# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Parkview Elementary School

17631 NW 20TH AVE

Opa Locka, FL 33056

305-625-1591

http://parkviewelem.dadeschools.net

## School Demographics

| **School Type** | **Title I** | **Free and Reduced Lunch Rate** |
|---|---|---|
| Elementary School | Yes | 96% |

| **Alternative/ESE Center** | **Charter School** | **Minority Rate** |
|---|---|---|
| No | No | 100% |

## School Grades History

| **2013-14** | **2012-13** | **2011-12** | **2010-11** | **2009-10** |
|---|---|---|---|---|
| NOT GRADED | C | B | A | B |

## SIP Authority and Template

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

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

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

## Table of Contents

## 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**

Parkview Elementary School

**Principal**

Dr. Edith Hall C

**School Advisory Council chair**

Ms. Amanda Welch

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

| Name | Title |
| --- | --- |
| Dr. Edith C. Hall | Principal |
| Mrs. Potria Burch-Oliver | Assistant Principal |
| Ms. Amanda Welch | EESAC Chairperson |
| Mr. Darnell Porter | Mathematics Instructor |
| Ms. Diana Ochoa | Exceptional Student Education |
| Mr. Ron Hanna | Instructional Technology |
| Dr. Sandi Bush | Media Services |
| Mrs. Vicky Vengoechea | Reading Instructor |
| Ms. Irma Carle | Student Services/Guidance Counselor |
| Ms. Miriam Garcia | Foreign Language Department |

### 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 school's SAC Committee is comprised of 19 members. These include: 3 Business/Community Representatives; 1 Educational Support Personnel; 6 Parents; 1 Principal; 2 Students; 5 Teachers; and 1Union Steward.

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

The SAC assumes a major role in formulating the SIP.
Through test score disaggregation, the School Advisory Council (SAC) will be active in the formulation of objectives as school-wide priorities. This process assists the EESAC in identifying and allocating funds for curriculum areas and resources most needed to improve student performance. A review, analysis and evaluation of additional data such as the School's Demographic and Academic Profile also provide insight for the SAC in the appropriation of funds. The council schedules monthly meetings, notifies stakeholders and creates agendas, as per state and district guidelines. The council also recommends and appropriates funds for the purchase of books, overhead projectors, screens, tape players and card masters as well as incentives for students. This council also recommends various workshops and technology training for teachers and staff and allocates funds to cover the expense for educators to attend these professionally enhancing sessions. Other recommendations include: the purchase of books that support the Accelerated Reader program, reading software and awards for student recognition at the end of the year.

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

The SAC will assist in the formulation of the SIP. It will likewise assist in monitoring the implementation and evaluate progress of the goals and strategies. During meetings, the Committee reviews existing goals, objectives and strategies, and offers its input. After launching a comprehensive review of the SIP, attention is directed on techniques that are proving viable as well as those that are less effective and consequently are in need of adjustment.

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

This Committee will allocate funds for the purpose of procuring resources that will maximize student learning.
Prognostication of funds:
Staff Development - 500.00 Training of Personnel $500.00
Attendance Goal - 500.00 Positive Behavior Awards $500.00
Student Achievement- 2000.00 Awards and Recognitions $1500.00

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

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

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

### Administrators

#### # of administrators
2

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

#### Administrator Information:

| Dr. Edith Hall C | | |
|---|---|---|
| Principal | Years as Administrator: 25 | Years at Current School: 6 |

| | |
|---|---|
| **Credentials** | Elem. Ed.,<br>Administration, School Principal |
| **Performance Record** | 2013 – School Grade - C<br>Rdg. Levels 3-5, 53%<br>Math Levels 3-5, 57%<br>Rdg. Lrg. Gains, 65 points<br>Math Lrg. Gains, 63 points<br>Rdg. Imp. of Lowest 25% - 65 points<br>Math Imp. of Lowest 25% - 57 points<br>Rdg. Progress –53%<br>Math Progress –57%<br>2013 Rdg. AMO - No<br>2013 Math AMO - No<br>2012 – School Grade - B<br>Rdg. Levels 3-5, 65%<br>Math Levels 3-5, 77%<br>Rdg. Lrg. Gains, 56 points<br>Math Lrg. Gains, 59 points<br>Rdg. Imp. of Lowest 25% - 50 points<br>Math Imp. of Lowest 25% - 56 points<br>Rdg. Progress –56%<br>Math Progress –65%<br>2012 Rdg. AMO - No<br>2012 Math AMO - No<br>2011 – School Grade - A<br>Rdg. Levels 3-5, 65%<br>Math Levels 3-5, 77%<br>Rdg. Lrg. Gains, 65 points<br>Math Lrg. Gains, 78 points<br>Rdg. Imp. of Lowest 25% - 55 points<br>Math Imp. of Lowest 25% - 71 points<br>Rdg. Progress –79%<br>Math Progress –77%<br>2010 – School Grade - B<br>Rdg. Levels 3-5, 70%<br>Math Levels 3-5, 70%<br>Rdg. Lrg. Gains, 66 points<br>Math Lrg. Gains, 60 points<br>Rdg. Imp. of Lowest 25% - 48 points<br>Math Imp. of Lowest 25% - 63 points<br>Rdg. Progress –70%<br>Math Progress –70%<br>2009 – School Grade - C<br>Rdg. Levels 3-5, 58%<br>Math Levels 3-5, 61%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 59 points |

Rdg. Imp. of Lowest 25% - 60 points
Math Imp. of Lowest 25% - 45 points
Rdg. Progress –58%
Math Progress –61%

| Potria Burch-Oliver | | |
|---|---|---|
| Asst Principal | Years as Administrator: 11 | Years at Current School: 2 |

| | |
|---|---|
| **Credentials** | Elem. Ed., ESOL, Ed. Leadership |
| **Performance Record** | 2013 – School Grade - C<br>Rdg. Levels 3-5, 53%<br>Math Levels 3-5, 57%<br>Rdg. Lrg. Gains, 65 points<br>Math Lrg. Gains, 63 points<br>Rdg. Imp. of Lowest 25% - 65 points<br>Math Imp. of Lowest 25% - 57 points<br>Rdg. Progress –53%<br>Math Progress –57%<br>2013 Rdg. AMO - No<br>2013 Math AMO - No<br>2012 – School Grade - B<br>Rdg. Levels 3-5, 70%<br>Math Levels 3-5, 70%<br>Rdg. Lrg. Gains, 66 points<br>Math Lrg. Gains, 60 points<br>Rdg. Imp. of Lowest 25% - 63 points<br>Math Imp. of Lowest 25% - 63 points<br>Rdg. Progress –70%<br>Math Progress –70%<br>2012 Rdg. AMO - No<br>2012 Math AMO - No<br>2011 – School Grade - A<br>Rdg. Levels 3-5, 79%<br>Math Levels 3-5, 77%<br>Rdg. Lrg. Gains, 71 points<br>Math Lrg. Gains, 79 points<br>Rdg. Imp. of Lowest 25% - 55 points<br>Math Imp. of Lowest 25% - 61 points<br>Rdg. Progress –79%<br>Math Progress –77%<br>2010 – School Grade - A<br>Rdg. Levels 3-5, 62%<br>Math Levels 3-5, 71%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 80 points<br>Rdg. Imp. of Lowest 25% - 67 points<br>Math Imp. of Lowest 25% - 77 points<br>Rdg. Progress –62%<br>Math Progress –71%<br>2009 – School Grade - C<br>Rdg. Levels 3-5, 58% Math Levels 3-5, 61%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 59 points<br>Rdg. Imp. of Lowest 25% - 60 points<br>Math Imp. of Lowest 25% - 45 points |

Rdg. Progress –58%
Math Progress –61%

## Instructional Coaches

**# of instructional coaches**
0

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

**Instructional Coach Information:**

| N/A | | |
| --- | --- | --- |
| Part-time / District-based | Years as Coach: | Years at Current School: |
| **Areas** | [none selected] | |
| **Credentials** | | |
| **Performance Record** | | |

## Classroom Teachers

**# of classroom teachers**
27

**# receiving effective rating or higher**
27, 100%

**# Highly Qualified Teachers**
63%

**# certified in-field**
27, 100%

**# ESOL endorsed**
14, 52%

**# reading endorsed**
3, 11%

**# with advanced degrees**
9, 33%

**# National Board Certified**
0, 0%

**# first-year teachers**
2, 7%

**# with 1-5 years of experience**
4, 15%

**# with 6-14 years of experience**
13, 48%

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

8, 30%

## Education Paraprofessionals

**# of paraprofessionals**

3

**# Highly Qualified**

3, 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 Literacy Leadership Team, meticulous in its efforts, conducts the initial interview of the screening process. Applicants who meet specified criteria during this stage of the interview are referred to the principal for a subsequent interview.
Additionally, the school collaborates with District and attends job fairs in order to recruit highly qualified personnel.
Moreover, the school networks with colleges and universities in its efforts to recruit proficient, competent and highly qualified graduates, majoring in education.
The school's principal meets with new teachers and provides them with a "New Teacher's" brochure, which contains ideas and activities that are crucial for the first year's survival. In addition to ideas for effectively managing the classroom; the brochure also presents techniques for dealing successfully with disruptive behavior and unsatisfactory academic performance. Professional development opportunities are ongoing and readily available to new teachers. The new entrants are encouraged to participate in these professionally enhancing training sessions. The assistant principal, in conjunction with the Leadership Team, assume the responsibility for ensuring compliance with the school's recruitment procedures.

## Teacher Mentoring Program/Plan

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

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

The school teams teachers who are new to the profession with experienced teachers who provide continual assistance and guidance in all facets of the educational process. The school has adept chairpersons who provide essential and ongoing support to teachers in core areas of the curriculum, including demonstration lessons, assistance with preparation, planning and disaggregation of data. Ms. Vernell Jimenez, a novice 4th grade teacher, has been paired with Ms. Vicky Vengoechea, a 10 year veteran educator whose current assignment is 4th grade. Ms. Vengoechea has served as Grade Level Chairperson and as a member of the EESAC. Additionally, she is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by

FCAT scores. Discussions are focusing on curriculum frameworks, assessments, classroom management and differentiated instruction.

Weekly meetings are transpiring between the mentor and the mentee in order to identify and discuss evidence-based strategies. Also, the mentee will be allowed to view demonstration lessons. Additionally, the mentor and mentee meet weekly with the grade level to ensure continuity of instructional focus and encourage the development of the mentee's professional proficiency.

Ms. Kathryn Hampton is assessing her initial year as a teacher. She has been paired with Ms. Amanda Welch, a 10 year veteran teacher. Ms. Welch has served as Grade Level Chairperson and currently holds the position of EESAC Chairperson. Ms. Welch is an astute leader among her grade level and she stands out as a model educator. She has demonstrated competency and unequivocally shown her ability to effect academic growth among the students, as measured by formalized assessments. Mentor and mentee are meeting weekly in order to analyze and discuss student data trends and identify effective classroom management techniques. Also, the mentee will be allowed to view demonstration lessons. The mentor and mentee meet weekly with the grade level to ensure continuity of instructional focus and encourage the development of the mentee's professional proficiency.

## 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**

Parkview Elementary School's MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by holding regular team meetings where problem solving is the sole focus. Parkview Elementary School's MTSS Leadership Team also uses 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.

Additionally, Parkview Elementary School's Team gathers and analyzes data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment and it ensures that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

In its evaluation of Tier 2, Parkview Elementary's MTSS Leadership Team's support consists of ensuring supplemental instruction and interventions are 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. Parkview Elementary's MTSS Leadership Team also reviews OPM data for intervention groups to evaluate group and individual student response as well as support interventions where and when warranted. A subsequent function is to select students for SST Tier 3 intervention.

The intact curricula as well as the instructional approaches are created and implemented to obtain optimum levels of achievement for all students. These viable methodologies are aligned with components as outlined in the state curriculum frameworks. Moreover, they are adjusted as necessary in order to further enhance student achievement.

Parkview Elementary School utilizes and analyses an assortment of valid assessments to accurately measure progress. Foremost, results extracted from FCAT reports are thoroughly reviewed and meticulously evaluated. The numerical representations specific to the FCAT report serve as a compass to steer the school's instructional approach. Additional assessments examined to ascertain student performance level include District Interim, Weekly/Biweekly Benchmarks, and Basal Assessments. The school closely monitors quantitative data and interprets statistical information derived from these assessments in order to determine current performance level and improve student achievement. Having

these credible reports available ensures that all facets of the school's decision-making entity are well-informed. The Parkview Elementary School's leadership team takes every measure to ensure that the curriculum, instruction, and assessments are aligned inter as well as intra grade levels and that there is incessant collection and expeditious dissemination of data. The leadership team, highly effective in its efforts, analyzes and uses data to drive decision making, which include goal setting, maximizing effectiveness in the allocation of resources, and revise or amend practices and programs.

Parkview Elementary School's SIP (School Improvement Plan) projects the school's academic and behavioral goals and objectives for the year and it details the school's navigational course to meet those goals. The support system and actions that serve as criteria for evaluating the implementation of the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets. Parkview's MTSS Problem-Solving process is engaged foremost to initiate, monitor, and readjust as deemed necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring tri-monthly, and ongoing monthly progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

The School-based Multi-Tiered System of Supports (MTSS) is vital, therefore, in building the team, Parkview Elementary considered the following personnel:
• Principal, Dr. Edith C. Hall, who ensures commitment and allocates resources.
• Ms. Amanda Welch, Ms. Vicky Vengoechea, Mr. Darnell Porter, Dr. Sandi Bush (Teacher Coaches and Chairpersons) who share the common goal of improving instruction for all students; and
formulating and evaluating the goals set forth in the SIP in order to determine viability.
• (Ms. Irma Carle, Ms. Diana Ochoa, Mr. Ron Hanna and Dr. Sandi Bush (Specialized Service Providers) who will work to build staff support, internal capacity, and sustainability over time.
• Responsibilities of Team Members: • Principal: Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS Leadership Team and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; and evaluation of effectiveness.
The MTSS Leadership Team skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS Leadership Team implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS Leadership Team functions, plans and projects.
• Chairpersons disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.
• Teacher Coach: Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading, mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
• Guidance Counselor, Ms. Irma Carle, prepares and submits reports, records, files and all other

information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS Leadership Team.
• School Psychologist, Ms. Provi Beltre-Sanchez, conducts assessment of students; consults with teachers, parents and MTSS Leadership Team to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in collection and interpretation of data.
• Speech Language Pathologist, Ms. Spina, develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (tri-monthly) to review consensus, infrastructure, and implementation of building level MTSS. Mrs. Potria Burch-Oliver, Ms. Irma Carle and Ms. Provi Beltre-Sanchez will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. Mrs. Potria Burch-Oliver, Ms. Irma Carle and Ms. Provi Beltre-Sanchez, and Ms. Diana Ochoa, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The school preserves the fidelity of implementation by instituting a process for monitoring and evaluating the components of the tiered system. Intertwined within the process to ensure that the implementation stage is unobstructed are essential components. These are comprised of the core curriculum, support system for behavior, and interventions as well as service rendered by specialists. Also included are collection and disaggregation of data, progress-monitoring, family involvement, and operative staffing of problem-solving teams. The school regularly engages data chats following key assessments. Overseeing these meetings, the principal along with team members discuss data points that guide academic decisions. Should numerical information signal the need to intervene or adjust practices or programs, the school makes the necessary amendments. Responsibilities of specific personnel and their roles are clearly defined and there is a system for formative feedback and decision-making related to the tiered system of support. The Leadership Team serves as an integral part of the EESAC. To this measure, members are directly involved in goal formulation, monitoring, and evaluation. Consistent with other stakeholders, the Leadership Team extracts and analyzes student data to make decisions in regards to instructional focus as well as individual learning needs. The Leadership Team also assesses fidelity in that it monitors the Tier 1 and Tier 2 worksheets and thus documents progress towards any academic or behavioral goal listed on the SIP plan. The Leadership Team also documents the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data managed will include:
Academic
• FAIR Assessment
• Interim Assessments
• FCAT
• Student Grades
• School Site Specific Assessments
• Edusoft
Behavior
• Student Case Management System
• Suspensions/expulsions
• Student behavior referrals
• Attendance
• Referrals to Special Education Programs
Statistics reflecting the individual needs of each student will be thoroughly examined and will be used to guide the decision-making regarding instruction, general, compensatory, and special education, as well as for creating a well-integrated and seamless system for delivering quality education and intervention.
The Team:
• Makes fundamental changes as indicated by assessment results and intervention activities
• Commits to locating and employing the necessary resources to ensure that students make progress
• Calls for early identification of learning and behavioral needs, close collaboration among teachers, special education and
• resource personnel
• Ensures that systematic documentation verifies that interventions are implemented with fidelity, integrity, and the intended intensity
• Modifies instruction for struggling students to help them improve academic skills and behavior
• Adjusts terms of assessment approaches as well as models of intervention and instructional support
• Makes recommendations regarding the appropriation of school-based resources
Offers input and suggestions regarding professional development workshops

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

The plan to support MTSS will entail a collaborative and harmonious effort that extends to instructional personnel. Administration will likewise offer optimal cooperation, and as needed ensure appropriate resources and materials in order to enable the efforts of the team. School personnel are routinely informed of the purpose and functions of the MTSS during meetings.
Given that the role of the MTSS is vital to the overall success of the school, the principal sets a tone wherein compliance with specificities prevalent to this team assumes priority preference. With administrative support, the MTSS will influence student learning.
For the benefit of parents, the operations and functions of the MTSS are discussed during EESAC meetings, PTA meetings and parent workshops as well as parent visits to the Family Outreach/Parent Resource coordinator.
In addition to the plan of action described above, the school will:
Ensure that administrators attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
Ensure that MTSS team members attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
Ensure that staff participate in the Florida RtI online training at providing a network of ongoing support for RtI.
Ensure that back to school night present MTSS to parents and hand out parent MTSS brochures.

**Increased Learning Time/Extended Learning Opportunities**

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

| **Strategy:** Before or After School Program |
|---|
| **Minutes added to school year:** 4,800 |

The research-based strategies employed by the school to increase the amount and quality of learning time and help provide enriched and accelerated curriculum include extended day tutorial. The school day is augmented as students receive instruction after the regular school day. The supplemental instruction affords expanded learning time for students, thereby enabling them to grasp skills not previously internalized. The tutorial instruction addresses areas identified as weaknesses. Research supports that after-school programs help students improve their academic skills and they have a positive effect on the overall development of the students. The school year is lengthened for second grade students who did not achieve at mastery on the SAT as well as for third grade students who scored Level 1 on the FCAT. The research-based curriculum, After the Bell, offered during summer school builds essential skills that lead to reading success. The program has been shown to improve test scores, assess student needs and monitor progress. Students who demonstrate highly developed cognition are offered after school technology-based learning.

The programs for Enrichment and Accelerated Knowledge include KHAN Academy and Discovery Education, which are interactive learning experiences. This web-based instruction gives participants the chance to enhance learning in key areas related to Science, Technology, Engineering, and Mathematics (STEM) concepts as well as Reading. More over, students demonstrating exceptional ability are referred for advanced placement in the school's Gifted Program. This accelerated program challenges and improves students' critical thinking, inquiry based learning, problem-solving and explorative/discovery skills.

The common planning time for teachers allows for optimum collaboration and the sharing of best practices. As a community, teachers are able to plan and prepare for instruction. Collaborative planning promotes shared responsibility for all student learning and behavior within the grade levels. The collaborative efforts among educators are focused and goal-driven.

Research depicts that there are measurable benefits to student outcomes that are the result of programs which provide time for teachers to collaborate successfully.

Professional development opportunities for teachers are regular and viable. Teachers are encouraged to participate in workshops sponsored on site, by the Region and the District.

### Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Mrs. Potria Burch-Oliver, Ms. Irma Carle, Ms. Diana Ochoa and Ms. Provi Beltre-Sanchez will collect and analyze data to determine the effectiveness of strategies.
The collection of assessment and/or diagnostic student data is an
on-going process. Following pertinent assessments (Computer generated reports, FAIR, District Interim, Diagnostics, etc.), data is collected and thoroughly examined to determine the effectiveness of strategies and to ascertain teacher proficiency. Decisions regarding intervention are made consistent with data points.
The Team synthesizes the data on student performance as well as educator competency and then utilizes it to develop a precise graphic of the current status and what is needed to improve literacy for all students.
Contingent upon data results, the school formulates literacy goals that are data based, practical or

achievable, and measurable. The team then develops a literacy action plan by assessing each goal and determining the action steps necessary to reach it.

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

The assistant principal is responsible for monitoring the implementation of this strategy.

## Literacy Leadership Team (LLT)

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

| Name | Title |
| --- | --- |
| Dr. Edith C. Hall | Principal |
| Mrs. Potria Burch-Oliver | Assistant Principal |
| Ms. Amanda Welch | EESAC Chairperson |
| Ms. Betty Chandler | Reading Instructor |
| Ms. Irma Carle | Guidance Counselor/Student Services |
| Ms. Diana Ochoa | Exceptional Student Education |
| Mrs. Vicky Vengoechea | Reading Instructor |
| Mr. Darnell Porter | Mathematics Instructor |
| Mr. Ron Hanna | Instructional Technology |
| Dr. Sandi Bush | Media Services |

### How the school-based LLT functions

A primary function of the school-based LLT is to establish literacy as the school's instructional focus. Identified members of the LLT coordinate and monitor the school's program implementation; coach teachers in order to strengthen instructional strategies; train staff in Reading, Writing, Mathematics and Science assessment administration and use writing curriculum to build proficiency in effective writing. This Team, which meets monthly, also develops measurable goals and benchmarks that coincide with Florida Sunshine State Standards. Moreover, the Team gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs. The LLT maintains a connection to the school's Response to Intervention process by utilizing the problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout the curriculum and subject areas. Another critical function of this team is provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

### Major initiatives of the LLT

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.
The LLT will also implement and engage strategies to increase the number of students who perform above grade level.
Other initiatives undertaken by the LLT will include:
• Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.
• Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.
• Institute a method to routinely monitor the implementation process and utilize generated data to

improve and adjust instruction.
• Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
• Maintain an effective system for using instructional support personnel and establish a support system for improvement.
• Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
• Provide instructional support and assistance to teachers as needed.

## Preschool Transition

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

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

Parkview Elementary School invites and hosts visits from neighboring childcare centers. The preschool students become participants in the learning experience, as they visit the kindergarten classes, the media center and other locations in the school. They are also guests in the cafeteria and subsequently partake of the meal provided by the school. This venture affords the students exposure to the school setting prior to their official entrance. They become familiar with the academic milieu and therefore gain increased comfort in this environment. The school also articulates and meets with the pre-school teachers and parents with the intent of ensuring a smooth transition. The open channel of communication between the school, pre-school teachers and parents ensures continuity in the process to ready the students for their entrance into kindergarten.
Assessment tools utilized by the pre-kindergarten teachers to determine student readiness rates and to post test include:
OLPS-R (Oral Language Proficiency Scale-Revised) and LAP-D (Learning Accomplishment Profile-Diagnostic).
When testing a LEP (Limited English Proficient) student, teachers must take into consideration the child's ESOL level. Children with ESOL Levels I and II must be tested in their home language and in English for those skills that they may have learned in the classroom environment. Children with ESOL Levels III and IV must be tested using both languages. The test item may be introduced in English and if the child appears to have difficulty, the home language must be used in order to facilitate understanding. Correct answers in the home language must be considered acceptable.
Special Education children who are ELL must be assessed with the M-DCPS Oral Language Proficiency Scale-Revised (OLPS-R),
Pre-K level or the Relative Language Dominance Checklist-Revised in order to determine an ESOL level. This assessment must have been completed prior to entering the program for the first time and again in May for children who obtained ESOL Levels I- IV. It is important that parents and families are informed on a regular basis about their child's progress in school.
The LAP-D is an assessment recommended to obtain performance levels in fine motor, gross motor, communication, general knowledge and social/self-help. It is a comprehensive developmental assessment tool for children between the ages of 30 and 72 months. Based on a task-analysis model, the LAP-D is designed to assist the user in making educational decisions with regard to instructional objectives and strategies that are developmentally appropriate. The LAP-D consists of a hierarchy of developmental skills arranged in four major developmental areas or domains, each of which contains two subscales. These include, Fine Motor: Writing and Manipulation; Cognitive: Matching and Counting; Language: Naming and Comprehension; Gross Motor: Body Movement and Object Movement.
The Parental Involvement component is a key factor in encouraging the home to assume a proactive role in order to ensure a successful transition for preschool students. The parents are invited to attend meetings wherein they are encouraged to join with the elementary school and preschool program to identify and coordinate services for a smooth and uneventful move into the elementary school system.

The pre-kindergarten program is Titled I funded and it is monitored and evaluated by the Division of Early Childhood Programs. In order to ascertain the effectiveness of the pre-kindergarten program, the Florida Kindergarten Readiness Screener (FLKRS) will be administered. This evaluation will not be done until after students enter kindergarten. Given that school readiness is the major goal of the Voluntary Pre-Kindergarten (VPK) program, it is imperative that the school find out if the students are prepared to adequately function in elementary school. The Florida Kindergarten Readiness Screener will be utilized. The piece called ECHOS (Early Childhood Observation System) is described as a non-intrusive way of evaluating children's knowledge.

Teachers watch students during class to determine whether they have certain skills, such as knowing how to use a book or how to play with others. They then create lesson plans to help each child progress. This style of assessing is viewed as evaluating the "whole child" in a normal setting.

Inter as well as intra grade level articulation is critical for a smooth transition from pre-kindergarten to kindergarten. Articulation occurs between the pre-kindergarten teachers as well as between the pre-kindergarten and kindergarten teachers. Through articulation, standards, curriculum and teacher training are synergistic. As a team, teachers will meet and discuss the results of the FLKRS and devise activities that will be guided by developmentally appropriate foundations in all content areas. In addition, articulation between the teachers will extend the opportunity to share best practices. This in return will ensure that the students are ready for kindergarten and that kindergarten is ready for the students.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Postsecondary Transition. Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

# Expected Improvements

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

## Area 1: Reading

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 65% | 53% | No | 69% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 65% | 52% | No | 69% |
| Hispanic | 58% | 0% | No | 63% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 48% | 13% | No | 53% |
| Economically disadvantaged | 63% | 53% | No | 67% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 45 | 24% | 36% |
| Students scoring at or above Achievement Level 4 | 51 | 28% | 33% |

**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 | | | |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 65% | 69% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 65% | 69% |

**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) | *[data excluded for privacy reasons]* | | |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | |

**Postsecondary Readiness**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | *[data excluded for privacy reasons]* | | |

## 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 | 35 | 56% | 60% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | |

## 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 | 68% | 57% | No | 71% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 68% | 57% | No | 72% |
| Hispanic | 58% | 0% | No | 63% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 48% | 13% | No | 53% |
| Economically disadvantaged | 66% | 57% | No | 69% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 68 | 37% | 48% |
| Students scoring at or above Achievement Level 4 | 34 | 18% | 23% |

**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 | | | |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | | 63% | 67% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 57% | 61% |

**Middle School Acceleration**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Middle school participation in high school EOC and industry certifications | | | |
| Middle school performance on high school EOC and industry certifications | | | |

**Algebra I End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

**Geometry End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## 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 | 13 | 25% | 27% |
| Students scoring at or above Achievement Level 4 | 24 | 47% | 48% |

#### 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 | | | |

### Middle School Science

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

#### 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) | 9 | | 10 |
| Participation in STEM-related experiences provided for students | 8 | 80% | 9% |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

## 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 | 31 | 7% | 6% |
| Students retained, pursuant to s. 1008.25, F.S. | 21 | 5% | 4% |
| Students who are not proficient in reading by third grade | 39 | 55% | 50% |
| Students who receive two or more behavior referrals | 57 | 14% | 13% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 0 | 0% | 0% |

### Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students who fail a mathematics course | | | |
| Students who fail an English Language Arts course | | | |
| Students who fail two or more courses in any subject | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

## Area 9: Parent Involvement

### Parental involvement targets for the school

See Parent Involvement Plan (PIP)

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Goals Summary

**G1.** Results of the 2013 FCAT 2.0 indicate that 53% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to 69%.

**G2.** Results of the 2013 FCAT 2.0 indicate that 56% of the students achieved a score of 3.5 or higher in Writing. The goal for the 2013-2014 school year is to increase the percentage of students scoring a 3.5 or higher to 60%.

**G3.** Results of the 2013 FCAT 2.0 indicate that 57% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to an average of 71%.

**G4.** Results of the 2013 FCAT 2.0 indicate that 25% of the students achieved Level 3 proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 to 27%.

**G5.** Results of the 2013 school-site data indicate that students participated in 9 STEM-related experiences. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences (e.g. competitions; field trips; science fairs) to 10.

**G6.** Results of the 2013 Early Warning System indicate at-risk indicators. Our goal for the 2013-2014 school year is to recognize and apply effective intervention as the Early Warning System indicate the need.

## Goals Detail

**G1.** Results of the 2013 FCAT 2.0 indicate that 53% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to 69%.

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

### Resources Available to Support the Goal
- McGraw-Hill Reading Series (Wonders)

- SuccessMaker Technology

### Targeted Barriers to Achieving the Goal
- Students in the Black and Students With Disabilities subgroups' 2013 FCAT performance data indicates that students need more opportunities to practice Reporting Category Report 2. Reading Application: Students will have increased opportunities to practice identifying author's purpose And author's perspective; Main Idea/Message (stated and Implied); Conclusions/ Inferences.

- Level 3 students' performance data from the 2013 FCAT indicates that students need more opportunities to practice Category Reporting Category 3 Literary Analysis/Fiction/ Nonfiction. Students will have increased opportunities to practice identifying elements of story structure – character development, setting, plot, problem/solution.

- Students making learning gains performance data from the 2013 FCAT indicates that students need more opportunities to practice Reporting Category 4 Informational Text/ Research Process. Students will have increased opportunities to practice Reading and organizing informational text and text features to perform a task.

- Students in the lowest 25% making learning gains performance data from the 2013 FCAT indicates that students need more opportunities to practice Reporting Category 2 Reading Application. Students will have increased opportunities to practice Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

**Plan to Monitor Progress Toward the Goal**

During differentiated instruction, students in grade 3 will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. Accelerated Reader will be utilized to supplement instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

**Person or Persons Responsible**
LLT MTSS/RtI

**Target Dates or Schedule:**
Bi-weekly Monthly Quarterly Annually

**Evidence of Completion:**
Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports, FAIR, Bi-Weekly Assessments Summative Assessment: 2014 FCAT 2.0

**G2.** Results of the 2013 FCAT 2.0 indicate that 56% of the students achieved a score of 3.5 or higher in Writing. The goal for the 2013-2014 school year is to increase the percentage of students scoring a 3.5 or higher to 60%.

**Targets Supported**
- Writing

**Resources Available to Support the Goal**
- Narrative Prompts
- Expository Prompts

**Targeted Barriers to Achieving the Goal**
- Students' performance data from the 2013 FCAT Writing indicates that students need increased opportunities to practice Writing Application (Narrative). Specific targets were identified with write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience. Students need increased opportunities to write across text.
- Students' performance data from the 2013 FCAT Writing indicates that students need increased opportunities to practice Writing Application (Expository). Specific targets were identified with write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals).

**Plan to Monitor Progress Toward the Goal**

During writing instruction, students will draft a piece that is focused on one main idea/event with ample development of supporting details, using ideas and content (examples, statistics, comparisons, vivid descriptions, embedded definitions, and specific word choice). When adding supporting details, students will substitute active verbs for common verbs and specific words for general words.

**Person or Persons Responsible**
LLT MTSS/RtI

**Target Dates or Schedule:**
Weekly Monthly Quarterly

**Evidence of Completion:**
Formative Assessments: Prompt Writing samples, District Interims (Prompt Writing) Summative Assessment: 2014 FCAT 2.0

**G3.** Results of the 2013 FCAT 2.0 indicate that 57% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to an average of 71%.

**Targets Supported**
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

**Resources Available to Support the Goal**
- "Go Math" Mathematics Series
- SuccessMaker Technology

**Targeted Barriers to Achieving the Goal**
- Students in the Black, Students with Disabilities and Economically Disadvantaged subgroups 2013 FCAT 2.0 performance data indicates that students need more opportunities to practice Number: Operations, Problems, and Statistics. Students need vast opportunities to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division.

- Level 3 students' performance data from the 2013 FCAT 2.0 indicates that students need more opportunities to practice Reporting Category, Geometry and Measurement.

- Students making Learning Gains data from the 2013 FCAT2.0 indicates that students need more opportunities to practice Reporting Category, Geometry and Measurement.

- Students in the Lowest 25% making Learning Gains performance data from the 2013 FCAT 2.0 indicates that students need more opportunities to practice Number: Operations, Problems, and Statistics.

## Plan to Monitor Progress Toward the Goal

Instruction will focus on the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Students will be involved in the daily use of journals to answer questions about math operations including "how" and "why" as this will assist in developing skills. Instruction will focus on extending students the opportunities to extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern, and they need to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems Students will be provided with opportunities to: describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region or identify benchmark angles of 45°, 90°, 180°, or 360°; and identify acute, obtuse, right, or straight angles. Students will be provided with opportunities to identify and build a three-dimensional object from a two-dimensional representation of the object. Students will be provided with extensive opportunities to determine the volume of prisms and determine the surface area of prisms given a graphic or net, solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane and to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time. Students will be provided with vast opportunities to: describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. They also need opportunities to describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication. Students need to construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot Students will be provided with extensive opportunities 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.

### Person or Persons Responsible
LLT MTSS/RtlI

### Target Dates or Schedule:
Bi-Weekly Monthly Quarterly Annually

### Evidence of Completion:
Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

**G4.** Results of the 2013 FCAT 2.0 indicate that 25% of the students achieved Level 3 proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 to 27%.

### Targets Supported

- Science

- Science - Elementary School

### Resources Available to Support the Goal

- Gizmo

- Science Basal

- kHAN Academy

### Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0, Level 3 students in Grade 5 need more opportunities to practice Earth and Space Science. Students performing at the mastery level of this reporting category will generally be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

## Plan to Monitor Progress Toward the Goal

Fifth grade teachers will work with students to ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. Fifth grade teachers will provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Fifth grade teachers will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. Fifth grade teachers will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, etc.).

### Person or Persons Responsible
LLT MTSS/RtI

### Target Dates or Schedule:
Bi-weekly Monthly Quarterly

### Evidence of Completion:
Formative Assessments: District Interims, Benchmark Assessments, Gizmos Reports, Edusoft Reports
Summative Assessments: 2014 FCAT 2.0

**G5.** Results of the 2013 school-site data indicate that students participated in 9 STEM-related experiences. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences (e.g. competitions; field trips; science fairs) to 10.

### Targets Supported

- STEM

- STEM - All Levels

- STEM - High School

### Resources Available to Support the Goal

- PBS Kids: Sid the Science Kid

- KHAN Academy

- Gizmo

- Science Basal

### Targeted Barriers to Achieving the Goal

- In order to rigorously engage students in project-based learning in the disciplines of Science, Technology, Engineering and Mathematics (STEM), the school needs to extend more opportunities for students to access and engage technology-based resources, such as online researches and KHAN Academy. Students also need to be involved in more hands-on activities, such as science related experiments.

## Plan to Monitor Progress Toward the Goal

The school will extend students the forum wherein they will learn to pose meaningful questions and access or collect relevant information, as well as formulate hypotheses, and offer valid conclusions. Access PBS Kids: Sid the Science Kid in order to enhance proficiency in the discipline of Science.

### Person or Persons Responsible
LLT MTSS/RtI

### Target Dates or Schedule:
Bi-Weekly Monthly Quarterly Annually

### Evidence of Completion:
Formative Assessments: District Interims, Annual Science Fair, Gizmos Reports, Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

**G6.** Results of the 2013 Early Warning System indicate at-risk indicators. Our goal for the 2013-2014 school year is to recognize and apply effective intervention as the Early Warning System indicate the need.

**Targets Supported**
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**
- Monthly COGNOS Report
- Student Code of Conduct
- Spot Success
- Perfect Attendance Certificate

**Targeted Barriers to Achieving the Goal**
- For the 2013 school year, 7% of the students missed 10% or more of available instructional time.
- For the 2013 school year, 14% of the students received two or more behavior referrals.
- For the 2013 school year, 5% of the students were retained.
- For the 2013 school year, 55% of the 3rd grade students were not proficient in reading.

## Plan to Monitor Progress Toward the Goal

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation to teachers and students on the District Attendance Policy. During differentiated instruction, the teacher will use brief excerpts or passages from text and have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information. The teacher will provide specific explanations of key words and special or technical vocabulary, using examples. Students will engage SuccessMaker technology-based program, which provides intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will receive incentives for demonstrating appropriate behavior. The Spot Success Recognition Program will be utilized as a source to reward student compliance. Parents of students who have been placed on indoor suspension. will be notified immediately. Training will be offered to parents aimed at helping them understanding the Student Code of Conduct.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule:

Daily Attendance Reports Monthly Meetings Quarterly Reviews Annual Reports

### Evidence of Completion:

Formative Assessments: SuccessMaker Reports, FAIR, District Interims, Benchmark Assessments, Attendance Bulletin, COGNOS Reports, TCST Log, Spot Success Reports Summative Assessment: 2014 FCAT 2.0

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Results of the 2013 FCAT 2.0 indicate that 53% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to 69%.

**G1.B1** Students in the Black and Students With Disabilities subgroups' 2013 FCAT performance data indicates that students need more opportunities to practice Reporting Category Report 2. Reading Application: Students will have increased opportunities to practice identifying author's purpose And author's perspective; Main Idea/Message (stated and Implied); Conclusions/Inferences.

**G1.B1.S1** Students will be provided with increased opportunities to practice Reading Application skills.

**Action Step 1**

During differentiated instruction, students in grade 3 will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. Accelerated Reader will be utilized to supplement instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

**Person or Persons Responsible**

Instructor

**Target Dates or Schedule**

Daily Small Group Instruction Daily Whole Group Instruction Bi-weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports, Teacher Observations, Student Work Samples Summative Assessment: 2014 FCAT 2.0

**Facilitator:**

Assistant Principal

**Participants:**

3rd - 5th grade Instructional Personnel

**Action Step 2**

During differentiated instruction, students in 3rd grade will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. The Accelerated Reader will be utilized to augment instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

### Person or Persons Responsible

Instructor

### Target Dates or Schedule

Daily Small Group Instruction Daily Whole Group Instruction Bi-weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports, Teacher Observations, Student Work Samples Summative Assessment: 2014 FCAT 2.0

### Facilitator:

Assistant Principal

### Participants:

3rd - 5th grade Instructional Personnel

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

During differentiated instruction, students in grade 3 will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. Accelerated Reader will be utilized to supplement instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports, Student Work Samples Summative Assessment: 2014 FCAT 2.0

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

During differentiated instruction, students in grade 3 will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. Accelerated Reader will be utilized to supplement instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Bi-weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports, Student Work Samples Summative Assessment: 2014 FCAT 2.0

**G1.B2** Level 3 students' performance data from the 2013 FCAT indicates that students need more opportunities to practice Category Reporting Category 3 Literary Analysis/Fiction/ Nonfiction. Students will have increased opportunities to practice identifying elements of story structure – character development, setting, plot, problem/solution.

**G1.B2.S1** Students will be provided with increased opportunities to practice Literary Analysis/Fiction/ Nonfiction.

### Action Step 1

Instruction will be provided that accentuate plot development, setting, character development, character point of view and problem/solution. During differentiated instruction, students in grade 3 will identify and interpret elements of story structure within a text. Likewise, instruction will direct focus on helping students understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Instruction will also provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. During differentiated instruction, students in grade 4 will identify and interpret elements of story structure within and across texts. Instruction will help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students will compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. During differentiated instruction, students in grade 5 will use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts. The delivery of instruction will also help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students will describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present.

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily Small Group Instruction Daily While Group Instruction Bi-weekly Monthly Quarterly

#### Evidence of Completion

Formative Assessments; District Interims, SuccessMaker Reports, Benchmark Assessments, FAIR, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Instruction will be provided that accentuate plot development, setting, character development, character point of view and problem/solution. During differentiated instruction, students in grade 3 will identify and interpret elements of story structure within a text. Likewise, instruction will direct focus on helping students understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Instruction will also provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. During differentiated instruction, students in grade 4 will identify and interpret elements of story structure within and across texts. Instruction will help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students will compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. During differentiated instruction, students in grade 5 will use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts. The delivery of instruction will also help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students will describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments; District Interims, SuccessMaker Reports, Benchmark Assessments, FAIR, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Instruction will be provided that accentuate plot development, setting, character development, character point of view and problem/solution. During differentiated instruction, students in grade 3 will identify and interpret elements of story structure within a text. Likewise, instruction will direct focus on helping students understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Instruction will also provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. During differentiated instruction, students in grade 4 will identify and interpret elements of story structure within and across texts. Instruction will help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students will compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. During differentiated instruction, students in grade 5 will use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts. The delivery of instruction will also help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students will describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Bi-weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments; District Interims, FAIR, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

**G1.B3** Students making learning gains performance data from the 2013 FCAT indicates that students need more opportunities to practice Reporting Category 4 Informational Text/ Research Process. Students will have increased opportunities to practice Reading and organizing informational text and text features to perform a task.

**G1.B3.S1** Students will be provided with increased opportunities to practice Informational Text/Research Process skills.

### Action Step 1

Instruction will be provided that concentrate on interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys; and locate, interpret, organize information. During differentiated instruction, students in grade 3 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Instruction will center on helping students describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis). During differentiated instruction, students in grade 4 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will also make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis). During differentiated instruction, students in grade 5 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will also make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis).

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily Small Group Instruction Daily Whole Group Instruction Bi-Weekly Monthly Quarterly

#### Evidence of Completion

Formative Assessments: District Interims, Benchmark Assessments, Bi-Weekly Assessments, SuccessMaker Reports, FAIR Summative Assessment: 2014 FCAT 2.0

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

Instruction will be provided that concentrate on interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys; and locate, interpret, organize information. During differentiated instruction, students in grade 3 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Instruction will center on helping students describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis). During differentiated instruction, students in grade 4 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will also make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis). During differentiated instruction, students in grade 5 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will also make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis).

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Bi-Weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: District Interims, Benchmark Assessments, Bi-Weekly Assessments, SuccessMaker Reports, FAIR Summative Assessment: 2014 FCAT 2.0

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

Instruction will be provided that concentrate on interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys; and locate, interpret, organize information. During differentiated instruction, students in grade 3 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Instruction will center on helping students describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis). During differentiated instruction, students in grade 4 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will also make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis). During differentiated instruction, students in grade 5 will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will also make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Instruction will also include the use of graphic organizers (text feature chart and text feature analysis).

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, FAIR, Benchmark Assessments, Bi-Weekly Assessments, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

**G1.B4** Students in the lowest 25% making learning gains performance data from the 2013 FCAT indicates that students need more opportunities to practice Reporting Category 2 Reading Application. Students will have increased opportunities to practice Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order.

**G1.B4.S1** Students will be provided with increased opportunities to practice Reading Application skills.

### Action Step 1

During differentiated instruction, students in grade 3 will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. In addition, students will ask and answer questions referring explicitly to the text as the basis for the answers. Additional support in the form of graphic organizers will be incorporated into the instruction (e.g. main idea table, summary pyramid, time line, sequence chain, informational text structure chart, one sentence summarizers, theme definition, and common themes in literature. During differentiated instruction, students in grade 4 will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Instruction will also provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Additional support in the form of graphic organizers will be incorporated into the instruction (e.g. main idea table, summary pyramid, time line, sequence chain, informational text structure chart, one sentence summarizers, theme definition, and common themes in literature. During differentiated instruction, students in grade 5 will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Students will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will be provided with practice in making inferences and drawing conclusions within and across texts. Instruction will center around helping students identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. To help students grasp a thorough understanding of this reporting category, instruction will cover cause/effect, compare/contrast, and chronological order. Provide students with practice in identifying topics and themes within and across texts. Additional instructional strategies include graphic organizers: main idea table, summary pyramid, time line, sequence chain, informational text, structure chart, one sentence summarizers, theme definition, and common themes in literature.

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily Small Group instruction Daily Whole Group Instruction Bi-Weekly Monthly Quarterly

#### Evidence of Completion

Formative Assessments: District Interims, FAIR, Benchmark Asessments, Bi-Weekly Assessments, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

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

During differentiated instruction, students in grade 3 will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. In addition, students will ask and answer questions referring explicitly to the text as the basis for the answers. Additional support in the form of graphic organizers will be incorporated into the instruction (e.g. main idea table, summary pyramid, time line, sequence chain, informational text structure chart, one sentence summarizers, theme definition, and common themes in literature. During differentiated instruction, students in grade 4 will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Instruction will also provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Additional support in the form of graphic organizers will be incorporated into the instruction (e.g. main idea table, summary pyramid, time line, sequence chain, informational text structure chart, one sentence summarizers, theme definition, and common themes in literature. During differentiated instruction, students in grade 5 will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Students will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will be provided with practice in making inferences and drawing conclusions within and across texts. Instruction will center around helping students identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. To help students grasp a thorough understanding of this reporting category, instruction will cover cause/effect, compare/contrast, and chronological order. Provide students with practice in identifying topics and themes within and across texts. Additional instructional strategies include graphic organizers: main idea table, summary pyramid, time line, sequence chain, informational text, structure chart, one sentence summarizers, theme definition, and common themes in literature.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Bi-Weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: District Interims, SuccessMaker Reports, Bi-Weekly Assessments, Benchmark Assessments, FAIR Summative Assessment: 2014 FCAT 2.0

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

During differentiated instruction, students in grade 3 will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. In addition, students will ask and answer questions referring explicitly to the text as the basis for the answers. Additional support in the form of graphic organizers will be incorporated into the instruction (e.g. main idea table, summary pyramid, time line, sequence chain, informational text structure chart, one sentence summarizers, theme definition, and common themes in literature. During differentiated instruction, students in grade 4 will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Instruction will also provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Additional support in the form of graphic organizers will be incorporated into the instruction (e.g. main idea table, summary pyramid, time line, sequence chain, informational text structure chart, one sentence summarizers, theme definition, and common themes in literature. During differentiated instruction, students in grade 5 will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Students will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will be provided with practice in making inferences and drawing conclusions within and across texts. Instruction will center around helping students identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. To help students grasp a thorough understanding of this reporting category, instruction will cover cause/ effect, compare/contrast, and chronological order. Provide students with practice in identifying topics and themes within and across texts. Additional instructional strategies include graphic organizers: main idea table, summary pyramid, time line, sequence chain, informational text, structure chart, one sentence summarizers, theme definition, and common themes in literature.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, FAIR, Benchmark Assessments, Bi-Weekly Assessments, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

**G2.** Results of the 2013 FCAT 2.0 indicate that 56% of the students achieved a score of 3.5 or higher in Writing. The goal for the 2013-2014 school year is to increase the percentage of students scoring a 3.5 or higher to 60%.

**G2.B1** Students' performance data from the 2013 FCAT Writing indicates that students need increased opportunities to practice Writing Application (Narrative). Specific targets were identified with write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience. Students need increased opportunities to write across text.

**G2.B1.S1** Student will be provided with more opportunities to write across text.

### Action Step 1

During writing instruction, students will draft a piece that is focused on one main idea/event with ample development of supporting details, using ideas and content (examples, statistics, comparisons, vivid descriptions, embedded definitions, and specific word choice). When adding supporting details, students will substitute active verbs for common verbs and specific words for general words.

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily prompt writing Weekly prompt writing

#### Evidence of Completion

Formative Assessments: District Interims (prompt writing), Weekly prompt writing samples Summative Assessment: 2014 FCAT 2.0

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

During writing instruction, students will draft a piece that is focused on one main idea/event with ample development of supporting details, using ideas and content (examples, statistics, comparisons, vivid descriptions, embedded definitions, and specific word choice). When adding supporting details, students will substitute active verbs for common verbs and specific words for general words.

#### Person or Persons Responsible

LLT MTSS/ RtI

#### Target Dates or Schedule

Weekly Monthly Quarterly

#### Evidence of Completion

Formative Assessments: Weekly prompt writing samples, District Interim Assessments (Prompt Writing) Summative Assessment: 2014 FCAT 2.0

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

During writing instruction, students will draft a piece that is focused on one main idea/event with ample development of supporting details, using ideas and content (examples, statistics, comparisons, vivid descriptions, embedded definitions, and specific word choice). When adding supporting details, students will substitute active verbs for common verbs and specific words for general words.

**Person or Persons Responsible**

LLT MTSS/ RtI

**Target Dates or Schedule**

Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: Weekly prompt writing samples, District Interims (Prompt Writing) Summative Assessment: 2014 FCAT 2.0

**G2.B1.S2** Students will be provided with more opportunities to practice effective writing.

**Action Step 1**

During Writing instruction, students will practice introducing topic clearly, and group related information in paragraphs and sections. Students will also create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece; substitute an effective ending appropriate to audience and purpose by using universal word endings and complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.

**Person or Persons Responsible**

Instructor

**Target Dates or Schedule**

Daily prompt writing Weekly prompt writing

**Evidence of Completion**

Formative Assessments: District Interims (prompt writing), Weekly prompt writing samples Summative Assessment: 2014 FCAT 2.0

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

During Writing instruction, students will practice introducing topic clearly, and group related information in paragraphs and sections. Students will also create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece; substitute an effective ending appropriate to audience and purpose by using universal word endings and complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Daily prompt writing Weekly prompt writing

### Evidence of Completion

Formative Assessments: District Interims (prompt writing), Weekly prompt writing samples Summative Assessment: 2014 FCAT 2.0

**Plan to Monitor Effectiveness of G2.B1.S2**

During Writing instruction, students will practice introducing topic clearly, and group related information in paragraphs and sections. Students will also create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece; substitute an effective ending appropriate to audience and purpose by using universal word endings and complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Weekly prompt writing Monthly prompt writing

### Evidence of Completion

Formative Assessments: District Interims (prompt writing), Prompt writing samples Summative Assessment: 2014 FCAT 2.0

**G2.B2** Students' performance data from the 2013 FCAT Writing indicates that students need increased opportunities to practice Writing Application (Expository). Specific targets were identified with write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals).

**G2.B2.S1** Students will be provided with increased opportunities to practice Writing Application (Expository).

### Action Step 1

During Writing instruction, students will practice introducing topic clearly, and group related information in paragraphs and sections. Students will also create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece; substitute an effective ending appropriate to audience and purpose by using universal word endings and complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily prompt writing Bi-Weekly prompt writing

#### Evidence of Completion

Formative Assessments: Prompt writing samples, District Interims (prompt writing) Summative Assessment: 2014 FCAT 2.0

## Plan to Monitor Fidelity of Implementation of G2.B2.S1

During Writing instruction, students will practice introducing topic clearly, and group related information in paragraphs and sections. Students will also create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece; substitute an effective ending appropriate to audience and purpose by using universal word endings and complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.

#### Person or Persons Responsible

LLT MTSS/RtI

#### Target Dates or Schedule

Bi-Weekly Monthly Quarterly

#### Evidence of Completion

Formative Assessments: Prompt writing samples, District Interims(prompt writing) Summative Assessment: 2014 FCAT 2.0

**Plan to Monitor Effectiveness of G2.B2.S1**

During Writing instruction, students will practice introducing topic clearly, and group related information in paragraphs and sections. Students will also create clarity by rearranging words and deleting or adding relevant details to provide fluency to the piece; substitute an effective ending appropriate to audience and purpose by using universal word endings and complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Bi-Weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: Prompt writing samples, District Interims (prompt writing) Summative Assessment: 2014 FCAT 2.0

**G3.** Results of the 2013 FCAT 2.0 indicate that 57% of the students achieved proficiency in Mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to an average of 71%.

**G3.B1** Students in the Black, Students with Disabilities and Economically Disadvantaged subgroups 2013 FCAT 2.0 performance data indicates that students need more opportunities to practice Number: Operations, Problems, and Statistics. Students need vast opportunities to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division.

**G3.B1.S1** Students in the Black, Students with Disabilities and Economically Disadvantaged subgroups will be provided with vast opportunities to practice Number: Operations, Problems, and Statistics skills.

### Action Step 1

Students in grade 3 will have increased opportunities to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern • analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems Students in grade 4 will be provided with contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. • Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. • Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. • Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. • 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. Students in grade 5 will be provided with opportunities to: • interpret solutions to division situations, including remainders • add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations • identify and graph integers on a number line; compare and order integers

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily Instructional Groups Bi-Weekly Monthly

#### Evidence of Completion

Formative Assessments:District Interims, SuccessMaker Reports, Edusoft Reports, Benchmark Assessments Summative Assessment:2014 FCAT 2.0

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

Students in grade 3 will have increased opportunities to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern • analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems Students in grade 4 will be provided with contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. • Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. • Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. • Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. • 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. Students in grade 5 will be provided with opportunities to: • interpret solutions to division situations, including remainders • add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations • identify and graph integers on a number line; compare and order integers

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, Benchmark Assessments, SuccessMaker Reports, Edusoft Reports. Summative Assessments: 2014 FCAT 2.0

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

Students in grade 3 will have increased opportunities to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern • analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems Students in grade 4 will be provided with contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. • Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. • Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. • Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. • 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. Students in grade 5 will be provided with opportunities to: • interpret solutions to division situations, including remainders • add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations • identify and graph integers on a number line; compare and order integers

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Bi-weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: District Interims SuccessMaker Reports, Edusoft Reports, Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

**G3.B2** Level 3 students' performance data from the 2013 FCAT 2.0 indicates that students need more opportunities to practice Reporting Category, Geometry and Measurement.

**G3.B2.S1** Level 3 students will be provided with increased opportunities to practice Geometry and Measurement skills.

### Action Step 1

Students in grade 3 will be provided with instruction that extends the opportunities to: • compose, decompose, and transform polygons to create and identify other polygons • calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced • measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch • determine the amount of time elapsed to the nearest hour or half hour Students in grade 4 will be provided with instruction that extends the opportunities to: • describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region • identify benchmark angles of 45°, 90°, 180°, or 360°; and identify acute, obtuse, right, or straight angles. • identify and build a three-dimensional object from a two-dimensional representation of the object Students in grade 5 will be provided with instruction that extends the opportunities to: • determine the volume of prisms and determine the surface area of prisms given a graphic or net • solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane • perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily Small Group Instruction Daily Whole Group Instruction Bi-Weekly Monthly

#### Evidence of Completion

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Students in grade 3 will be provided with instruction that extends the opportunities to: • compose, decompose, and transform polygons to create and identify other polygons • calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced • measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch • determine the amount of time elapsed to the nearest hour or half hour Students in grade 4 will be provided with instruction that extends the opportunities to: • describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region • identify benchmark angles of 45°, 90°, 180°, or 360°; and identify acute, obtuse, right, or straight angles. • identify and build a three-dimensional object from a two-dimensional representation of the object Students in grade 5 will be provided with instruction that extends the opportunities to: • determine the volume of prisms and determine the surface area of prisms given a graphic or net • solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane • perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Students in grade 3 will be provided with instruction that extends the opportunities to: • compose, decompose, and transform polygons to create and identify other polygons • calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced • measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch • determine the amount of time elapsed to the nearest hour or half hour Students in grade 4 will be provided with instruction that extends the opportunities to: • describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region • identify benchmark angles of 45°, 90°, 180°, or 360°; and identify acute, obtuse, right, or straight angles. • identify and build a three-dimensional object from a two-dimensional representation of the object Students in grade 5 will be provided with instruction that extends the opportunities to: • determine the volume of prisms and determine the surface area of prisms given a graphic or net • solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane • perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

**G3.B3** Students making Learning Gains data from the 2013 FCAT2.0 indicates that students need more opportunities to practice Reporting Category, Geometry and Measurement.

**G3.B3.S1** Students making Learning Gains will be provided with increased opportunities to practice Geometry and Measurement skills.

### Action Step 1

Students in grade 3 will be provided with instruction that support mathematical fluency and problem solving skills in the areas of: • compose, decompose, and transform polygons to build other polygons • calculate the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given • measure objects to the whole centimeter or inch • determine the amount of time elapsed to the nearest hour Additionally, students in grade 3 will be provided with instruction that builds understanding with properties of two-dimensional shapes, perimeter, and measurement by providing time to practice and apply learned concepts in real-life situations. Students in grade 4 will be provided with instruction that support mathematical fluency and problem solving skills in the areas of: • determining the area of polygons and identifying angles and transformations by providing time to practice and apply learned concepts in real-life situations. Students in grade 5 will be provided with instruction that 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.

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily small group instruction Daily whole group instruction Bi-Weekly Monthly

#### Evidence of Completion

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Students in grade 3 will be provided with instruction that support mathematical fluency and problem solving skills in the areas of: • compose, decompose, and transform polygons to build other polygons • calculate the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given • measure objects to the whole centimeter or inch • determine the amount of time elapsed to the nearest hour Additionally, students in grade 3 will be provided with instruction that builds understanding with properties of two-dimensional shapes, perimeter, and measurement by providing time to practice and apply learned concepts in real-life situations. Students in grade 4 will be provided with instruction that support mathematical fluency and problem solving skills in the areas of: • determining the area of polygons and identifying angles and transformations by providing time to practice and apply learned concepts in real-life situations. Students in grade 5 will be provided with instruction that 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.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Students in grade 3 will be provided with instruction that support mathematical fluency and problem solving skills in the areas of: • compose, decompose, and transform polygons to build other polygons • calculate the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given • measure objects to the whole centimeter or inch • determine the amount of time elapsed to the nearest hour Additionally, students in grade 3 will be provided with instruction that builds understanding with properties of two-dimensional shapes, perimeter, and measurement by providing time to practice and apply learned concepts in real-life situations. Students in grade 4 will be provided with instruction that support mathematical fluency and problem solving skills in the areas of: • determining the area of polygons and identifying angles and transformations by providing time to practice and apply learned concepts in real-life situations. Students in grade 5 will be provided with instruction that 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.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

**G3.B4** Students in the Lowest 25% making Learning Gains performance data from the 2013 FCAT 2.0 indicates that students need more opportunities to practice Number: Operations, Problems, and Statistics.

**G3.B4.S1** Students in the Lowest 25% making Learning Gains will be provided with increased opportunities to practice Number: Operations, Problems, and Statistics.

### Action Step 1

Students in grade 3 will have more opportunities to practice: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition • identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems Students in grade 4 will have more opportunities to practice: • solve real-world problems using multiplication and the related division facts • translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown • identify the next or a missing figure in a graphic or numeric pattern and/or relationship Students in grade 5 will have more opportunities to practice: • identify models or representations of multi-digit division • add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations • identify and graph integers on a number line

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily during small group instruction Daily during whole group instruction Weekly Monthly

#### Evidence of Completion

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Students in grade 3 will have more opportunities to practice: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition • identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems Students in grade 4 will have more opportunities to practice: • solve real-world problems using multiplication and the related division facts • translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown • identify the next or a missing figure in a graphic or numeric pattern and/or relationship Students in grade 5 will have more opportunities to practice: • identify models or representations of multi-digit division • add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations • identify and graph integers on a number line

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

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

Students in grade 3 will have more opportunities to practice: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition • identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems Students in grade 4 will have more opportunities to practice: • solve real-world problems using multiplication and the related division facts • translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown • identify the next or a missing figure in a graphic or numeric pattern and/or relationship Students in grade 5 will have more opportunities to practice: • identify models or representations of multi-digit division • add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations • identify and graph integers on a number line

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports Summative Assessment: 2014 FCAT 2.0

**G4.** Results of the 2013 FCAT 2.0 indicate that 25% of the students achieved Level 3 proficiency in Science. The goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 to 27%.

**G4.B1** As noted on the 2013 FCAT 2.0, Level 3 students in Grade 5 need more opportunities to practice Earth and Space Science. Students performing at the mastery level of this reporting category will generally be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

**G4.B1.S1** Students will be provided with increased opportunities to practice Earth and Space Science skills.

### Action Step 1

Fifth grade teachers will work with students to ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. Fifth grade teachers will provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Fifth grade teachers will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. Fifth grade teachers will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, etc.).

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily Instructional Group Bi-weekly Monthly Quarterly

#### Evidence of Completion

Formative Assessments: District Interims, Gizmos Reports, Benchmark Assessments, Bi-Weekly Assessments Summative Assessment: 2014 FCAT 2.0

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

Fifth grade teachers will work with students to ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. Fifth grade teachers will provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Fifth grade teachers will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. Fifth grade teachers will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, etc.).

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, Benchmark Assessments, Gizmos Reports, Edusoft Reports Summative Assessments: 2014 FCAT 2.0

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

Fifth grade teachers will work with students to ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. Fifth grade teachers will provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Fifth grade teachers will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. Fifth grade teachers will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, etc.).

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, Benchmark Assessments, Gizmos Reports, Edusoft Reports Summative Assessments: 2014 FCAT 2.0

**G5.** Results of the 2013 school-site data indicate that students participated in 9 STEM-related experiences. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences (e.g. competitions; field trips; science fairs) to 10.

**G5.B1** In order to rigorously engage students in project-based learning in the disciplines of Science, Technology, Engineering and Mathematics (STEM), the school needs to extend more opportunities for students to access and engage technology-based resources, such as online researches and KHAN Academy. Students also need to be involved in more hands-on activities, such as science related experiments.

**G5.B1.S1** Students will be provided with increased opportunities to engage project-based learning in the disciplines of Science, Technology, Engineering and Mathematics (STEM).

### Action Step 1

The school will extend students the forum wherein they will learn to pose meaningful questions and access or collect relevant information, as well as formulate hypotheses, and offer valid conclusions. Access PBS Kids: Sid the Science Kid in order to enhance proficiency in the discipline of Science.

**Person or Persons Responsible**

Instructor

**Target Dates or Schedule**

Daily during instructional component Bi-Weekly Monthly

**Evidence of Completion**

Formative Assessments: District Interims. Gizmos Reports, Science Fair, Benchmark Assessments Summative Assessment: 2014 FCAT 2.O

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

The school will extend students the forum wherein they will learn to pose meaningful questions and access or collect relevant information, as well as formulate hypotheses, and offer valid conclusions. Access PBS Kids: Sid the Science Kid in order to enhance proficiency in the discipline of Science.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, Annual Science Fair, Gizmos Reports, Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

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

The school will extend students the forum wherein they will learn to pose meaningful questions and access or collect relevant information, as well as formulate hypotheses, and offer valid conclusions. Access PBS Kids: Sid the Science Kid in order to enhance proficiency in the discipline of Science.

### Person or Persons Responsible

LLT MTSS/RtI

### Target Dates or Schedule

Bi-Weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: District Interims, Annual Science Fair, Gizmos Report, Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

**G6.** Results of the 2013 Early Warning System indicate at-risk indicators. Our goal for the 2013-2014 school year is to recognize and apply effective intervention as the Early Warning System indicate the need.

**G6.B1** For the 2013 school year, 7% of the students missed 10% or more of available instructional time.

**G6.B1.S1** Students will be recognized for maintaining perfect attendance.

### Action Step 1

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation to teachers and students on the District Attendance Policy.

**Person or Persons Responsible**

Counselor

**Target Dates or Schedule**

Daily Attendance Reports Monthly Quarterly Annually

**Evidence of Completion**

Attendance Reports Teacher Sign-In Log Parent Sign-In Log TCST Log

**Facilitator:**

Guidance Counselor

**Participants:**

Pre-K - 5th Teachers

**Action Step 2**

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation/training to teachers and students on the District Attendance Policy. The school will identify and reward students who have demonstrated citizenship skills as well as academic attainment with certificates, medallions, trophies, etc.

**Person or Persons Responsible**

Counselor

**Target Dates or Schedule**

Daily Monthly Quarterly Annually

**Evidence of Completion**

Attendance Reports Teacher Sign-In Log Parent Sign-In Log TCST Log Awards Programs

**Facilitator:**

Counselor

**Participants:**

Pre-K - 5th grade teachers

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

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation to teachers and students on the District Attendance Policy. The

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Daily Attendance Reports Bi-Weekly Reports Monthly Reports Quarterly Reports Annual Reports

**Evidence of Completion**

Attendance Reports Teacher Sign-In Log Parent Sign-In Log TCST Log

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

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation to teachers and students on the District Attendance Policy.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Daily Attendance Reports Monthly Attendance Reports Quarterly Reports

**Evidence of Completion**

Attendance Reports Teacher Sign-In Log Parent Sign-In Log TCST Log

**G6.B2** For the 2013 school year, 14% of the students received two or more behavior referrals.

**G6.B2.S1** Students will be provided with recognition for positive behavior.

### Action Step 1

Students will receive incentives for demonstrating appropriate behavior. The Spot Success Recognition Program will be utilized as a source to reward student compliance. Parents of students who have been placed on indoor suspension. will be notified immediately. Training will be offered to parents aimed at helping them understanding the Student Code of Conduct.

#### Person or Persons Responsible

Counselor

#### Target Dates or Schedule

Weekly Bi-Weekly Monthly Quarterly

#### Evidence of Completion

Spots Success Reports Parent Communication Log Classrooms walkthroughs to monitor teachers' enforcement of Student Code of Conduct

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

Students will receive incentives for demonstrating appropriate behavior. The Spot Success Recognition Program will be utilized as a source to reward student compliance. Parents of students who have been placed on indoor suspension. will be notified immediately. Training will be offered to parents aimed at helping them understanding the Student Code of Conduct.

#### Person or Persons Responsible

LLT MTSS/RtI

#### Target Dates or Schedule

Bi-Weekly Monthly Quarterly

#### Evidence of Completion

Spot Success Report Parent Communication Log Classrooms walkthroughs to monitor teachers' enforcement of Student Code of Conduct

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

Students will receive incentives for demonstrating appropriate behavior. The Spot Success Recognition Program will be utilized as a source to reward student compliance. Parents of students who have been placed on indoor suspension. will be notified immediately. Training will be offered to parents aimed at helping them understanding the Student Code of Conduct.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Spot Success Report Parent Communication Log Classrooms walkthroughs to monitor teachers' enforcement of Student Code of Conduct

**G6.B3** For the 2013 school year, 5% of the students were retained.

**G6.B3.S1** Students who were retained will be provided with increased opportunities to develop proficiency.

**Action Step 1**

During differentiated instruction, the teacher will use brief excerpts or passages from text and have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information. The teacher will provide specific explanations of key words and special or technical vocabulary, using examples. Students will engage SuccessMaker technology-based program, which provides intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Person or Persons Responsible**

Instructor

**Target Dates or Schedule**

Daily Small Group Bi-Weekly Monthly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, FAIR, Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

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

During differentiated instruction, the teacher will use brief excerpts or passages from text and have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information. The teacher will provide specific explanations of key words and special or technical vocabulary, using examples. Students will engage SuccessMaker technology-based program, which provides intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, FAIR, Bi-Weekly Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

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

During differentiated instruction, the teacher will use brief excerpts or passages from text and have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information. The teacher will provide specific explanations of key words and special or technical vocabulary, using examples. Students will engage SuccessMaker technology-based program, which provides intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: SuccessMaker Reports, FAIR, District Interims, Bi-Weekly Benchmark Assessment Summative Assessment: 2014 FCAT 2.0

**G6.B4** For the 2013 school year, 55% of the 3rd grade students were not proficient in reading.

**G6.B4.S1** Third grade students will be provided with increased opportunities to develop proficiency in reading.

### Action Step 1

During differentiated instruction, the teacher will use brief excerpts or passages from text and have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information. The teacher will provide specific explanations of key words and special or technical vocabulary, using examples. Students will engage SuccessMaker technology-based program, which provides intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

#### Person or Persons Responsible

Instructor

#### Target Dates or Schedule

Daily small group instruction Bi-Weekly Reports Monthly Reports

#### Evidence of Completion

Formative Assessments: SuccessMaker Reports, FAIR, District Interims, Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

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

During differentiated instruction, the teacher will use brief excerpts or passages from text and have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information. The teacher will provide specific explanations of key words and special or technical vocabulary, using examples. Students will engage SuccessMaker technology-based program, which provides intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

#### Person or Persons Responsible

LLT MTSS/RtI

#### Target Dates or Schedule

Bi-Weekly Monthly Quarterly

#### Evidence of Completion

Formative Assessments: SuccessMaker Reports, FAIR, District Interims, Benchmark Assessments Summative Assessment: 2014 FCAT 2.0

**Plan to Monitor Effectiveness of G6.B4.S1**

During differentiated instruction, the teacher will use brief excerpts or passages from text and have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information. The teacher will provide specific explanations of key words and special or technical vocabulary, using examples. Students will engage SuccessMaker technology-based program, which provides intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Person or Persons Responsible**

LLT MTSS/RtI

**Target Dates or Schedule**

Bi-Weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: SuccessMaker Reports, FAIR, District Interims, Benchmark Assessments
Summative Assessment: 2014 FCAT 2.0

## 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
Parkview Elementary School has a conglomerate of programs that coordinate with other local, state and federal funds and initiatives aimed at improving student performance. The District has purchased and made available to students and teachers Internet-based programs such as Riverdeep, FCAT Explorer, Ticket to Read, Success Maker, McGraw-Hill Wonders Reading Series, Reading Plus, Discovery Education, GIZMOS, KHAN Academy, PBS KIDS, Accelerated Reader and DIAL-A-TEACHER ON-LINE. This technology-based learning provides a collection of high-value educational software solutions that enhance student achievement in Reading, Language Arts, Mathematics, Social Studies and Science. Daily, students in all grade levels

engage these learning tools. The media center and computer lab as well as the classrooms are equipped with top-of-the-line computers that are readily accessible to students. The DIAL-A-TEACHER ON-LINE is a service provided by Miami-Dade County Public Schools in cooperation with the United Teachers of Dade and WLRN- INSTRUCTIONAL TELEVISION. DIAL-A-TEACHER ON-LINE offers homework help in most subject areas in grades K - 12. Parkview Elementary students and parents are encouraged to take advantage of this free, cyber-help with homework. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

As it relates to district, Title II and Title III funds are appropriated to ensure staff development opportunities are provided.

The guidance counselor in conjunction with the Literacy Leadership Team lead and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic

patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs or summer school).

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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 (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

In accordance and adherence to policy relevant to migrant status, 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. Should the student population reflect a need, Parkview Elementary will provide service and support to migrant students and parents.

Title I, Part D

N/A

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

Title II

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

Title VI, Part B - NA

Title X- Homeless

Within the enrollment at Parkview Elementary School, there are students with a classification of Homeless. The school is knowledgeable of existing policies that eliminate barriers to enrollment, and ensure retention and success in school for homeless students. The school obligates itself to educate personnel regarding the McKinney Act. Critical to understanding the plight of homeless students, staff is apprised that homeless does not only mean someone who literally lives on the street. Its meaning spans to include: an individual who has a primary nighttime residence that is: a supervised publicly or privately operated shelter designed to provide temporary living accommodations; an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

District sponsors the Homeless Assistance Program and the Project Upstart Program – both aimed at providing essential assistance to homeless children and their families.

Chief among its goals, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. In addition to the aforementioned goal, the Homeless Liaison provides training for schools 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.

At the District, policy and procedure specific to the plight of Homeless students and families are outlined below:

• The Homeless Education Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. The school utilizes funding from this source to provide summer school for retained third grade students. Additionally, SES
(Supplemental Education Service) Providers augment the instructional time for students by extending the regular school day.
Violence Prevention Programs
Parkview Elementary School's Violence Prevention Program parallels with its Drug and Violence Prevention initiative. This effort enables Parkview Elementary to establish a school-wide foundation, which entails supporting positive discipline, academic success, and mental and emotional wellness through a supportive and nurturing school environment, as well as teaching students appropriate behaviors and problem solving skills. Should the school identify at-risk students, it implements services or intervention that addresses their individual needs. Parkview's Violence Prevention initiative embraces a non-violent and anti-drug approach that incorporates field trips, community service and counseling.
On a wider scale, which expands to the District level, the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists.
Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists and Safe School Specialists is also a component of this program. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.
Other specificities of District's Violence Prevention Programs are listed below:
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/ or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24

hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
Parkview Elementary is a Fresh Fruit & Vegetable school. It has joined the ranks of institutions that encourage health and fitness through practicing nutritious eating habits. Keeping pace with First Lady - Michelle Obama's "Let's Move" initiative, students are educated regarding health benefits associated with consuming food products such as fruits and vegetables. This project, sponsored by the Department of Food and Nutrition, seeks to indulge students with food sources containing vitamins, minerals and other natural substances that may provide protection from chronic diseases and illnesses. Daily, students are privileged to sample nutritiously fortified crops and produce. Realizing how critically important it is for students to internalize knowledge and make decisions about nutritious eating, Parkview Elementary School has involved its students in Plant A Thousand Gardens Collaborative Nutrition Initiative (CNI). The school is a vital participant in the CNI, which is made possible through an Education Fund grant. CNI is a student-centered, seed-to-table garden program that seeks to improve students' nutritional knowledge and habits as well as improve their academic outcomes in science, math, reading and other curriculum areas through hands-on, collaborative
learning. Additionally: 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. 2) Nutrition education, as per state statute, is taught through physical education. 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start
Parkview Elementary School is host site for two VPK/Head Start classes. The VPK program has as its premier purpose - a responsibility to prepare, equip and build a solid foundation for the educational success of every four-year-old student.
Similarly, four-year-old children attending Head Start at venues other than the public schools are enabled with classroom strategies that maximize the probability of their academic success upon their official entrance into the school environment.
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
Parental Involvement
Parkview Elementary School embraces parents as Partners in Education inasmuch as the outreach efforts serve and exist exclusively to accommodate parents and families. To acclimate parents into the education process, the school informs parents of structured programs available to their children and seeks their input and feedback. Additionally, at designated times, the school extends an opportunity for parents to visit classrooms, meet teachers and become familiar with the instructional curriculum, as well as the functions and activities of the school. The school sponsors adult workshops to educate parents on the benefits of eating nutritiously, home buying tips, and food handling. A series of FCAT workshops are offered to equip parents with the skills, materials and resources necessary to assist in the academic preparation of their children. Given that parents are viewed as vital stakeholders of the school, many
attend and are members of the Educational Excellence School Advisory Council (EESAC), which is the decision-making entity for this site. Other activities engaged to increase parent involvement include: drafting and signing the Parent Compact Agreement, Title I Orientation Meeting and Open House.
School Improve Grant Fund/School Improvement Grant Initiative
Funding received by the school under the School Improvement Grant Fund/School Improvement Grant Initiative is applied toward enhancing the academic performance of students identified in lowest performing

subgroups. Strategies and activities engaged to counter areas of deficiencies include: building comprehension skills, collection and analysis of data, consistency and continuity of the instructional component and curriculum. More over, funding from this initiative allows for specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

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

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

**G1.** Results of the 2013 FCAT 2.0 indicate that 53% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to 69%.

**G1.B1** Students in the Black and Students With Disabilities subgroups' 2013 FCAT performance data indicates that students need more opportunities to practice Reporting Category Report 2. Reading Application: Students will have increased opportunities to practice identifying author's purpose And author's perspective; Main Idea/Message (stated and Implied); Conclusions/Inferences.

**G1.B1.S1** Students will be provided with increased opportunities to practice Reading Application skills.

**PD Opportunity 1**

During differentiated instruction, students in grade 3 will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. Accelerated Reader will be utilized to supplement instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

**Facilitator**

Assistant Principal

**Participants**

3rd - 5th grade Instructional Personnel

**Target Dates or Schedule**

Daily Small Group Instruction Daily Whole Group Instruction Bi-weekly Monthly Quarterly

**Evidence of Completion**

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports, Teacher Observations, Student Work Samples Summative Assessment: 2014 FCAT 2.0

**PD Opportunity 2**

During differentiated instruction, students in 3rd grade will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. The Accelerated Reader will be utilized to augment instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

### Facilitator

Assistant Principal

### Participants

3rd - 5th grade Instructional Personnel

### Target Dates or Schedule

Daily Small Group Instruction Daily Whole Group Instruction Bi-weekly Monthly Quarterly

### Evidence of Completion

Formative Assessments: District Interims, SuccessMaker Reports, Benchmark Assessments, Edusoft Reports, Teacher Observations, Student Work Samples Summative Assessment: 2014 FCAT 2.0

**G6.** Results of the 2013 Early Warning System indicate at-risk indicators. Our goal for the 2013-2014 school year is to recognize and apply effective intervention as the Early Warning System indicate the need.

**G6.B1** For the 2013 school year, 7% of the students missed 10% or more of available instructional time.

**G6.B1.S1** Students will be recognized for maintaining perfect attendance.

### PD Opportunity 1

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation to teachers and students on the District Attendance Policy.

**Facilitator**

Guidance Counselor

**Participants**

Pre-K - 5th Teachers

**Target Dates or Schedule**

Daily Attendance Reports Monthly Quarterly Annually

**Evidence of Completion**

Attendance Reports Teacher Sign-In Log Parent Sign-In Log TCST Log

**PD Opportunity 2**

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation/training to teachers and students on the District Attendance Policy. The school will identify and reward students who have demonstrated citizenship skills as well as academic attainment with certificates, medallions, trophies, etc.

**Facilitator**

Counselor

**Participants**

Pre-K - 5th grade teachers

**Target Dates or Schedule**

Daily Monthly Quarterly Annually

**Evidence of Completion**

Attendance Reports Teacher Sign-In Log Parent Sign-In Log TCST Log Awards Programs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| G1. | Results of the 2013 FCAT 2.0 indicate that 53% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to 69%. | $2,500 |
| G6. | Results of the 2013 Early Warning System indicate at-risk indicators. Our goal for the 2013-2014 school year is to recognize and apply effective intervention as the Early Warning System indicate the need. | $2,500 |
| | Total | $5,000 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Other | Total |
|----------------|------------------------|-------|-------|
| Title I | $2,500 | $0 | $2,500 |
| EESAC | $0 | $2,500 | $2,500 |
| Total | $2,500 | $2,500 | $5,000 |

### Budget Details

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

**G1.** Results of the 2013 FCAT 2.0 indicate that 53% of the students achieved proficiency in Reading. The goal for the 2013-2014 school year will be to increase the percentage of students achievement to 69%.

**G1.B1** Students in the Black and Students With Disabilities subgroups' 2013 FCAT performance data indicates that students need more opportunities to practice Reporting Category Report 2. Reading Application: Students will have increased opportunities to practice identifying author's purpose And author's perspective; Main Idea/Message (stated and Implied); Conclusions/Inferences.

**G1.B1.S1** Students will be provided with increased opportunities to practice Reading Application skills.

### Action Step 1

During differentiated instruction, students in grade 3 will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. Accelerated Reader will be utilized to supplement instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

#### Resource Type

Evidence-Based Program

#### Resource

Voyager, Accelerated Reader Materials

#### Funding Source

Title I

#### Amount Needed

$1,500

**Action Step 2**

During differentiated instruction, students in 3rd grade will be exposed to author's purpose chart, two column note chart, main idea table, one sentence summarizers and summary pyramid. In addition, during instruction, students will ask and answer questions referring explicitly to the text as the basis for answers. Likewise, students will identify author's perspective as what the authors thinks or feel. Students will also identify causal relationships embedded in text. The Accelerated Reader will be utilized to augment instruction. During differentiated instruction, students in grade 4 will be provided with opportunities to refer to details and examples in a text and decipher what the text says explicitly as well as draw inferences from the text. Additionally, students in grade 4 will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use text wherein the author's perspective is recognizable. During differentiated instruction, students in grade 5 will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. . Additionally, instruction will focus on what the author thinks and feel to help students grasp an understanding of author's perspective.

**Resource Type**

Evidence-Based Program

**Resource**

Supplemental Reading Material

**Funding Source**

Title I

**Amount Needed**

$1,000

**G6.** Results of the 2013 Early Warning System indicate at-risk indicators. Our goal for the 2013-2014 school year is to recognize and apply effective intervention as the Early Warning System indicate the need.

**G6.B1** For the 2013 school year, 7% of the students missed 10% or more of available instructional time.

**G6.B1.S1** Students will be recognized for maintaining perfect attendance.

### Action Step 1

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation to teachers and students on the District Attendance Policy.

**Resource Type**

Other

**Resource**

Recognition Awards

**Funding Source**

EESAC

**Amount Needed**

$500

**Action Step 2**

The school will identify and reward students who maintain perfect attendance with certificates. The school's counselor contacts parents after three absences and each unexcused absence. That the contact is made immediately alerts the home as to the importance of students being in attendance. Parents of students who show a pattern of truancy are apprised of policy and procedure as outlined in the Student Code of Conduct. The counselor and the assistant principal will identify and refer students who may be developing a pattern of insufficient attendance to the Truancy Child Study Team (TCST) for intervention services. The school will sponsor meetings for parents and attendance flyers addressing District Attendance Policy. The school will provide grade level orientation/training to teachers and students on the District Attendance Policy. The school will identify and reward students who have demonstrated citizenship skills as well as academic attainment with certificates, medallions, trophies, etc.

**Resource Type**

Other

**Resource**

Incentive Awards

**Funding Source**

EESAC

**Amount Needed**

$2,000