM focus lessons (mini-lessons on tested benchmarks), curriculum pacing guides, and progress monitoring data collection/analysis schedule implemented school-wide.

Teacher Mentoring Program/Plan

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

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

New teachers to the field, as well as new teachers to the school, will be paired with highly qualified grade level colleagues to ensure effective guidance and support is given to new staff members. The pairing of teachers has been determined by demonstrated success on the Florida Assessment Instruction in Reading. Teachers will meet every Wednesday after early dismissal to engage in planning the instructional plans, activities, and assessments for the following week. In addition, professional development activities that include lesson studies and protocols from the National School Reform will be implemented to ensure best practices are shared and professional growth occurs.

Kindergarten

Mentor: Ana Romero-Diaz

Mentees Assigned: Lourdes Munguia, Barbara Murias, and Karen Ruiz

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

First Grade

Mentor: Marisol Padron

Mentees Assigned: Jeanette Heguy and Meghan Formel

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Second Grade

Mentor: Michelle Lopez

Mentees Assigned: Sylvia Cagigal, Cristi Cuadrado, Gregory Kelley, and Patricia Murray

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Third Grade

Mentor: Linda Smith

Mentees Assigned: Gricel Moya and Dorothy Robertson-Taylor

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Fourth Grade

Mentor: Elba Gebara, Ed.D.

Mentees Assigned: Mayola Conner, Emilio Ferrandiz, Ana Pineda, Barbara Rodriguez, and Yaglin Sensat

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Fifth Grade

Mentor: Amary Rivera

Mentee Assigned: Vicki James, Lesly Malespin, and Daniel Quintana

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

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

MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

Erica Paramore-Respress – Principal
Anna Maria Navarro – Assistant Principal
Lana Vecino – Assistant Principal
Mayelin Morales-Rojas – Reading Coach
Maria Teresa Montealegre – Counselor
Laurinda Flores – Special Education Teacher

The principal and assistant principals will ensure commitment and allocate the appropriate resources to guarantee the MTSS/Rtl is implemented with fidelity. In addition, the administration will ensure that the last Wednesday in each grade level/department meetings is reserved to discuss the MTSS/Rtl.

The reading coach, counselor and special education teacher will extend and report on meeting the goals of the leadership team at grade level meetings. Reading Coach will guide the discussions that take place during grade level meetings which have been assigned as Rtl.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at

least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

- How will we respond when students have learned or already know? (enrichment opportunities).
- 2. 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.
- 3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
- 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Riverside Elementary Community School's MTSS/Rtl Leadership Team utilizes data to drive instruction.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators,

Ongoing Progress Monitoring Tools, Phonics Screening Inventory

- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

Riverside Elementary Community School's supports MTSS/RtI based upon the information from http://www.floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Riverside Elementary Community School's will utilize the district professional development and support:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program**Minutes added to school year: 2,160****Students:**

Riverside will provide intensive instruction on the Common Core State Standards (CCSS) for reading, mathematics, science, and writing for students in grades three to five. In addition, for students in grades three to five who score higher standards (levels 4 and 5 on the FCAT 2.0), enrichment activities will be provided in reading and mathematics with emphasis on instruction of the new Common Core State Standards.

Professional Development for Teachers:

Riverside will continue to foster the partnership with the University of Florida through the Teacher Fellows Program. This program provides the opportunity for teachers to engage in an action research to assist them in enhancing student learning and instruction. Teachers will meet one a month starting in October to choose an area that needs improvement, analyze existing data, create an action plan, and execute the action plan during the months of December to April. The action plan and related data will be presented in the Learning Showcase held in May.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?**Saturday school tutoring:**

Students who take part in these intensive and enrichment tutoring sessions will be given a pretest at the beginning and a posttest at the end of the tutoring sessions. Monthly benchmarks and interim assessments data will be disaggregated and analyzed to tailor instruction in order to enhance student learning and achievement. The reading coach will be in charge of disaggregating and analyzing the data and presenting it to the administration and tutoring teachers.

An attendance log for each of the after school and Saturday school programs will assist the leadership team become familiar with the amount of students who attend these instructional sessions. If students demonstrate an absence from any of the sessions, the assistant principals, will call parents to ensure students attend on a consistent basis.

Professional Development for Teachers:

A liaison will be assigned to the school to guide teachers in the collection and analyzing data when they are creating and implementing their action research. The participation in the Learning Showcase will demonstrate and delineate to fellow educators around the District the best practices in reading, mathematics, science, social studies, and writing.

Who is responsible for monitoring implementation of this strategy?

Principal
Reading Coach

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

Name	Title
Erica Paramore-Respress	Principal

Name	Title
Anna Maria Navarro	Assistant Principal
Lana M. Vecino	Assistant Principal
Mayelin Morales-Rojas	Reading Coach
Paula Baroni	Media Specialist
Ana Romero-Diaz	Kindergarten Grade Chair
Marisol Padron	First Grade Chair
Michelle Lopez	Second Grade Chair
Linda Smith	Third Grade Chair
Elba Gebara, Ed.D.	Fourth Grade Chair
Amary Rivera	Fifth Grade Chair
Mayola Conner	Fouth Grade Teacher
Yanielys Martinez	Third Grade Teacher
Maria Teresa Montealegre	Counselor
Donna Schipilliti	Second Grade Teacher
Yaglin Sensat	Fourth Grade Teacher
Nadia Wheeler	Second Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team is to create capacity of reading knowledge within the school building by focusing on areas of literacy concerns across the school. They meet monthly to provide teachers with the ability to share best-practices for enhanced reading instruction; review previous assessment data and modify instructional focus; and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks as well as those who need additional assistance and improvement.

The principal sets the tone and ensures the implementation of LLT through collaboration, support, and team building, while assessing the needs of school staff and ensuring implementation of intervention programs and documentation; provides adequate professional development in the area of literacy. Instructional Reading Coach: Provide guidance on K-12 reading plan; facilitates and supports data collection and analysis; provides professional development and technical assistance to teachers regarding instructional planning; assists with procedural mandates of the district to identify appropriate, evidence-based intervention strategies; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Grade Level Chairperson: Provides information about core instructional needs; participates in student data collection; delivers instruction and collaborates with team members to implement interventions.

Exceptional Student Education Teachers: Participates in student data collection and observations.

Integrates core instructional activities/materials with specialized instruction, and collaborates with general education teachers through inclusion activities, such as co-teaching and collaboration.

Media Specialist: Assists with reading materials and technological resources necessary to operate the reading program;

Major initiatives of the LLT

The Leadership Literacy Team will encourage and support in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The Leadership Literacy Team will also provide professional development opportunities to enhance teachers' knowledge of the Common Core State Standards. Also, the Leadership Literacy

Team will target student participation in Accelerated Reader, Reading Plus, and the SuccessMaker programs which will enhance phonics, fluency, vocabulary, comprehension, and critical thinking.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

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

Riverside Elementary Community School offers a Pre-Kindergarten program funded by Title I. Pre-reading and school readiness skills are assessed using the Florida Kindergarten Readiness Screener (FLKRS). This assessment measures the knowledge of print/letter knowledge and level of phonological awareness. Florida Assessment for Instruction in Reading (FAIR) is used to measure the progress of foundational reading skills before coming into kindergarten. Ongoing progress monitoring is conducted to identify students demonstrating grade level mastery. Certified teachers will work with students using developmentally appropriate strategies after specific weaknesses have been identified by data for each student. Additionally, FAIR is re-administered mid-year to measure progress and modify appropriate strategies to meet students' learning needs. The FAIR is also administered at the end of the year to provide a summative data of improvement.

The staff, in accordance with the administration, provides parents with activities and registration materials for workshops to train parents to assist their children at home. The Parent Academy works with the school to provide specific skills and knowledge to parents in regards to assessing readiness and offering remediation.

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

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	47%	37%	No	52%
American Indian				
Asian				
Black/African American	45%	33%	No	50%
Hispanic	47%	37%	No	52%
White				
English language learners	38%	27%	No	45%
Students with disabilities	24%	19%	No	32%
Economically disadvantaged	46%	37%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	20%	23%
Students scoring at or above Achievement Level 4	86	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		78%	80%

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)	283	38%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	150	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	162	22%	30%

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	67	44%	50%
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	47%	47%	Yes	52%
American Indian				
Asian				
Black/African American	27%	42%	Yes	33%
Hispanic	47%	47%	Yes	52%
White				
English language learners	42%	39%	No	48%
Students with disabilities	25%	27%	Yes	33%
Economically disadvantaged	46%	46%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	22%	28%
Students scoring at or above Achievement Level 4	127	22%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

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	19	11%	15%
Students scoring at or above Achievement Level 4	49	28%	30%

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)	1		3
Participation in STEM-related experiences provided for students	100	60%	75%

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	120	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	86	8%	7%
Students who are not proficient in reading by third grade	184	74%	67%
Students who receive two or more behavior referrals	142	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	2%	1%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading assessment indicate that 37% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 15 percentage points to 52%.
- G2.** The results of the 2013 FCAT Writing assessment indicate that 44% of the students achieved high standards scoring at or above level 3.5. Our goal is to increase the percentage of students scoring at or above level 3.5 by 1 percentage point to 45%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 47% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 5 percentage points to 52%.
- G4.** The results of the 2013 FCAT 2.0 Science assessment indicate that only 11% of the students achieved high standards scoring at a level 3. Our goal is to increase the percentage of students scoring at a level 3 by 4 percentage points to 15%.
- G5.** The results of the 2013 FCAT 2.0 Science Assessment indicate that students are minimally utilizing STEM practices. Our goal for is to increase the scores on the FCAT 2.0 Science Assessment by utilizing more STEM strategies.
- G6.** The results of the Early Warning System demonstrate that 10% of the student population missed 10% or more of instructional time. Our goal is to decrease this percentage by 1 percentage point to 9%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading assessment indicate that 37% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 15 percentage points to 52%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach
- Reading Interventionist
- Media Specialist
- McGraw-Hill Reading Series
- Florida Ready Reading
- Measuring-Up Reading
- Accelerated Reader Program
- Reading Plus
- SuccessMaker

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 performance data indicates that students scoring a Level 3 demonstrate a deficiency in Reporting Category 2: Reading Application - [LA.3-5.1.7.3]; Main idea and relevant supporting details. [NGSSS]. Students experience difficulties identifying the main idea and supporting details in chronological order of a narrative or expository text. Students also struggle to identify the stated and implied main idea or message of the narrative or expository text. [Domain 3,CCSS.ELA.RL.3.9] and [Domain 3,CCSS.ELA.RI.3.9]
- The 2013 FCAT 2.0 performance data indicates that students scoring a Level 4 demonstrate a deficiency in Reporting Category 4: Informational Text/Research Process – [LA.3-5.6.1.1]; Read and organize informational text and text features to perform a task [NGSSS]. Students experience difficulties interpreting locating, interpreting, and organizing graphical information such as text features that include graphics, legends, illustrations diagrams, charts and keys. [Domain2,CCSS.ELA.RI.3.5]
- The 2013 FCAT 2.0 performance data indicates that students in the Black, Hispanic, and Economically Disadvantaged subgroups not making AMO demonstrate a deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction – [LA.3-5.2.1.7]; Identify and explain the use of descriptive and figurative language [NGSSS]. Students experience difficulties utilizing descriptive language to describe people, feelings, and objects. Students experience difficulties determining the use of figurative language including the use of similes, metaphors, and personifications. [Domain 2,CCSS.ELA.RL.3.4] and [Domain 3,CCSS.ELA.L.3.5a]
- The 2013 FCAT 2.0 performance data indicates that students in the English Language Learners (ELL) subgroup demonstrate a deficiency in Reporting Category 1: Vocabulary – [LA.3-5.1.6.6.]; Identifying shades of meaning in related words and [LA.3-5.1.6.9]; Identifying shades of meaning in related words [NGSSS]. Student experience difficulties in identifying words with multiple meanings in text. . [Domain 3,CCSS.ELA.L.3.4] [Domain 3,CCSS.ELA.L.3.5c]
- The results of the 2013 CELLA assessment indicate that 21% of the students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase students' proficiency by 8 percentage points to 29%.

- The results of the 2013 CELLA assessment indicate that 38% of the students achieved proficiency in Listening/Speaking. Our goal for the 2013-2014 school year is to increase students' proficiency by 6 percentage points to 44%.
- The results of the 2013 CELLA assessment indicate that 22% of the students achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase students' proficiency by 8 percentage points to 30%.
- The 2013 FCAT 2.0 performance data indicates that the percentage of students making overall learning gains stayed the same at 70%. The 2013 FCAT 2.0 performance data demonstrate that students in grades three to five struggle in Reporting Category 2: Reading Application - [LA.3-5.1.7.3]; Main idea and relevant supporting details. [NGSSS]. Students experience difficulties identifying the main idea and supporting details in chronological order of a narrative or expository text. Students also struggle to identify the stated and implied main idea or message of the narrative or expository text. [Domain 3,CCSS.ELA.RL.3.9] and [Domain 3,CCSS.ELA.RI.3.9]
- The 2013 FCAT 2.0 performance data indicates that the percentage of students in the lowest 25% making gains increased from 65% to 78%. The 2013 FCAT 2.0 performance data demonstrate that students in grades three to five struggle in Reporting Category 4: Informational Text/Research Process – [LA.3-5.6.1.1]; Read and organize informational text and text features to perform a task [NGSSS]. Students experience difficulties interpreting locating, interpreting, and organizing graphical information such as text features that include graphics, legends, illustrations diagrams, charts and keys. [Domain2,CCSS.ELA.RI.3.5]

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly ReadingPlus, SuccessMaker, Monthly Benchmark Common Core State Standards Assessments, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing assessment indicate that 44% of the students achieved high standards scoring at or above level 3.5. Our goal is to increase the percentage of students scoring at or above level 3.5 by 1 percentage point to 45%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach
- Fourth Grade Teachers
- District Writing Mini-Lessons
- Writer's Workshop

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the Writing FCAT was a lack of knowledge of the writing process.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly Writing Assessments and District Interim Assessments. Summative Assessment: 2014 FCAT Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 47% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 5 percentage points to 52%.

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

- Go Math Common Core Series
- Florida Ready Math
- Manipulatives
- Acaletics Mathematics Program

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Mathematics performance data indicates that students scoring a Level 3 demonstrate a deficiency in the following reporting categories: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Base Ten & Fractions
- The 2013 FCAT 2.0 Mathematics performance data indicates that students scoring a Level 4 and above demonstrate a deficiency in the following reporting categories: Grade 3 – Geometry & Measurements; Grade 4 – Number: Base Ten & Fractions; and Grade 5 – Expressions, Equations, & Statistics
- The 2013 FCAT 2.0 Mathematics performance data indicates that students in the English Language Learners subgroups demonstrate a deficiency in the following reporting categories: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Base Ten & Fractions
- The 2013 FCAT 2.0 Mathematics performance data indicates that students making overall learning gains decreased from 82% to 67%. The following reporting categories demonstrate a deficiency: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Geometry & Measurement
- The 2013 FCAT 2.0 Mathematics performance data indicates that students in the lowest 25% decreased from 71% to 63%. The following reporting categories demonstrate a deficiency: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Geometry & Measurement

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program, Monthly SuccessMaker Reports, Common Core State Standards Chapter and Unit Tests, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that only 11% of the students achieved high standards scoring at a level 3. Our goal is to increase the percentage of students scoring at a level 3 by 4 percentage points to 15%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Measuring-Up Science
- Sciencosaur
- Discovery Learning
- Jefferson Labs
- Gizmos

Targeted Barriers to Achieving the Goal

- Students who scored at a Level 3 on the FCAT 2.0 Science experience lack of understating of physical science.
- Students who scored at Levels 4 and 5 on the FCAT 2.0 Science demonstrate a deficiency in the knowledge and experience utilizing the scientific method.

Plan to Monitor Progress Toward the Goal

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Chapter and Unit Assessments, District Interim Assessments, and Science Fair. Summative Assessment: 2014 FCAT 2.0

G5. The results of the 2013 FCAT 2.0 Science Assessment indicate that students are minimally utilizing STEM practices. Our goal for is to increase the scores on the FCAT 2.0 Science Assessment by utilizing more STEM strategies.

Targets Supported

- STEM

Resources Available to Support the Goal

- Discovery Learning
- Smart Boards
- District Science Fair Handbook

Targeted Barriers to Achieving the Goal

- The students are not taking part in STEM practices which will aid in increasing the Science scores on the FCAT 2.0 test.

Plan to Monitor Progress Toward the Goal

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Teachers will explain to the students the guidelines detailed on the District Science Fair Handbook.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: Science Fair Project, Monthly Benchmark Assessments, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G6. The results of the Early Warning System demonstrate that 10% of the student population missed 10% or more of instructional time. Our goal is to decrease this percentage by 1 percentage point to 9%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Student Code of Student Conduct
- Counselor
- Teachers
- Support Personnel
- Do the Right Thing Program

Targeted Barriers to Achieving the Goal

- Oftentimes, positive behavior is not recognized readily or consistently enough to decrease the number of behavior referrals presented to the administrative team on a daily basis. Students who receive two or more behavior referrals stand at 12%. Our goal is to decrease this percentage by one percentage point to 11%.
- Although the total number of indoor and outdoor suspensions has decreased, the administrative team receives behavior referrals on a daily basis. Students who receive one or more behavior referrals that leads to suspension stands at 2%. Our goal is to decrease this percentage by one percentage point to 1%.
- Oftentimes, positive behavior is not recognized readily or consistently enough to decrease the number of behavior referrals presented to the administrative team on a daily basis. Students who receive two or more behavior referrals stand at 12%. Our goal is to decrease this percentage by one percentage point to 11%.
- The percentage of students retained in pre-kindergarten to grade 5 is eight percent. Our goal is to decrease this percentage by one percentage point to 7%.
- The percentage of students not proficient in reading by 3rd grade is 74%. Our goal is to decrease this percentage by 7 percentage point to 67%.

Plan to Monitor Progress Toward the Goal

Teachers will monitor students' attendance. Administration will recognize students' perfect attendance during the awards assemble.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Number of Perfect Attendance Certificates will increase.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading assessment indicate that 37% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 15 percentage points to 52%.

G1.B1 The 2013 FCAT 2.0 performance data indicates that students scoring a Level 3 demonstrate a deficiency in Reporting Category 2: Reading Application - [LA.3-5.1.7.3]; Main idea and relevant supporting details. [NGSSS]. Students experience difficulties identifying the main idea and supporting details in chronological order of a narrative or expository text. Students also struggle to identify the stated and implied main idea or message of the narrative or expository text. [Domain 3,CCSS.ELA.RL.3.9] and [Domain 3,CCSS.ELA.RI.3.9]

G1.B1.S1 Provide students with the opportunity to identify main idea, supporting details in chronological order, and implied message of narrative and expository text.

Action Step 1

Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Students will refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Reading Coach

Participants:

Teachers in Grades 3 - 5 (16 teachers: 7 third grade teachers; 5 fourth grade teachers; and 4 fifth grade teachers).

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

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus, SuccessMaker and Accelerated Reader Reports, Monthly Benchmark Common Core State Standards Assessments, and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus, SuccessMaker and Accelerated Reader Reports, Monthly Benchmark Common Core State Standards Assessments, and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

G1.B2 The 2013 FCAT 2.0 performance data indicates that students scoring a Level 4 demonstrate a deficiency in Reporting Category 4: Informational Text/Research Process – [LA.3-5.6.1.1]; Read and organize informational text and text features to perform a task [NGSSS]. Students experience difficulties interpreting locating, interpreting, and organizing graphical information such as text features that include graphics, legends, illustrations diagrams, charts and keys. [Domain2,CCSS.ELA.RI.3.5]

G1.B2.S1 Provide students opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

Students will read a variety of informational text during content area instruction of science and social studies as well as during the reading and language arts period. Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Students will analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Reading Coach

Participants:

Teachers in Grade 3 - 5 (16 teachers: 7 third grade teachers; 5 fourth grade teachers; and 4 fifth grade teachers).

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

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus, SuccessMaker, Monthly Benchmark Common Core State Standards Assessments, and District Interim Assessments.

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus, SuccessMaker, Monthly Benchmark Common Core State Standards Assessments, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G1.B3 The 2013 FCAT 2.0 performance data indicates that students in the Black, Hispanic, and Economically Disadvantaged subgroups not making AMO demonstrate a deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction – [LA.3-5.2.1.7]; Identify and explain the use of descriptive and figurative language [NGSSS]. Students experience difficulties utilizing descriptive language to describe people, feelings, and objects. Students experience difficulties determining the use of figurative language including the use of similes, metaphors, and personifications. [Domain 2,CCSS.ELA.RL.3.4] and [Domain 3,CCSS.ELA.L.3.5a]

G1.B3.S1 Students will be taught reading strategies that help students identify and explain the use of descriptive, idiomatic, and figurative language.

Action Step 1

Teachers will utilize narrative text and poetry to practice identifying descriptive language that defines moods and provides imagery. Teachers will guide the students in identifying the author's use of figurative language such as similes, metaphors, and personification.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus, SuccessMaker, Monthly Benchmark Common Core State Standards Assessments, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT/MSTT/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus, SuccessMaker, Monthly Benchmark Common Core State Standards Assessments, and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G1.B4 The 2013 FCAT 2.0 performance data indicates that students in the English Language Learners (ELL) subgroup demonstrate a deficiency in Reporting Category 1: Vocabulary – [LA.3-5.1.6.6.]; Identifying shades of meaning in related words and [LA.3-5.1.6.9]; Identifying shades of meaning in related words [NGSSS]. Student experience difficulties in identifying words with multiple meanings in text. . [Domain 3,CCSS.ELA.L.3.4] [Domain 3,CCSS.ELA.L.3.5c]

G1.B4.S1 Students will be given opportunities to practice vocabulary skills daily during the reading block and during content area instruction.

Action Step 1

Introduce new vocabulary words on a weekly basis, model the use of the vocabulary words by instructing the students on how to break down unfamiliar words and analyze the meaning of the prefix and suffix to in conjunction with the root word to determine meaning. Instruction will incorporate the skill of underlining key vocabulary words in reading passages that students are unfamiliar with and refer to a dictionary for the correct definition. For multiple choice questions, students will plug in the choices provided and eliminate possible answers that do not make sense.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Teachers will provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Instruction will be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. During reading instruction, teachers will utilize word wall, concept of definition map, word arrays, and multiple meaning chart.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus, SuccessMaker, Accelerated Reader Reports; Monthly Benchmark Common Core State Standards Assessments; and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus, SuccessMaker, Accelerated Reader Reports; Monthly Benchmark Common Core State Standards Assessments; and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

G1.B5 The results of the 2013 CELLA assessment indicate that 21% of the students achieved proficiency in Reading. Our goal for the 2013-2014 school year is to increase students' proficiency by 8 percentage points to 29%.

G1.B5.S1 Students will be given opportunities to learn effective reading comprehension strategies during the reading block and content area instruction.

Action Step 1

Teachers will use Question-Answer Relationship (QAR) to develop comprehension questions to assist students to identify different question types, and teaching text organizations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Teachers will utilize story maps to assist student visualize an outline in order to increase students' understanding, recalling and connecting key ideas from a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Teachers will utilize graphic organizers to develop students' response to literature or informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus and SuccessMaker Reports, Monthly Benchmark Assessments. Summative Assessment: 2014 CELLA

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus and SuccessMaker Reports, Monthly Benchmark Assessments. Summative Assessment: 2014 CELLA

G1.B6 The results of the 2013 CELLA assessment indicate that 38% of the students achieved proficiency in Listening/Speaking. Our goal for the 2013-2014 school year is to increase students' proficiency by 6 percentage points to 44%.

G1.B6.S1 Provide opportunities for students to listen and practice effective listening and speaking skills.

Action Step 1

Teachers will demonstrate to the students how to do a task that involves thinking aloud or talking about how to work through a task.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and teacher Observations

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT//MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Student work that involves the task of listening to directions/instructions on how to complete a task. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT//MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Student work that involves the task of listening to directions/instructions on how to complete a task. Summative Assessment: 2014 FCAT 2.0

G1.B7 The results of the 2013 CELLA assessment indicate that 22% of the students achieved proficiency in Writing. Our goal for the 2013-2014 school year is to increase students' proficiency by 8 percentage points to 30%.

G1.B7.S1 Provide opportunities for students to practice effective writing strategies.

Action Step 1

Teachers will utilize graphic organizers to assist students in arranging and learning information about narrative or expository text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Assessment Reports and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Assessments Reports and District Interim Assessments.
Summative Assessments: 2014 FCAT 2.0

G1.B8 The 2013 FCAT 2.0 performance data indicates that the percentage of students making overall learning gains stayed the same at 70%. The 2013 FCAT 2.0 performance data demonstrate that students in grades three to five struggle in Reporting Category 2: Reading Application - [LA.3-5.1.7.3]; Main idea and relevant supporting details. [NGSSS]. Students experience difficulties identifying the main idea and supporting details in chronological order of a narrative or expository text. Students also struggle to identify the stated and implied main idea or message of the narrative or expository text. [Domain 3,CCSS.ELA.RL.3.9] and [Domain 3,CCSS.ELA.RI.3.9]

G1.B8.S1 Provide students with the opportunity to identify main idea, supporting details in chronological order, and implied message of narrative and expository text.

Action Step 1

Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Students will refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus, SuccessMaker and Accelerated Reader Reports; Monthly Benchmark Common Core State Standards Assessments; and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly ReadingPlus, SuccessMaker and Accelerated Reader Reports; Monthly Benchmark Common Core State Standards Assessments; and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

G1.B9 The 2013 FCAT 2.0 performance data indicates that the percentage of students in the lowest 25% making gains increased from 65% to 78%. The 2013 FCAT 2.0 performance data demonstrate that students in grades three to five struggle in Reporting Category 4: Informational Text/Research Process – [LA.3-5.6.1.1]; Read and organize informational text and text features to perform a task [NGSSS]. Students experience difficulties interpreting locating, interpreting, and organizing graphical information such as text features that include graphics, legends, illustrations diagrams, charts and keys. [Domain2,CCSS.ELA.RI.3.5]

G1.B9.S1 Provide students opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

Students will read a variety of informational text during content area instruction of science and social studies. Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Students will analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Going

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus; SuccessMaker and Accelerated Reader Reports; Monthly Benchmark Common Core State Standards Assessments; and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S1

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

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Reading Plus; SuccessMaker and Accelerated Reader Reports; Monthly Benchmark Common Core State Standards Assessments; and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing assessment indicate that 44% of the students achieved high standards scoring at or above level 3.5. Our goal is to increase the percentage of students scoring at or above level 3.5 by 1 percentage point to 45%.

G2.B1 The area of deficiency as noted on the 2013 administration of the Writing FCAT was a lack of knowledge of the writing process.

G2.B1.S1 Provide opportunities for students to practice the writing process with intensive instruction in editing for conventions.

Action Step 1

Utilize linear graphic organizers including timelines and storyboards to prioritize ideas and address the main idea and logical sequence of a narrative essay. Develop and maintain a writer's notebook/ folder to include table of content, list of possible topics, and generate ideas that response to prompts, pictures, mentor texts, and first drafts. Teachers will guide students to utilize revising and editing charts by conducting conferencing and mini-lessons for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Students will also edit their drafts by utilizing the FCAT Writing Rubric.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Fourth Grade Chair / Reading Coach

Participants:

Fourth Grade Reading Teachers (5 teachers)

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

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Writing Assessments and District Interim Assessments. Summative Assessment: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT/MTSS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Writing Assessments and District Interim Assessments. Summative Assessment: 2014 FCAT Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 47% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 5 percentage points to 52%.

G3.B1 The 2013 FCAT 2.0 Mathematics performance data indicates that students scoring a Level 3 demonstrate a deficiency in the following reporting categories: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Base Ten & Fractions

G3.B1.S1 Grade 3 – Number: Fractions - Provide opportunities for students to identify fractions; compare and order fractions; and identify an equivalent fraction using a model. Grade 4 – Number: Operations & Problems - Provide opportunities for students to multiply multi-digit whole numbers through four digits; translate a written description or a graphic representation to an expression or equation, and describe and generalize an algebraic rule for a graphic or numeric pattern or relationship. Grade 5 – Number: Base Ten & Fractions - Provide opportunities for students to interpret solutions to division situations; add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; and identify and graph integers on a number line; compare and order integers.

Action Step 1

Third Grade - Introduce new vocabulary words at the beginning of each lesson and will refer to the vocabulary words often. Teachers will focus on key words that signal different mathematics operations. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fourth Grade - Utilize mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fifth Grade - Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Tests; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G3.B2 The 2013 FCAT 2.0 Mathematics performance data indicates that students scoring a Level 4 and above demonstrate a deficiency in the following reporting categories: Grade 3 – Geometry & Measurements; Grade 4 – Number: Base Ten & Fractions; and Grade 5 – Expressions, Equations, & Statistics

G3.B2.S1 Grade 3 – Geometry & Measurements - Provide opportunities for students to compose, decompose, and transform polygons to analyze and create other polygons; solve real-world problems involving perimeter; and measure objects using fractional parts of linear units determine the amount of time elapsed Grade 4 – Number: Base Ten & Fractions - Provide opportunities for students to relate equivalent fractions and decimals with and without models; estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations; and rename fractions as mixed numbers, or vice versa. Grade 5 – Expressions, Equations, & Statistics - Provide opportunities for students to solve real-world problems using properties of equality; identify, interpret, compare, and analyze line graphs or double bar graphs to represent a given set of data; and identify an appropriate graph to represent a set of continuous or discrete data.

Action Step 1

Third Grade - Introduce new vocabulary words at the beginning of each lesson and will refer to the vocabulary words often. Teachers will focus on key words that signal different mathematics operations. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fourth Grade - Utilize mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fifth Grade - Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G3.B3 The 2013 FCAT 2.0 Mathematics performance data indicates that students in the English Language Learners subgroups demonstrate a deficiency in the following reporting categories: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Base Ten & Fractions

G3.B3.S1 Grade 3 – Number: Fractions - Provide opportunities for students to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model; and identify an equivalent fraction for one-half and one-fourth using a model. Grade 4 – Number: Operations & Problems - Provide opportunities for students to solve real-world problems using multiplication and the related division facts; translate a written description or a graphic representation to an expression or equation; identify the next or a missing figure in a graphic or numeric pattern and/or relationship; support mathematical fluency and problem solving skills in the areas of multi-digit multiplication and expressions and equations by providing time to practice; and apply learned concepts in real-life situations. Grade 5 – Number: Base Ten & Fractions - Provide opportunities for students to compare and order commonly used fractions; identify an equivalent fraction when the given fraction is in simplest form; relate halves and fourths to percents and percents to halves or fourths; support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; comparing and ordering fractions and decimals by providing time to practice; and apply learned concepts in real-life situations.

Action Step 1

Third Grade - Introduce new vocabulary words at the beginning of each lesson and will refer to the vocabulary words often. Teachers will focus on key words that signal different mathematics operations. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fourth Grade - Utilize mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fifth Grade - Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Tests; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G3.B4 The 2013 FCAT 2.0 Mathematics performance data indicates that students making overall learning gains decreased from 82% to 67%. The following reporting categories demonstrate a deficiency: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Geometry & Measurement

G3.B4.S1 Grade 3 – Number: Fractions - Provide opportunities for students to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model; and identify an equivalent fraction for one-half and one-fourth using a model. Grade 4 – Number: Operations & Problems - Provide opportunities for students to solve real-world problems using multiplication and the related division facts; translate a written description or a graphic representation to an expression or equation; identify the next or a missing figure in a graphic or numeric pattern and/or relationship; support mathematical fluency and problem solving skills in the areas of multi-digit multiplication and expressions and equations by providing time to practice; and apply learned concepts in real-life situations. Grade 5 – Number: Geometry & Measurement - Provide opportunities for students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours; support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Third Grade - Introduce new vocabulary words at the beginning of each lesson and will refer to the vocabulary words often. Teachers will focus on key words that signal different mathematics operations. Build basic mathematics knowledge and understanding through the utilization of the Go Math and the Acaletics program on a daily basis. Fourth Grade - Utilize mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency. Build basic mathematics knowledge and understanding through the utilization of the Go Math and the Acaletics program on a daily basis. Fifth Grade - Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Build basic mathematics knowledge and understanding through the utilization of the Go Math and the Acaletics program on a daily basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

The MTSS/Rtl team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G3.B5 The 2013 FCAT 2.0 Mathematics performance data indicates that students in the lowest 25% decreased from 71% to 63%. The following reporting categories demonstrate a deficiency: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Geometry & Measurement

G3.B5.S1 Grade 3 – Number: Fractions - Provide opportunities for students to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model; and identify an equivalent fraction for one-half and one-fourth using a model. Grade 4 – Number: Operations & Problems - Provide opportunities for students to solve real-world problems using multiplication and the related division facts; translate a written description or a graphic representation to an expression or equation; identify the next or a missing figure in a graphic or numeric pattern and/or relationship; support mathematical fluency and problem solving skills in the areas of multi-digit multiplication and expressions and equations by providing time to practice; and apply learned concepts in real-life situations. Grade 5 – Number: Geometry & Measurement - Provide opportunities for students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours; support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Third Grade - Introduce new vocabulary words at the beginning of each lesson and will refer to the vocabulary words often. Teachers will focus on key words that signal different mathematics operations. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fourth Grade - Utilize mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fifth Grade - Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

The MTSS/RtI team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

The MTSS/RtI team and mathematics teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team and mathematics teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly Benchmark Assessments utilizing the Acaletics Program; Monthly SuccessMaker Reports; Common Core State Standards Chapter and Unit Assessments; and District Interim Assessments. Summative Assessment: 2014 FCAT 2.0

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that only 11% of the students achieved high standards scoring at a level 3. Our goal is to increase the percentage of students scoring at a level 3 by 4 percentage points to 15%.

G4.B1 Students who scored at a Level 3 on the FCAT 2.0 Science experience lack of understating of physical science.

G4.B1.S1 Provide opportunities for students to build science knowledge of concepts in physical science.

Action Step 1

The fifth grade teachers will identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Chapter and Unit Assessments, District Interim Assessments, and Science Fair. Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Chapter and Unit Assessments, District Interim Assessments, and Science Fair. Summative Assessment: 2014 FCAT 2.0

G4.B2 Students who scored at Levels 4 and 5 on the FCAT 2.0 Science demonstrate a deficiency in the knowledge and experience utilizing the scientific method.

G4.B2.S1 Provide opportunities for students to build an understating of basic scientific facts through the use of technology, classroom discussions and demonstrations. Increase an understating of the scientific method though the use of hands on experiments

Action Step 1

The fifth grade teachers will build basic scientific knowledge and understating through the use of technology (PowerPoint presentations, Gizmos, Discovery Learning videos) on a regular basis. The fifth grade teachers will plan, demonstrate, and support students as they conduct hands-on scientific inquiries and create lab reports on a regular basis. The fifth grade teachers will support students by providing guidance, feedback, and suggestions as they design, implement, and present their own science experiments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

District Facilitator

Participants:

School Science Liaison (Fifth Grade Chairperson) Fifth Grade Science Teachers (4 teachers)

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

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Chapter and Unit Test, Science Fair, and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Chapter and Unit Test, Science Fair, and District Interim Assessments.
Summative Assessment: 2014 FCAT 2.0

G5. The results of the 2013 FCAT 2.0 Science Assessment indicate that students are minimally utilizing STEM practices. Our goal for is to increase the scores on the FCAT 2.0 Science Assessment by utilizing more STEM strategies.

G5.B1 The students are not taking part in STEM practices which will aid in increasing the Science scores on the FCAT 2.0 test.

G5.B1.S1 Provide opportunities for students to participate in STEM-related activities.

Action Step 1

Students will apply the strategies learned related to the scientific method by completing a science fair project utilizing the guidelines detailed on the District Science Fair Handbook.

Person or Persons Responsible

Teachers

Target Dates or Schedule

December 2013

Evidence of Completion

Student Project

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

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Teachers will explain to the students the guidelines detailed on the District Science Fair Handbook.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule

December 2013

Evidence of Completion

Formative Assessment: Science Fair Project Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

The science teachers will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Teachers will explain to the students the guidelines detailed on the District Science Fair Handbook.

Person or Persons Responsible

Fifth grade science teachers

Target Dates or Schedule

December 2013

Evidence of Completion

Formative Assessments: Student Fair Project Summative Assessment: 2014 FCAT 2.0

G6. The results of the Early Warning System demonstrate that 10% of the student population missed 10% or more of instructional time. Our goal is to decrease this percentage by 1 percentage point to 9%.

G6.B1 Oftentimes, positive behavior is not recognized readily or consistently enough to decrease the number of behavior referrals presented to the administrative team on a daily basis. Students who receive two or more behavior referrals stand at 12%. Our goal is to decrease this percentage by one percentage point to 11%.

G6.B1.S1 Provide opportunities to recognize attendance to school on a daily basis.

Action Step 1

Teachers will monitor students' attendance. Administration will recognize students' perfect attendance during the awards assemble.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Every Grading Period

Evidence of Completion

Number of perfect attendance certificates

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

Teachers will monitor students' attendance. Administration will recognize students' perfect attendance during the awards assemble.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Every Grading Period

Evidence of Completion

Number of perfect attendance certificates

Plan to Monitor Effectiveness of G6.B1.S1

Teachers will monitor students' attendance. Administration will recognize students' perfect attendance during the awards assemble.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Every Grading Period

Evidence of Completion

Number of perfect attendance certificates

G6.B2 Although the total number of indoor and outdoor suspensions has decreased, the administrative team receives behavior referrals on a daily basis. Students who receive one or more behavior referrals that leads to suspension stands at 2%. Our goal is to decrease this percentage by one percentage point to 1%.

G6.B2.S1 Provide opportunities to recognize good behavior.

Action Step 1

Teachers will monitor students' behavior, reinforce classroom rules as well as the requirements found in the Code of Student Conduct.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of Referral will decrease over time.

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

Teachers will monitor students' behavior, reinforce classroom rules as well as the requirements found in the Code of Student Conduct.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of referrals will decrease over time.

Plan to Monitor Effectiveness of G6.B2.S1

Teachers will monitor students' behavior, reinforce classroom rules as well as the requirements found in the Code of Student Conduct.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of referrals will decrease over time

G6.B3 Oftentimes, positive behavior is not recognized readily or consistently enough to decrease the number of behavior referrals presented to the administrative team on a daily basis. Students who receive two or more behavior referrals stand at 12%. Our goal is to decrease this percentage by one percentage point to 11%.

G6.B3.S1 Provide opportunities to recognize good behavior on a daily basis.

Action Step 1

Teachers will monitor students' behavior and provide students will classroom incentives. Reinforce the strategies detailed in the Student Code of Conduct and recognize good citizenship. Administration will recognize students' positive behavior during the awards assemble.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Incentives given to the students will increase and the number of referrals will decrease.

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

Teachers will monitor students' behavior and provide students with classroom incentives. Reinforce the strategies detailed in the Student Code of Conduct and recognize good citizenship. Administration will recognize students' positive behavior during the awards assemble.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Incentives given to the students will increase and number of referrals with decrease.

Plan to Monitor Effectiveness of G6.B3.S1

Teachers will monitor students' behavior and provide students with classroom incentives. Reinforce the strategies detailed in the Student Code of Conduct and recognize good citizenship. Administration will recognize students' positive behavior during the awards assemble.

Person or Persons Responsible

Teachers Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Incentives given to the students will increase and the number of referrals will decrease.

G6.B4 The percentage of students retained in pre-kindergarten to grade 5 is eight percent. Our goal is to decrease this percentage by one percentage point to 7%.

G6.B4.S1 Monitor students' academic progress on weekly and monthly basis.

Action Step 1

Teachers will monitor students' learning and conduct Rtl if students are not meeting academic standards.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Reading Plus and SuccessMaker Reports, Monthly Benchmark Assessments, and District Interim Assessments.

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

Teachers will monitor students' learning and conduct Rtl if students are not meeting academic standards.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Reading Plus and SuccessMaker Reports, Monthly Benchmark Assessments, and District Interim Assessments.

Plan to Monitor Effectiveness of G6.B4.S1

Teachers will monitor students' learning and conduct Rtl if students are not meeting academic standards.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Reading Plus and SuccessMaker Reports, Monthly Benchmark Assessments, and District Interim Assessments.

G6.B5 The percentage of students not proficient in reading by 3rd grade is 74%. Our goal is to decrease this percentage by 7 percentage point to 67%.

G6.B5.S1 Monitor students' academic progress on weekly and monthly basis.

Action Step 1

Teachers will monitor students' learning and conduct Rtl if students are not meeting academic standards.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Reading Plus and SuccessMaker Reports, Monthly Benchmark Assessments, and District Interim Assessments.

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

Teachers will monitor students' learning and conduct Rtl if students are not meeting academic standards.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Reading Plus and SuccessMaker Reports, Monthly Benchmark Assessments, and District Interim Assessments.

Plan to Monitor Effectiveness of G6.B5.S1

Teachers will monitor students' learning and conduct Rtl if students are not meeting academic standards.

Person or Persons Responsible

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

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Reading Plus and SuccessMaker Reports, Monthly Benchmark Assessments, and District Interim 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

Riverside Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school tutoring and Saturday Academy tutoring). 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. Riverside Elementary Community School has a Miami Heat Academy School and has formed a relationship with the Miami Heat Basketball Association to provide after-school tutoring to help low-performing students achieve at higher levels. The school also offers a Voluntary Pre-Kindergarten (VPK) program in which parents may enroll their four year old children residing in Florida in Pre-Kindergarten for free. This program, provided by the state, is designed to prepare four year olds for kindergarten and build the foundation for their educational success. 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, Spanish and Haitian-Creole, 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; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I – Part C

The school 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 I – Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title III

Riverside Elementary Community School will use provided services through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. 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)
- 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 2012-2013 school year and should the FLDOE approve the application(s).

Title X – Homeless

Riverside Elementary Community School will use provided services through the district for Homeless Students.

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

- 1) Riverside Elementary Community School adheres to and implements the nutrition requirements and stated in the District's Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Health Connect in Our Schools

The Riverside Elementary Community School Health Connect Clinic also allows students to receive immediate medical attention during school hours.

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

- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading assessment indicate that 37% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 15 percentage points to 52%.

G1.B1 The 2013 FCAT 2.0 performance data indicates that students scoring a Level 3 demonstrate a deficiency in Reporting Category 2: Reading Application - [LA.3-5.1.7.3]; Main idea and relevant supporting details. [NGSSS]. Students experience difficulties identifying the main idea and supporting details in chronological order of a narrative or expository text. Students also struggle to identify the stated and implied main idea or message of the narrative or expository text. [Domain 3,CCSS.ELA.RL.3.9] and [Domain 3,CCSS.ELA.RI.3.9]

G1.B1.S1 Provide students with the opportunity to identify main idea, supporting details in chronological order, and implied message of narrative and expository text.

PD Opportunity 1

Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Students will refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Facilitator

Reading Coach

Participants

Teachers in Grades 3 - 5 (16 teachers: 7 third grade teachers; 5 fourth grade teachers; and 4 fifth grade teachers).

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G1.B2 The 2013 FCAT 2.0 performance data indicates that students scoring a Level 4 demonstrate a deficiency in Reporting Category 4: Informational Text/Research Process – [LA.3-5.6.1.1]; Read and organize informational text and text features to perform a task [NGSSS]. Students experience difficulties interpreting locating, interpreting, and organizing graphical information such as text features that include graphics, legends, illustrations diagrams, charts and keys. [Domain2,CCSS.ELA.RI.3.5]

G1.B2.S1 Provide students opportunities to use informational text to strengthen arguments to support their answers.

PD Opportunity 1

Students will read a variety of informational text during content area instruction of science and social studies as well as during the reading and language arts period. Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Students will analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems.

Facilitator

Reading Coach

Participants

Teachers in Grade 3 - 5 (16 teachers: 7 third grade teachers; 5 fourth grade teachers; and 4 fifth grade teachers).

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G2. The results of the 2013 FCAT Writing assessment indicate that 44% of the students achieved high standards scoring at or above level 3.5. Our goal is to increase the percentage of students scoring at or above level 3.5 by 1 percentage point to 45%.

G2.B1 The area of deficiency as noted on the 2013 administration of the Writing FCAT was a lack of knowledge of the writing process.

G2.B1.S1 Provide opportunities for students to practice the writing process with intensive instruction in editing for conventions.

PD Opportunity 1

Utilize linear graphic organizers including timelines and storyboards to prioritize ideas and address the main idea and logical sequence of a narrative essay. Develop and maintain a writer's notebook/ folder to include table of content, list of possible topics, and generate ideas that response to prompts, pictures, mentor texts, and first drafts. Teachers will guide students to utilize revising and editing charts by conducting conferencing and mini-lessons for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Students will also edit their drafts by utilizing the FCAT Writing Rubric.

Facilitator

Fourth Grade Chair / Reading Coach

Participants

Fourth Grade Reading Teachers (5 teachers)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G4. The results of the 2013 FCAT 2.0 Science assessment indicate that only 11% of the students achieved high standards scoring at a level 3. Our goal is to increase the percentage of students scoring at a level 3 by 4 percentage points to 15%.

G4.B2 Students who scored at Levels 4 and 5 on the FCAT 2.0 Science demonstrate a deficiency in the knowledge and experience utilizing the scientific method.

G4.B2.S1 Provide opportunities for students to build an understating of basic scientific facts through the use of technology, classroom discussions and demonstrations. Increase an understating of the scientific method though the use of hands on experiments

PD Opportunity 1

The fifth grade teachers will build basic scientific knowledge and understating through the use of technology (PowerPoint presentations, Gizmos, Discovery Learning videos) on a regular basis. The fifth grade teachers will plan, demonstrate, and support students as they conduct hands-on scientific inquiries and create lab reports on a regular basis. The fifth grade teachers will support students by providing guidance, feedback, and suggestions as they design, implement, and present their own science experiments.

Facilitator

District Facilitator

Participants

School Science Liaison (Fifth Grade Chairperson) Fifth Grade Science Teachers (4 teachers)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 47% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 5 percentage points to 52%.	\$33,000
G6.	The results of the Early Warning System demonstrate that 10% of the student population missed 10% or more of instructional time. Our goal is to decrease this percentage by 1 percentage point to 9%.	\$1,000
Total		\$34,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Title I Funds	\$33,000	\$0	\$33,000
School Advisory Council Funds	\$0	\$1,000	\$1,000
Total	\$33,000	\$1,000	\$34,000

Budget Details

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

G3. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 47% of the students achieved high standards scoring at or above level 3. Our goal is to increase the percentage of students scoring at or above level 3 by 5 percentage points to 52%.

G3.B1 The 2013 FCAT 2.0 Mathematics performance data indicates that students scoring a Level 3 demonstrate a deficiency in the following reporting categories: Grade 3 – Number: Fractions; Grade 4 – Number: Operations & Problems; and Grade 5 – Number: Base Ten & Fractions

G3.B1.S1 Grade 3 – Number: Fractions - Provide opportunities for students to identify fractions; compare and order fractions; and identify an equivalent fraction using a model. Grade 4 – Number: Operations & Problems - Provide opportunities for students to multiply multi-digit whole numbers through four digits; translate a written description or a graphic representation to an expression or equation, and describe and generalize an algebraic rule for a graphic or numeric pattern or relationship. Grade 5 – Number: Base Ten & Fractions - Provide opportunities for students to interpret solutions to division situations; add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; and identify and graph integers on a number line; compare and order integers.

Action Step 1

Third Grade - Introduce new vocabulary words at the beginning of each lesson and will refer to the vocabulary words often. Teachers will focus on key words that signal different mathematics operations. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fourth Grade - Utilize mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis. Fifth Grade - Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Build basic mathematics knowledge and understating through the utilization of the Go Math and the Acaletics program on a daily basis.

Resource Type

Evidence-Based Program

Resource

The Acaletics Mathematics Program will be purchased and used with fidelity on a daily basis. The program provide step-by-step strategies to solve multi-step mathematics word problems.

Funding Source

Title I Funds

Amount Needed

\$33,000

G6. The results of the Early Warning System demonstrate that 10% of the student population missed 10% or more of instructional time. Our goal is to decrease this percentage by 1 percentage point to 9%.

G6.B1 Oftentimes, positive behavior is not recognized readily or consistently enough to decrease the number of behavior referrals presented to the administrative team on a daily basis. Students who receive two or more behavior referrals stand at 12%. Our goal is to decrease this percentage by one percentage point to 11%.

G6.B1.S1 Provide opportunities to recognize attendance to school on a daily basis.

Action Step 1

Teachers will monitor students' attendance. Administration will recognize students' perfect attendance during the awards assemble.

Resource Type

Other

Resource

Incentives to recognize students' perfect attendance during the awards assemble.

Funding Source

School Advisory Council Funds

Amount Needed

\$500

G6.B3 Oftentimes, positive behavior is not recognized readily or consistently enough to decrease the number of behavior referrals presented to the administrative team on a daily basis. Students who receive two or more behavior referrals stand at 12%. Our goal is to decrease this percentage by one percentage point to 11%.

G6.B3.S1 Provide opportunities to recognize good behavior on a daily basis.

Action Step 1

Teachers will monitor students' behavior and provide students will classroom incentives. Reinforce the strategies detailed in the Student Code of Conduct and recognize good citizenship. Administration will recognize students' positive behavior during the awards assemble.

Resource Type

Other

Resource

Incentive to recognize students' positive behavior.

Funding Source

School Advisory Council Funds

Amount Needed

\$500