2013-2014 SCHOOL IMPROVEMENT PLAN

Treasure Island Elementary School

7540 E TREASURE DR

North Bay Village, FL 33141

305-865-3141

http://treasureisland.dadeschools.net/

School Demographics

School Type Elementary School	**Title I** Yes	**Free and Reduced Lunch Rate** 85%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 88%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	B	A	A

SIP Authority and Template

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

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

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

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Treasure Island Elem. School

Principal
Sherry L. Krubitch

School Advisory Council chair
Luz Deluque

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

Name	Title
Sherry L. Krubitch	Principal
Sonia C. Cruz	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Treasure Island Elementary School's School Advisory Council membership consists of (1) Principal-Chairperson, (1) Alternate Principal, (1) Union Steward, (4) Teachers, (1) Teacher Recording Secretary, (1) Alternate Teacher, (1) Educational Support Employee, (1) Alternate Educational Support, (6) Parents, (1) Alternate Parent, (1) Student , (1) Alternate Student and (6) Business/Community Representatives.

Involvement of the SAC in the development of the SIP

Treasure Island Elementary School's School Advisory Council develops the School Improvement Plan and meets regularly to monitor its implementation to 1)ensure that strategies are being addressed, and 2) to review updates on student progress.
The SAC examines all aspects of the school when developing the School Improvement Plan; determines the school's needs and prioritizes them; recommends strategies to improve areas of importance; decides how to measure results; and assists in the preparation and evaluation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will also establish a budget for the SAC portion of the entire school budget. Budget decisions and implementation timelines are tracked through the SAC's minutes.

A major portion of each SAC agenda will be devoted to the monitoring of the implementation and effectiveness of the School Improvement Plan by all stakeholders. The SAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark assessments. In addition, the SAC will regularly monitor the strategies to ensure timely implementation and effectiveness by reviewing: a variety of assessment data. Stakeholders will analyze all data to determine if the strategies are effective, if changes are needed to increase effectiveness, and if we are on target for achieving our stated objectives. The SAC is the sole body responsible for final decision making at the school relating to the implementation of school improvement and accountability. This is the SAC's primary obligation. The SAC gives its final approval of the School Improvement Plan, the Midyear Review, and the End-of-Year Review.

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

The SAC also determines how its funds will be utilized to support the School Improvement Plan, and it makes decisions regarding the implementation of school wide activities that promote student achievement.
• CCSS-Exemplar Text- Grades 4 and 5 ------- $ 650.00
• Accelerated Reader Books and Incentives --- $1,000.00
• Science lab supplies, paper, ink, toner --------- $ 250.00
• Science Theme Accelerated Reader Books ---- $1,000.00

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:

Sherry L. Krubitch		
Principal	Years as Administrator: 26	Years at Current School: 0

Credentials	Mental Handicap, School Principal
Performance Record	2013 – School Grade – C Rdg. Levels 3-5, 56% Math Levels 3-5, 65% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 54 points Rdg. Progress - No Math Progress - No 2012 – School Grade – B Rdg. Levels 3-5, 60% Math Levels 3-5, 61% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 59 points Rdg. AMO- No Math AMO -No 2011 – School Grade – A Rdg. Levels 3-5, 74% Math Levels 3-5, 78% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 55 points Math Imp. of Lowest 25% - 67 points Rdg. AMO –Yes Math AMO–No 2010 – School Grade – A Rdg. Levels 3-5, 77% Math Levels 3-5, 76% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% -61points Math Imp. of Lowest 25% - 53 points Rdg. AMO –Yes Math AMO–No 2009 – School Grade – A Rdg. Levels, 77% Math Levels, 78% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 58points Rdg. AMO –Yes Math AMO–Yes

Sonia C. Cruz		
Asst Principal	Years as Administrator: 10	Years at Current School: 9

Credentials	Elem. ED, ESOL, ED Leadership
Performance Record	2013 – School Grade – C Rdg. Levels 3-5, 56% Math Levels 3-5, 65% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 54 points Rdg. Progress - No Math Progress - No 2012 – School Grade – B Rdg. Levels 3-5, 60% Math Levels 3-5, 61% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 59 points Rdg. AMO- No Math AMO -No 2011 – School Grade – A Rdg. Levels 3-5, 74% Math Levels 3-5, 78% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 55 points Math Imp. of Lowest 25% - 67 points Rdg. AMO –Yes Math AMO–No 2010 – School Grade – A Rdg. Levels 3-5, 77% Math Levels 3-5, 76% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% -61points Math Imp. of Lowest 25% - 53 points Rdg. AMO –Yes Math AMO–No 2009 – School Grade – A Rdg. Levels, 77% Math Levels, 78% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 58points Rdg. AMO –Yes Math AMO–Yes

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Gretel Alvarez		
Full-time / School-based	Years as Coach: 6	Years at Current School: 10

Areas	Reading/Literacy
Credentials	Elem. ED, ESOL, Reading
Performance Record	2013 – School Grade – C Rdg. Levels 3-5, 56% Rdg. Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 64 points Rdg.Progress –No 2012 – School Grade – B Rdg. Proficiency, 60% Rdg. Lrg. Gains, 76 points Rdg. Imp. of Lowest 25% - 69 points Rdg. AMO –Yes 2011 – School Grade – A Rdg. Proficiency, 74% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 55 points Rdg. AMO –No 2010 – School Grade – A Rdg. Proficiency, 77% Rdg. Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 61 points Rdg. AMO –Yes 2009 – School Grade – A Rdg. Proficiency, 77% Rdg. Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 70 points Rdg. AMO –Yes

Classroom Teachers

# of classroom teachers

46

 # receiving effective rating or higher

46, 100%

 # Highly Qualified Teachers

72%

 # certified in-field

45, 98%

 # ESOL endorsed

35, 76%

 # reading endorsed

3, 7%

 # with advanced degrees

18, 39%

 # National Board Certified

6, 13%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

4, 9%

 # with 6-14 years of experience

28, 61%

 # with 15 or more years of experience

14, 30%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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 school's teacher mentoring program will provide peer teachers/mentors for ongoing professional development, participate with field experience programs and internship programs from universities, and collaborate with the departments of Professional Development and Human Resources.

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's teacher mentoring program/plan will include teacher collaboration to provide expertise and support to enhance instruction. Activities will include classroom observation, lesson studies, and collaborative planning sessions.

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

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

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

The MTSS/RTI Leadership Team is an extension of Treasure Island Elementary School's Leadership Team. Administrators will ensure commitment and allocate resources; teachers and coaches will share the common goal of improving instruction for all students; and instructional support professionals will work to build staff support, internal capacity, and sustainability over time. The Team is strategically integrated in order to support the administration through a process of problem solving as academic and behavioral issues and concerns arise. Through an ongoing, systematic examination of available data, the team will strive to attain the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well- being and prevention of student failure through early intervention. The team will use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions: What will students learn (curriculum based on standards)? How will we determine if the students have learned (common assessments)? How will we respond when students have not learned (Response to Intervention problem solving process and monitoring progress of interventions)? How will we respond when students have learned or already know (enrichment opportunities)?

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

Tier 1 (Leadership Team)
The administrators (Krubitch and Cruz) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Gretel Alvarez, Reading Coach
Tania LaTorre, Counselor
Linda Johnson, Media Specialist
Susan Stokes, Gifted Teacher/Math/Science Liaison
Maria E. Gil, ELL Resource
Withnie Honore, SPED Teacher
Kevin Diaz, IB-PYP Coordinator
In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members (Cruz, Alvarez, Stokes, Gil, and Honore) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST

Selected members (Krubitch, Cruz, LaTorre, Alvanez, Stokes, Gil, and Honore) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Team will hold bi-monthly meetings and use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. In addition, the Team will: Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM; maintain communication with staff for input and feedback, as well as updating them on procedures and progress; support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions; provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery; assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

The team will access and analyze data from the Florida Assessment for Instruction in Reading (FAIR), Edusoft, SuccessMaker, and Reading Plus in order to monitor the effective ness of core, supplemental, and intensive support in reading, mathematics, science, writing, and engagement

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

The team will plan a professional development for the staff to support understanding of MTSS,

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,820

Resources will be allocated to implement afterschool tutorial and enrichment programs for targeted students. The master schedule has been designed to afford general and special area teachers the opportunity to engage in collaborative planning and professional development that will enhance their instruction and improve achievement.

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?

Formative assessment data, which will be collected on a monthly basis, and interim assessment data, will be analyzed by classroom teachers and members of the MTSS/RtI team (Krubitch, Cruz, Alvarez, Stokes, Honore) in data chats to determine appropriate interventions and the need to modify instruction.

Who is responsible for monitoring implementation of this strategy?

Formative assessment data, which will be collected on a monthly basis, and interim assessment data, will be analyzed by classroom teachers and members of the MTSS/RtI team (Krubitch, Cruz, Alvarez, Stokes, Honore) in data chats to determine appropriate interventions and the need to modify instruction.

Literacy Leadership Team (LLT)

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

Name	Title
Sherry L. Krubitch	Principal
Sonia C. Cruz	Assistant Principal
Gretel Alvarez	Reading Coach
Linda Johnson	Media Specialist
Susan Stokes	Gifted Teacher, Math/Science Liaison
Maria E. Gil	ELL Resource
Kevin Diaz	IB-PYP Coordinator
Claudia Alvarez	SPED Teacher

How the school-based LLT functions

A key factor to Treasure Island Elementary School's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through her support of teachers

and coaches. The principal understands the literacy challenges of the populations of students whom Treasure Island's teachers and staff serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. Specifically, the role of the principal, the reading coach, and the Reading Leadership Team (RLT) are outlined below.

The purpose of the RLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team, which will meet at least once a month.

In order to promote the RLT as an integral pat of the school literacy process, and to build a culture of reading throughout the school, the principal will select team members for the RLT based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the RLT, which will meet monthly throughout the school year. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.

The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The Literacy Leadership Team will provide support to all teachers to ensure that the CCSSS and NGSSS are achieved and the SIP strategies are implemented effectively. The team will analyze assessment data to monitor student progress and mastery of benchmarks, thereby ensuring that the strategies are promoting core and supplemental instruction as well as providing enrichment opportunities. Further, the LLT will provide support to all teachers to ensure that the implementation of the IB-PYP supports and enhances literacy instruction and student mastery of benchmarks.

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

Treasure Island Elementary School conducts a two-hour Pre-Kindergarten orientation in kindergarten classrooms in the early spring of the year for incoming Pre-Kindergarten students from all VPKs that feed into our kindergarten. They participate in the class activities to become acquainted with the kindergarten classroom. In addition, a registration orientation for the parents of incoming Pre-Kindergarteners is held to familiarize them with requirements and procedures for the registration process.

The assessment tools utilized to determine student readiness rates include: the Phonological Literacy Inventory (P.E.L.I.); Devereaux Early Childhood Assessment (D.E.C.A.); Building Early Language and Literacy (B.E.L.L.); and the Houghton Mifflin Benchmark Assessment. The Pre-Kindergarten teacher is responsible for administering the assessment tools and implementing the strategies. Preschoolers who have been identified as having a low readiness rate receive focused, intensive instruction in their area(s) of weakness. Instructional strategies utilized to remediate the deficiencies include a variety of visual, kinesthetic and auditory activities, including puppetry, music and poetry. The Test of Phonological and Print Awareness Early Childhood Assessment is utilized to evaluate the effectiveness of the program. In addition, all incoming kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS). The first part is called ECHOS, or Early Childhood Observation System. This part of the screening test assesses where the child is in terms of the seven areas or domains of early childhood learning. These domains include: language and literacy, arts, physical development, science, mathematics, personal or social development, and social studies. The second part of the screening or

the FAIR-K screens for early literacy skills. The FLKRS results will be analyzed to identify potential targeted literacy skills.

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	64%	56%	No	68%
American Indian		0%		
Asian	70%	0%	No	73%
Black/African American	51%	59%	Yes	56%
Hispanic	63%	52%	No	66%
White	84%	71%	No	86%
English language learners	57%	38%	No	61%
Students with disabilities	23%	9%	No	30%
Economically disadvantaged	63%	52%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	28%	31%
Students scoring at or above Achievement Level 4	86	26%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

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)	112	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	60	26%	33%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	64	65%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	65%	No	70%
American Indian				
Asian	83%	0%	No	84%
Black/African American	50%	62%	Yes	55%
Hispanic	67%	63%	No	70%
White	83%	77%	No	84%
English language learners	66%	54%	No	69%
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	64%	63%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	33%	36%
Students scoring at or above Achievement Level 4	104	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		54%	59%

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	26	21%	25%
Students scoring at or above Achievement Level 4	35	29%	31%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	300	46%	62%

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	96	13%	12%
Students retained, pursuant to s. 1008.25, F.S.	21	3%	2%
Students who are not proficient in reading by third grade	59	50%	45%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

See PIP Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Results of the 2013 FCAT indicate that 56% of the students achieved proficiency in reading. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 68%.

G2. Results of the 2013 FCAT indicate that 65% of the students are scoring at 3.5 or higher in writing. The goal for the 2013-2014 school year will be to increase the percentage of students scoring 3.5 or higher to 69%.

G3. Results of the 2013 FCAT indicate that 65% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 70%.

G4. Results of the 2013 FCAT indicate that 50% of the students are scoring at Achievement Level 3 or higher in science.The goal for the 2013-2014 school year will be to increase the total percentage of students scoring at Levels 3 or higher to 56%.

G5. The goal for the 2013-2014 school year will be to increase the percentage of students that participate in STEM- related experiences and the number of provided STEM-related experiences.

G6. Our goal in monitoring the Early Warning Systems is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Goals Detail

G1. Results of the 2013 FCAT indicate that 56% of the students achieved proficiency in reading. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 68%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach

- Media Specialist

- ELL Resource Teacher

- SPED Teachers

- SuccessMaker

- STAR Reading

- Accelerated Reader

- Coommon Core-based Reading Series

Targeted Barriers to Achieving the Goal

- 2013 FCAT performance data indicate that students in the Hispanic and English Language Learners subgroups are deficient in Category 1- Context Clues, Vocabulary. Provide students with sufficient opportunities to use context clues to determine meanings of unfamiliar words.

- 2013 FCAT performance data indicate that students in the White, Students with Disabilities (SWD) and Economically Disadvantage (ED) subgroups are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

- 2013 FCAT performance data indicate that students scoring at Achievement Level 3 are deficient in Reporting Category 1- Context Clues, Vocabulary. Provide students with sufficient opportunities to use context clues to determine meanings of unfamiliar words.

- 2013 FCAT performance data indicate that students scoring at Achievement Level 3 in grades 4 and 5 are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

- 2013 FCAT performance data indicate that students scoring at Achievement Level 4 or above in grades 3 and 4 are deficient in Reporting Category 4- Locate, interpret, and organize information, Information Text/Research Process. Provide students with sufficient opportunities to read and process informational text and text features to perform a task.

- 2013 FCAT performance data indicate that students did not make adequate learning gains due to a deficiency in Reporting Category 1- Context Clues, Vocabulary. Provide students with sufficient opportunities to use context clues to determine meanings of unfamiliar words.

- 2013 FCAT performance data indicate that students in the lowest 25% did not make adequate learning gains in grades 4 and 5 are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

- 2013 CELLA performance data indicate that ELL students entering the grade level need additional opportunities to improve their listening/speaking skills.

- 2013 CELLA performance data indicate that ELL students entering the grade level need additional opportunities to improve their reading skills.

- 2013 CELLA performance data indicate that ELL students entering the grade level need additional opportunities to improve their writing skills.

Plan to Monitor Progress Toward the Goal

Follow using data from District Interim and FCAT 2.0

Person or Persons Responsible
MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 FCAT 2.0

G2. Results of the 2013 FCAT indicate that 65% of the students are scoring at 3.5 or higher in writing. The goal for the 2013-2014 school year will be to increase the percentage of students scoring 3.5 or higher to 69%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach

- Fourth Grade Teachers

- ELL resources Teacher

- SPED Teachers

- Exemplar Text

- Instructional Technology

Targeted Barriers to Achieving the Goal
- The 2013 FCAT writing performance data indicate that students require learning experiences that will elevate the quality of their writing by moving beyond trite and formulaic responses to expressing their unique thoughts through their individual author's voice.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from the Mid-Year Test and FCAT 2.0

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule:

Quarterly and Mid-Year

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments - Results of the 2014
FCAT 2.0

G3. Results of the 2013 FCAT indicate that 65% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 70%.

Targets Supported

Resources Available to Support the Goal
- Mathematics Leader
- ELL Teacher
- SPED Teachers
- SuccessMaker
- GIZMOS
- FCAT Explorer
- Discovery Education
- GO Math Common Core-based series

Targeted Barriers to Achieving the Goal
- The White, English Language Learner (ELL), and Hispanic subgroups did not make their 2012-2013 AMO. Provide students with sufficient opportunities to increase math vocabulary to perform adequately on grade level.
- The Students With Disabilities (SWD) and Economically Disadvantage(ED) subgroups did not make their 2012-2013 AMO. Provide subgroups with sufficient opportunities to increase understanding of conceptual foundations for understanding Number Base Ten & Fractions.
- According to the results of the 2013 FCAT 2.0, students scoring at Achievement Level 3 in Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. Provide students with sufficient opportunities to increase understanding of Number:Fractions.
- According to the results of the 2013 FCAT 2.0, students scoring at Achievement Level 3 in Grade 4 experienced difficulty in Reporting Category 2, Number: Base Ten & Fractions.Provide students with sufficient opportunities to increase understanding of Number: Base Ten &Fractions.
- According to the results of the 2013 FCAT 2.0, students scoring at Achievement Level 3 in Grade 5 experienced difficulty in Reporting Category 1, Number Base Ten & Fractions and Reporting Category 3, Geometry and Measurement. Provide students with sufficient opportunities to increase understanding of Number:Base Ten &Fractions and Reporting Category 3,Geometry and Measurement.
- According to the results of the 2012-2013 FCAT 2.0, students scoring at Achievement Level 4 or above will be provided additional opportunities to discuss, write and develop real-world math problems.
- According to the results of the 2013 FCAT 2.0, students not making learning gains in mathematics Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. Students in Grades 4 & 5 also experienced difficulty in Number: Base Ten & Fractions. Provide students with sufficient opportunities to increase understanding of Number:Fractions and Base Ten & Fractions.
- According to the results of the 2013 FCAT 2.0, students in the lowest 25% making learning gains in mathematics Grade 4 experienced difficulty in Reporting Category 2, Number: Base Ten

Fractions.The lowest 25% of students in Grade 5 experienced difficulty in Reporting Category 1 and 3, Number: Base Ten Fractions and Geometry and Measurement.Provide students with sufficient opportunities to increase understanding of Number: Base Ten Fractions and Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Mathematics Interim assessment and FCAT 2.0 data

Person or Persons Responsible
MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessments Summative Assessments- Results of the 2014 FCAT 2.0

G4. Results of the 2013 FCAT indicate that 50% of the students are scoring at Achievement Level 3 or higher in science.The goal for the 2013-2014 school year will be to increase the total percentage of students scoring at Levels 3 or higher to 56%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science Leader

- Discovery Education

- GIZMOS

- FCAT Explorer

- Scott Foresman textbook series

Targeted Barriers to Achieving the Goal
- Student performance data on the 2013 Science FCAT 2.0 indicate that students scoring at Achievement Level 3 need opportunities to improve their proficiency in Physical Science.

- Students scoring at or above Achievement Level 4 have will be provided additional exposure to enrichment learning opportunities, which would further develop their interests and increase their knowledge and achievement.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Science Interim assessment and FCAT 2.0.

Person or Persons Responsible
MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 FCAT 2.0

G5. The goal for the 2013-2014 school year will be to increase the percentage of students that participate in STEM- related experiences and the number of provided STEM-related experiences.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Science Leader
- Media Specialist

Targeted Barriers to Achieving the Goal
- Students need additional opportunities to explore a variety of science, technology, engineering and mathematics topics.

Plan to Monitor Progress Toward the Goal

Science Interim and FCAT 2.0 data results will be used to determine the effectiveness of this strategy.

Person or Persons Responsible
MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment- District Science Assessment Summative Assessment- Results of the 2014 FCAT 2.0

G6. Our goal in monitoring the Early Warning Systems is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Review Committee

- CIS

- Counselor

- Social Worker

- Incentives

- After-School Tutoring

Targeted Barriers to Achieving the Goal

- According to 2013 attendance data, 13% of students missed 10% or more of available Instructional time. Therefore, students need strategies to learn how to stay healthy.

- According to 2013 assessment data, 3% of students were retained and 50% of students were not proficient in reading by 3rd Grade. Therefore, students will be provided additional opportunities to improve their reading skills.

- According to 2013 student case management data, 2% of students received two or more behavior referrals and 0% of students received one or more behavior referrals that lead to suspension. Therefore, students will be provided opportunities to develop an understanding of the student code of conduct.

Plan to Monitor Progress Toward the Goal

Data will be analyzed to ensure that students are adhering to the student code of conduct and exhibiting the IB-PYP attitudes; maintaining healthy lifestyles; and participating in academic intervention opportunities.

Person or Persons Responsible
MTSS/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: District Interim Reports Summative Assessments: 2014 FCAT 2.0 District Attendance and Referral Reports

Action Plan for Improvement

Problem Solving Key

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

G1. Results of the 2013 FCAT indicate that 56% of the students achieved proficiency in reading. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 68%.

G1.B1 2013 FCAT performance data indicate that students in the Hispanic and English Language Learners subgroups are deficient in Category 1- Context Clues, Vocabulary. Provide students with sufficient opportunities to use context clues to determine meanings of unfamiliar words.

G1.B1.S1 Students will be provided opportunities to use context clues in a variety of literature and content area material.

Action Step 1

•Students will be assigned custom courses on SuccessMaker that are focused on providing students with additional time to engage in activities that foster vocabulary development. •Teacher-led center instruction will include explicit instruction on how to tackle unfamiliar words by gathering information from surrounding material such as words, phrases, pictures, captions or graphs. •Teacher-led center instruction will include the Vocabulary routine taught in the Reading Wonders series: define the word, give an example of the word, and ask a question using the word

Person or Persons Responsible

Teachers

Target Dates or Schedule

During daily small group instruction in the teacher- led center

Evidence of Completion

SuccessMaker reports and student work

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

Utilizing the FCIM, the LLT and the MTSS/RtI team will review students' monthly Success Maker cumulative performance and custom course report, along with district interim assessment data, to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker reports

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the LLT and the MTSS/RtI team will review students' monthly Success Maker cumulative performance and custom course report along with district interim assessment data to adjust instruction as needed.

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> District Interim Assessments, Monthly SuccessMaker reports

G1.B2 2013 FCAT performance data indicate that students in the White, Students with Disabilities (SWD) and Economically Disadvantage (ED) subgroups are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

> **G1.B2.S1** Students will be provided opportunities to practice reading application skills.
>
> **Action Step 1**
>
> •Students will be assigned custom courses on Success Maker that are focused on providing students with additional experiences in making inferences ,drawing conclusion, and determining explicit ideas when identifying main idea. • Teacher- led center instruction will include daily use of graphic organizers, summarization activities, and text marking. •Teacher -led center instruction will include the daily use of reading response journal where students practice justifying their answers by going back to the text for support. •Include instruction in the use of close reading or purposeful re-reading of text across all core subjects
>
> > **Person or Persons Responsible**
> >
> > Teachers
> >
> > **Target Dates or Schedule**
> >
> > During daily small group instruction in the teacher-led center.
> >
> > **Evidence of Completion**
> >
> > SuccessMaker reports and students work

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

The FCIM will be utilized to review students' Success Maker cumulative performance and custom course report along with district interim assessment data to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker report

Plan to Monitor Effectiveness of G1.B2.S1

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports, STAR Reading reports, and district interim assessment data to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Monthly SuccessMaker and STAR Reading reports.

G1.B3 2013 FCAT performance data indicate that students scoring at Achievement Level 3 are deficient in Reporting Category 1- Context Clues, Vocabulary. Provide students with sufficient opportunities to use context clues to determine meanings of unfamiliar words.

G1.B3.S1 Students will be provided opportunities to use a variety of literature and content area material.

Action Step 1

•Provide explicit instruction on how to tackle unfamiliar words by gathering information from surrounding material such as words, phrases, pictures, captions or graphs. •Include the vocabulary routine taught in the Reading Wonders series: define the word, give an example of the word, and ask a question using the word. •Students will maintain a response journal to apply strategies such as using a context clue chart and concept of definition map.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily Small and Whole group instruction

Evidence of Completion

Journal responses and Reading Wonders activities

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

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walkthroughs and SuccessMaker reports

Plan to Monitor Effectiveness of G1.B3.S1

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports and district interim assessment data to adjust instruction as needed.

Person or Persons Responsible

LLT and RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Interim Assessment, FAIR, and Monthly SuccessMaker report

G1.B4 2013 FCAT performance data indicate that students scoring at Achievement Level 3 in grades 4 and 5 are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

G1.B4.S1 Students will be provided the opportunity for daily practice with making inferences, drawing conclusions, and identifying implied main idea.

Action Step 1

•Daily instruction will include the use of graphic organizers, summarization activities, and text marking. •Students will use a reading response journal daily to practice justifying their answers by going back to the text for support. •Include in instruction, the use of close reading or purposeful re-reading of text across all core subjects. •Participate in the Accelerated Reader program

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily small and whole group instruction; daily independent reading practice

Evidence of Completion

Journal responses and SuccessMaker reports; Accelerated Reader reports

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

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports, along with district interim assessment data, to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker report, and F.A.I.R., Accelerated Reader reports

Plan to Monitor Effectiveness of G1.B4.S1

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports, STAR Reading reports, and district interim assessment data to adjust instruction as needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker report, and F.A.I.R., STAR Reading reports

G1.B5 2013 FCAT performance data indicate that students scoring at Achievement Level 4 or above in grades 3 and 4 are deficient in Reporting Category 4- Locate, interpret, and organize information, Information Text/Research Process. Provide students with sufficient opportunities to read and process informational text and text features to perform a task.

G1.B5.S1 Students will be provided opportunities to practice effectively utilizing the Informational Text/Research Process.

Action Step 1

• Provide instruction in utilizing real-world documents such as, fliers, how-to articles, brochures, and websites to locate, organize, and interpret information. • Instruct students in the use of text features, charts,and text feature analysis using texts across the curriculum. • Provide students with a variety of information text and note taking strategies (two-column notes).

Person or Persons Responsible

Teachers

Target Dates or Schedule

8/13-6/14

Evidence of Completion

Student work

Facilitator:

IB Coordinator

Participants:

Teachers

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

Utilizing the FCIM, the LLT will schedule quarterly reviews of interim assessment data along with monthly walkthroughs by the MTSS/RtI Team.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Student work, classroom walkthroughs, and IB reflections

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT will schedule quarterly reviews of interim assessment data along with monthly walkthroughs by the MTSS/RtI Team.

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Monthly and Quartely

Evidence of Completion

District Interim Assessments, and Monthly SuccessMaker report.

G1.B6 2013 FCAT performance data indicate that students did not make adequate learning gains due to a deficiency in Reporting Category 1- Context Clues, Vocabulary. Provide students with sufficient opportunities to use context clues to determine meanings of unfamiliar words.

G1.B6.S1 Students will be provided opportunities to use context clues in a variety of literature and content area material.

Action Step 1

•Students will maintaining a response journal to apply strategies such as using a context clue chart and concept of definition map. •Provide explicit instruction on how to tackle unfamiliar words by gathering information from surrounding material such as words, phrases, pictures, captions or graphs. •Include the vocabulary routine taught in the Reading Wonders series in daily instruction: define the word, give an example of the word, and ask a question using the word.

Person or Persons Responsible

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Student work; student journals

Facilitator:

Reading Coach

Participants:

Teachers

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

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports, along with district interim assessment data, to adjust instruction needed.

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker reports, and F.A.I.R.

Plan to Monitor Effectiveness of G1.B6.S1

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports, along with district interim assessment data, to adjust instruction needed.

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker report, and F.A.I.R., STAR Reading reports

G1.B7 2013 FCAT performance data indicate that students in the lowest 25% did not make adequate learning gains in grades 4 and 5 are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

G1.B7.S1 Students will be provided opportunities for daily practice with making inferences, drawing conclusions, and identifying implied main idea.

Action Step 1

•Instruction will include the use of graphic organizers, summarization activities, and text marking. •Students will use a reading response journal daily to practice justifying their answers by going back to the text for support. •Include in instruction, the use of close reading or purposeful re-reading of text across all core subjects •Participate in the Accelerated Reader program

Person or Persons Responsible

Teachers

Target Dates or Schedule

9/13-6/14

Evidence of Completion

Students work and journal responses; Accelerated Reader reports

Facilitator:

Reading Coach

Participants:

Teachers

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

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports, Accelerated Reader reports, along with district interim assessment data, to adjust instruction needed.

Person or Persons Responsible

LLT and MTSS/Rti Team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker report, Accelerated Reader reports

Plan to Monitor Effectiveness of G1.B7.S1

The FCIM will be utilized to review students' SuccessMaker cumulative performance and custom course reports, Accelerated Reader, and STAR Reading reports, along with district interim assessment data to adjust instruction needed.

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Interim Assessments, Monthly SuccessMaker report, Accelerated Reader and STAR Reading reports

G1.B8 2013 CELLA performance data indicate that ELL students entering the grade level need additional opportunities to improve their listening/speaking skills.

G1.B8.S1 Students will be provided opportunities to engaged in utilizing listening and speaking strategies.

Action Step 1

Listening: Simplify language-use pictures, graphics Focus questions-purpose for listening Body language-physically demonstrate meanings Realia-concrete objects Visual Cues-illustrate concepts, webs, clustering Note taking Outlines Preview in Native Language Listening Centers Activate Prior Knowledge Focus on key vocabulary Check for understanding-paraphrasing Recap key points Technology Speaking: Small groups (Pairing ELL students with English speakers) Cooperative Learning Wait Time Encourage communication Multiple Meaning Words Ask point of view/opinions Paraphrasing Brainstorming Role Playing

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

on-going assessment, performance assessments and rubrics

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

MTSS/ RtI Leadership Team will review data of mini-assessments, baseline and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and to inform future instructional decisions.

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Mini assessments, Interim assessments, FAIR, and SuccessMaker

Plan to Monitor Effectiveness of G1.B8.S1

MTSS/ RtI Leadership Team will review data of mini-assessments, baseline and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and to inform future instructional decisions.

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Quarterly and Monthly

Evidence of Completion

Mini assessments, Interim assessments, FAIR, and SuccessMaker

G1.B9 2013 CELLA performance data indicate that ELL students entering the grade level need additional opportunities to improve their reading skills.

G1.B9.S1 Students will be provided opportunities to practice reading skills and strategies.

Action Step 1

Teachers will implement the following during- and- after reading strategies: Think-aloud Decodable Books-Supplemental instruction. Front Loading-developing schemata Preview in Native Language Graphic Organizers Vocabulary Teacher made questions Discussions Summarizing Strategies Read-along listening centers Reference Tools (Thesaurus, Dictionary in Native Language) Read Alouds with visual aids Independent Reading Picture Walk Accelerated Reader

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

On-going assessment, Performance Assessment, and Rubrics

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

MTSS/ RtI Leadership Team will review data of mini-assessments, baseline and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and inform future instructional decisions.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Mini assessments, baseline and interim assessments, FAIR, and SuccessMaker

Plan to Monitor Effectiveness of G1.B9.S1

MTSS/ RtI Leadership Team will review data of mini-assessments, baseline and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and inform future instructional decisions.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Mini assessments, baseline and interim assessments, FAIR, and SuccessMaker

G1.B10 2013 CELLA performance data indicate that ELL students entering the grade level need additional opportunities to improve their writing skills.

G1.B10.S1 Students will be provide opportunities to effectively use the Writing Process Model.

Action Step 1

Instruct students with reading written samples, note taking, maintaining a vocabulary notebook, illustrating and labeling, writing summaries and writing sentences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Student work

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

MTSS/ RtI Leadership Team will review data of mini-assessments, the diagnostic evaluation of writing samples, and monitor ongoing assessments to measure progress, growth and application, and make further instructional decisions.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Mini assessments, Interim Assessment, and Writing Samples

Plan to Monitor Effectiveness of G1.B10.S1

MTSS/ RtI Leadership Team will review data of mini-assessments, the diagnostic evaluation of writing samples, and monitor ongoing assessments to measure progress, growth and application, and make further instructional decisions.

Person or Persons Responsible

LLT and RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Mini assessments, Interim Assessment, and Writing Samples

G2. Results of the 2013 FCAT indicate that 65% of the students are scoring at 3.5 or higher in writing. The goal for the 2013-2014 school year will be to increase the percentage of students scoring 3.5 or higher to 69%.

G2.B1 The 2013 FCAT writing performance data indicate that students require learning experiences that will elevate the quality of their writing by moving beyond trite and formulaic responses to expressing their unique thoughts through their individual author's voice.

G2.B1.S1 Students will be provided learning experiences that will elevate the quality of their writing by utilizing evidence-based writing resources.

Action Step 1

• Utilize mentor texts to deliver explicit, focused instruction on the use of figurative language and specific words and phrases that convey precise actions, emotions and sensory experiences. • Utilize rubrics and checklists, in collaboration with the teacher and peers, to evaluate and refine the draft. • Provide opportunities for students to publish and share their products through book talks and "meet the author" events.

Person or Persons Responsible

Teachers

Target Dates or Schedule

10/9/13

Evidence of Completion

Monthly student writing prompts

Facilitator:

Reading Coach

Participants:

Teachers

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

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the MTSS/RtI team to monitor students' progress in the identified areas of need and plan appropriate interventions as needed.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts, District Writing Pretest and Midyear Test

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the MTSS/RtI team to monitor students' progress in the identified areas of need and plan appropriate interventions as needed.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Monthly and Mid-year

Evidence of Completion

Monthly writing prompts, District Writing Pretest and Midyear Test

G3. Results of the 2013 FCAT indicate that 65% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 70%.

G3.B1 The White, English Language Learner (ELL), and Hispanic subgroups did not make their 2012-2013 AMO. Provide students with sufficient opportunities to increase math vocabulary to perform adequately on grade level.

G3.B1.S1 Students will be provided opportunities to use mathematics vocabulary in real-world situations and to apply their knowledge to solve word problems.

Action Step 1

• Engage students by utilizing evidence-based ELL/bilingual core instruction strategies, such as, vocabulary in text. • Utilize best practices as a lead-in and for guided practice or closure of the lesson, e.g. incorporating literature-based activities, and utilizing student-created, interactive "word walls" in conjunction with each lesson. • Engage students in programmed instruction, i.e. SuccessMaker, simple repetition, the peer/buddy system, and visual/auditory/kinesthetic and tactile stimulation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily, Small and Whole group

Evidence of Completion

SuccessMaker reports

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

The MTSS/RtI Leadership Team will monitor SuccessMaker reports.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports, and student work

Plan to Monitor Effectiveness of G3.B1.S1

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Mathematics Interim assessments and SuccessMaker reports

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Mathematics Interim Assessment and SuccessMaker reports

G3.B2 The Students With Disabilities (SWD) and Economically Disadvantage(ED) subgroups did not make their 2012-2013 AMO. Provide subgroups with sufficient opportunities to increase understanding of conceptual foundations for understanding Number Base Ten & Fractions.

G3.B2.S1 Students will be provided with increased accessibility to instructional technology resources for reinforcement and remediation.

Action Step 1

• Engage students in reviewing and reinforcing concepts to develop meaningful understanding of number base ten & fractions relationships through the incorporation of instructional technology and metacognitive reflection in cooperative learning groups, peer tutoring, whole group, tutorial classes and/or journaling. • Provide appropriate mathematical resources, e.g. Imagine Learning, Destination Math,GIZMOS, SuccessMaker, FCAT Explorer, and Discovery Education, to accommodate and support the acquisition of basic mathematical skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

10/13/-6/14

Evidence of Completion

Journal responses, SuccessMaker, GIZMOS, Destination Math reports, and FCAT Explorer reports

Facilitator:

Explorelearning Facilitator

Participants:

Teachers

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

The MTSS/RtI Leadership Team will monitor SuccessMaker reports, FCAT Explorer reports, and Destination Math reports.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports, FCAT Explorer reports, and Destination Math reports

Plan to Monitor Effectiveness of G3.B2.S1

The MTSS/RtI Leadership Team will monitor progress by analyzing District Mathematics Interim assessments, SuccessMaker reports and FCAT Explorer reports.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Mathematics Interim assessments, SuccessMaker reports and FCAT Explorer reports

G3.B3 According to the results of the 2013 FCAT 2.0, students scoring at Achievement Level 3 in Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. Provide students with sufficient opportunities to increase understanding of Number:Fractions.

G3.B3.S1 Students will develop the understanding of fractions through the use of manipulatives and models.

Action Step 1

• Students will practice comparing and ordering fractions, including fractions greater than one, using models. • Students will utilize the mathematical practices to support mathematical fluency and problem solving. • Students will use journals to express and share their reasoning in whole and small group instruction. Mathematics literature will be provided to infuse literacy in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Small and whole group

Evidence of Completion

Student work and journal responses

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

The MTSS/RtI team will analyze data to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

Plan to Monitor Effectiveness of G3.B3.S1

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Mathematics Interim Assessment and SuccessMaker reports

G3.B4 According to the results of the 2013 FCAT 2.0, students scoring at Achievement Level 3 in Grade 4 experienced difficulty in Reporting Category 2, Number: Base Ten & Fractions.Provide students with sufficient opportunities to increase understanding of Number: Base Ten &Fractions.

G3.B4.S1 Students will develop mathematical fluency and problem solving proficiency in the areas of relating to fractions.

Action Step 1

• Students will practice comparing and ordering fractions, generating equivalent fractions and relating halves, fourths, tenth and hundredths to percent and vice versa. • Students will utilize the mathematical practices to support mathematical fluency and problem solving. • Student will use journals to express and share their reasoning in whole and small group instruction. • Mathematics literature will be provided to infuse literacy in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily and Small and Whole group

Evidence of Completion

Journal responses and student work

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

The MTSS/RtI Leadership Team will monitor progress by analyze SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

District Mathematics Interim assessment, and SuccessMaker reports

Plan to Monitor Effectiveness of G3.B4.S1

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

G3.B5 According to the results of the 2013 FCAT 2.0, students scoring at Achievement Level 3 in Grade 5 experienced difficulty in Reporting Category 1, Number Base Ten & Fractions and Reporting Category 3, Geometry and Measurement. Provide students with sufficient opportunities to increase understanding of Number:Base Ten &Fractions and Reporting Category 3,Geometry and Measurement.

G3.B5.S1 Students will be given opportunities to develop quick recall of addition/subtraction facts and multiplication/division of whole numbers with fractions.

Action Step 1

Students will practice adding/subtracting fractions with both like and unlike denominators and using models or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily Small and Whole group instruction

Evidence of Completion

student work

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

MTSS/RtI team will analyze data to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

District Mathematics Interim assessment, SuccessMaker reports and mini assessment data

Plan to Monitor Effectiveness of G3.B5.S1

The MTSS/RtI Leadership Team will monitor progress by analyzing District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Mathematics Interim Assessment and SuccessMaker reports

G3.B5.S2 Students will be given opportunities to develop: 1) an understanding of the use of geometric knowledge and spatial reasoning; and 2) foundations for understanding areas of measurement conversions.

Action Step 1

• Students will be provided the opportunities to solve problems based on geometric properties of figures and perform a two-step unit conversion. • Students will utilize the mathematical practices to support mathematical fluency and problem solving. • Student will use journals to express and share their reasoning in whole and small group instruction. • Mathematics literature will be provided to infuse literacy in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily Small and Whole group instruction

Evidence of Completion

Journal response and student work

Plan to Monitor Fidelity of Implementation of G3.B5.S2

The MTSS/RtI will analyze data to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Mathematics Interim assessment, SuccessMaker reports and mini assessment data

Plan to Monitor Effectiveness of G3.B5.S2

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Mathematics Interim assessment, SuccessMaker reports and mini assessment data

G3.B6 According to the results of the 2012-2013 FCAT 2.0, students scoring at Achievement Level 4 or above will be provided additional opportunities to discuss, write and develop real-world math problems.

G3.B6.S1 Provide students opportunities to engage in creativity and solving real-world problems in collaborative activities.

Action Step 1

• Students will practice constructing, analyzing and drawing conclusions about real-world problems with evidence to support reasoning. • Engage students in journaling and discussion activities that center around HOT questions and the use of appropriate vocabulary to discuss these relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

student work and journal response

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

The MTSS/RtI Leadership Team will monitor progress by analyzing student collaborative activities.

Person or Persons Responsible

LLT and MTSS/Rti team

Target Dates or Schedule

Monthly

Evidence of Completion

student work and journal response

Plan to Monitor Effectiveness of G3.B6.S1

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

G3.B7 According to the results of the 2013 FCAT 2.0, students not making learning gains in mathematics Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. Students in Grades 4 & 5 also experienced difficulty in Number: Base Ten & Fractions. Provide students with sufficient opportunities to increase understanding of Number:Fractions and Base Ten & Fractions.

G3.B7.S1 Students will be provided additional foundational support for understanding fraction concepts.

Action Step 1

Provide hands-on activities designed to help the students discover the concepts of fractions through daily classroom instruction, including incorporating technology-based instruction and cooperative learning activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

student work and SuccessMaker reports

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

The MTSS/RtI Leadership Team will monitor progress by analyzing SuccessMaker reports and mini assessment data

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports

Plan to Monitor Effectiveness of G3.B7.S1

The MTSS/RtI Leadership Team will monitor progress by analyzing District Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Mathematics Interim assessment and SuccessMaker reports

G3.B8 According to the results of the 2013 FCAT 2.0, students in the lowest 25% making learning gains in mathematics Grade 4 experienced difficulty in Reporting Category 2, Number: Base Ten Fractions.The lowest 25% of students in Grade 5 experienced difficulty in Reporting Category 1 and 3, Number: Base Ten Fractions and Geometry and Measurement.Provide students with sufficient opportunities to increase understanding of Number: Base Ten Fractions and Geometry and Measurement.

G3.B8.S1 Students will be provided opportunities for additional foundational support for understanding fraction and geometry & measurement concepts.

Action Step 1

• Engage students in reviewing and reinforcing concepts to develop meaningful understanding of number base ten & fractions relationships through the incorporation of instructional technology and metacognitive reflection in cooperative learning groups, peer tutoring, whole group, tutorial classes and/or journaling. • Provide hands-on activities designed to help the students discover the concepts of fractions through daily classroom instruction, including incorporating technology-based instruction and cooperative learning activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

11/21/13

Evidence of Completion

Journal response and student work

Facilitator:

Mathematics Leader

Participants:

Teachers

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

The MTSS/RtI Leadership Team will monitor student progress by analyzing SuccessMaker reports and mini assessment data

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports

Plan to Monitor Effectiveness of G3.B8.S1

The MTSS/RtI Leadership Team will monitor progress by analyzing District Mathematics Interim assessment, SuccessMaker reports and mini assessment data

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Mathematics Interim assessment, SuccessMaker reports and mini assessment data.

G4. Results of the 2013 FCAT indicate that 50% of the students are scoring at Achievement Level 3 or higher in science.The goal for the 2013-2014 school year will be to increase the total percentage of students scoring at Levels 3 or higher to 56%.

G4.B1 Student performance data on the 2013 Science FCAT 2.0 indicate that students scoring at Achievement Level 3 need opportunities to improve their proficiency in Physical Science.

G4.B1.S1 Students will be provided opportunities to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

• Utilize data driven instruction and differentiated instruction strategies to address students' needs. • Participate in Science Fair and other Project Based Learning activities. • Utilize instructional technology, e.g. Discovery Education, to explore current science content. • Promote reading informational text, as delineated by Common Core Standards. • Utilize leveled readers to address different reading level skills in the classroom. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Use professional learning communities (PLC) to promote best practices and support vertical alignment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

11/13/13

Evidence of Completion

Student work, Journal responses and laboratory reports

Facilitator:

Science Leader

Participants:

Teachers

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

The MTSS/RtI Leadership Team will monitor FCAT Explorer reports, journals and lab reports.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Lab reports, FCAT Explorer and journals

Plan to Monitor Effectiveness of G4.B1.S1

The MTSS/RtI Leadership Team will analyze District Science Baseline and Interim assessments and FCAT Explorer reports to adjust instruction needed.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quartely

Evidence of Completion

Interim Assessment and FCAT Explorer

G4.B2 Students scoring at or above Achievement Level 4 have will be provided additional exposure to enrichment learning opportunities, which would further develop their interests and increase their knowledge and achievement.

G4.B2.S1 Students will be provided opportunities to consistently evaluate investigations and experiments, organize data, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions as they study all areas of science.

Action Step 1

• Promote the use instructional technology (e.g., Discovery Education) to enhance students' conceptual understanding of topics being addressed. • Provide enrichment activities to include innovative laboratory experiences and classroom projects that engage students in addressing environmental issues and emphasize peer collaboration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily Small and Whole group instruction

Evidence of Completion

Student work and laboratory projects

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

The MTSS/RtI Leadership Team will analyze lab reports and FCAT Explorer reports.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Lab reports, science projects and FCAT Explorer reports

Plan to Monitor Effectiveness of G4.B2.S1

The MTSS/RtI Leadership Team will monitor student progress by analyzing District Science Interim assessments, and FCAT Explorer reports,

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Interim Assessments and FCAT Explorer reports

G5. The goal for the 2013-2014 school year will be to increase the percentage of students that participate in STEM- related experiences and the number of provided STEM-related experiences.

G5.B1 Students need additional opportunities to explore a variety of science, technology, engineering and mathematics topics.

G5.B1.S1 Provide STEM -related experiences that develop students' scientific thinking ability skills.

Action Step 1

Establish a plan for the implementation of a school site science fair and for the participation in STEM competitions and field trips.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily Small and Whole group instruction

Evidence of Completion

student work

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

MTSS/RtI team will review science fair projects, project designs, and student reflections.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

student projects and student reflections

Plan to Monitor Effectiveness of G5.B1.S1

The MTSS/RtI Leadership Team will monitor progress by analyzing District Science Interim assessments, FCAT Explorer reports, and mini assessment data.

Person or Persons Responsible

LLT and MTSS/RtI team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

District Science Interim assessments and FCAT Explorer reports

G6. Our goal in monitoring the Early Warning Systems is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate intervention and support.

G6.B1 According to 2013 attendance data, 13% of students missed 10% or more of available Instructional time. Therefore, students need strategies to learn how to stay healthy.

G6.B1.S1 Students will be given opportunities to develop healthy lifestyle habits and will be encouraged to attain a good attendance record with special recognition events.

Action Step 1

Students will be referred to the on-site health and dental clinics for treatment and health education provided by a registered nurse and dentist.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Clinic logs

Action Step 2

A reward system, which consists of perfect attendance awards and the "Student of the Month" program, will be established to recognize students who have perfect attendance and who exhibit the IB-PYP attitudes lead by the IB-PYP Coordinator.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student of the Month log and District Attendance Report

Action Step 3

Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review Committee.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

District Attendance Report

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

The MTSS/RtI team will monitor the timely and consistent implementation of the Perfect Attendance and Student of the Month programs.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student of the Month log, District Attendance Report

Plan to Monitor Effectiveness of G6.B1.S1

The MTSS/RtI team will analyze data to ensure that students are being recognized appropriately..

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

The perfect attendance rate will increase.

G6.B2 According to 2013 assessment data, 3% of students were retained and 50% of students were not proficient in reading by 3rd Grade. Therefore, students will be provided additional opportunities to improve their reading skills.

G6.B2.S1 Students will be provided additional opportunities to improve their reading skills.

Action Step 1

An after school tutorial program will be established to address students' areas of need.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccesMaker reports and mini assessments data

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

The MTSS/RtI team will monitor student progress by analyzing Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports, mini assessment data , and interim assessment data

Plan to Monitor Effectiveness of G6.B2.S1

The MTSS/RtI team will monitor student progress by analyzing Interim assessment, SuccessMaker reports and mini assessment data.

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports, Interim assessments and mini assessment data

G6.B3 According to 2013 student case management data, 2% of students received two or more behavior referrals and 0% of students received one or more behavior referrals that lead to suspension. Therefore, students will be provided opportunities to develop an understanding of the student code of conduct.

G6.B3.S1 Students will be provided with counseling to develop an understanding of the student code of conduct.

Action Step 1

The counselor will conduct small and whole group guidance counseling, incorporating the IB-PYP attitudes, as a means of assisting students with conflict resolution.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

District Referral reports

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

MTSS/Rti team will monitor student progress by analyzing student referral data.

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Monthly

Evidence of Completion

District Referral reports

Plan to Monitor Effectiveness of G6.B3.S1

MTSS/RtI will analyze data to ensure that the incidents of conflict are being reduced.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

District Referral Reports

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure that students requiring additional remediation are assisted through during and/or after-school tutorial programs and 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. The school-based, the Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Reading Coach develops, leads, and evaluates the school's reading program; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches, and mentors teachers. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with total school screening programs that provide early intervening services for children to be considered "at-risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Parents participate in the design of Treasure Island's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement process, 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 administered 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. Parents are informed of the importance of this survey via the 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 the school and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations, such as homeless, migrant, neglected, and delinquent students.
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II
The District uses supplemental funds for improving basic education as follows:
. training to certify qualified mentors for the New Teacher (MINT) Program
. training for add-on endorsement programs, such as Reading, Gifted, ESOL
. training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
. tutorial programs
. parent outreach activities
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application.
Title VI, Part B - NA
Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Violence Prevention Programs
The school offers on-site group counseling to identify students to promote violence prevention.
Nutrition Programs
• The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition Education, as per state statute, is taught through physical education.
• The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.
• The school participates in the Common Threads program to encourage families to engage in healthy cooking and eating.
Housing Programs - N/A
Head Start
The Head Start will be coordinated and integrated in our school by developing the social competency of our students, promoting school readiness and to serve as a "catalyst to empower families for growth and change".

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 indicate that 56% of the students achieved proficiency in reading. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 68%.

G1.B5 2013 FCAT performance data indicate that students scoring at Achievement Level 4 or above in grades 3 and 4 are deficient in Reporting Category 4- Locate, interpret, and organize information, Information Text/Research Process. Provide students with sufficient opportunities to read and process informational text and text features to perform a task.

G1.B5.S1 Students will be provided opportunities to practice effectively utilizing the Informational Text/Research Process.

PD Opportunity 1

• Provide instruction in utilizing real-world documents such as, fliers, how-to articles, brochures, and websites to locate, organize, and interpret information. • Instruct students in the use of text features, charts,and text feature analysis using texts across the curriculum. • Provide students with a variety of information text and note taking strategies (two-column notes).

Facilitator

IB Coordinator

Participants

Teachers

Target Dates or Schedule

8/13-6/14

Evidence of Completion

Student work

G1.B6 2013 FCAT performance data indicate that students did not make adequate learning gains due to a deficiency in Reporting Category 1- Context Clues, Vocabulary. Provide students with sufficient opportunities to use context clues to determine meanings of unfamiliar words.

G1.B6.S1 Students will be provided opportunities to use context clues in a variety of literature and content area material.

PD Opportunity 1

•Students will maintaining a response journal to apply strategies such as using a context clue chart and concept of definition map. •Provide explicit instruction on how to tackle unfamiliar words by gathering information from surrounding material such as words, phrases, pictures, captions or graphs. •Include the vocabulary routine taught in the Reading Wonders series in daily instruction: define the word, give an example of the word, and ask a question using the word.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Student work; student journals

G1.B7 2013 FCAT performance data indicate that students in the lowest 25% did not make adequate learning gains in grades 4 and 5 are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

G1.B7.S1 Students will be provided opportunities for daily practice with making inferences, drawing conclusions, and identifying implied main idea.

PD Opportunity 1

•Instruction will include the use of graphic organizers, summarization activities, and text marking. •Students will use a reading response journal daily to practice justifying their answers by going back to the text for support. •Include in instruction, the use of close reading or purposeful re-reading of text across all core subjects •Participate in the Accelerated Reader program

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

9/13-6/14

Evidence of Completion

Students work and journal responses; Accelerated Reader reports

G2. Results of the 2013 FCAT indicate that 65% of the students are scoring at 3.5 or higher in writing. The goal for the 2013-2014 school year will be to increase the percentage of students scoring 3.5 or higher to 69%.

G2.B1 The 2013 FCAT writing performance data indicate that students require learning experiences that will elevate the quality of their writing by moving beyond trite and formulaic responses to expressing their unique thoughts through their individual author's voice.

G2.B1.S1 Students will be provided learning experiences that will elevate the quality of their writing by utilizing evidence-based writing resources.

PD Opportunity 1

• Utilize mentor texts to deliver explicit, focused instruction on the use of figurative language and specific words and phrases that convey precise actions, emotions and sensory experiences. • Utilize rubrics and checklists, in collaboration with the teacher and peers, to evaluate and refine the draft. • Provide opportunities for students to publish and share their products through book talks and "meet the author" events.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

10/9/13

Evidence of Completion

Monthly student writing prompts

G3. Results of the 2013 FCAT indicate that 65% of the students achieved proficiency in mathematics. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 70%.

G3.B2 The Students With Disabilities (SWD) and Economically Disadvantage(ED) subgroups did not make their 2012-2013 AMO. Provide subgroups with sufficient opportunities to increase understanding of conceptual foundations for understanding Number Base Ten & Fractions.

G3.B2.S1 Students will be provided with increased accessibility to instructional technology resources for reinforcement and remediation.

PD Opportunity 1

• Engage students in reviewing and reinforcing concepts to develop meaningful understanding of number base ten & fractions relationships through the incorporation of instructional technology and metacognitive reflection in cooperative learning groups, peer tutoring, whole group, tutorial classes and/or journaling. • Provide appropriate mathematical resources, e.g. Imagine Learning, Destination Math,GIZMOS, SuccessMaker, FCAT Explorer, and Discovery Education, to accommodate and support the acquisition of basic mathematical skills.

Facilitator

Explorelearning Facilitator

Participants

Teachers

Target Dates or Schedule

10/13/-6/14

Evidence of Completion

Journal responses, SuccessMaker, GIZMOS, Destination Math reports, and FCAT Explorer reports

G3.B8 According to the results of the 2013 FCAT 2.0, students in the lowest 25% making learning gains in mathematics Grade 4 experienced difficulty in Reporting Category 2, Number: Base Ten Fractions.The lowest 25% of students in Grade 5 experienced difficulty in Reporting Category 1 and 3, Number: Base Ten Fractions and Geometry and Measurement.Provide students with sufficient opportunities to increase understanding of Number: Base Ten Fractions and Geometry and Measurement.

G3.B8.S1 Students will be provided opportunities for additional foundational support for understanding fraction and geometry & measurement concepts.

PD Opportunity 1

• Engage students in reviewing and reinforcing concepts to develop meaningful understanding of number base ten & fractions relationships through the incorporation of instructional technology and metacognitive reflection in cooperative learning groups, peer tutoring, whole group, tutorial classes and/or journaling. • Provide hands-on activities designed to help the students discover the concepts of fractions through daily classroom instruction, including incorporating technology-based instruction and cooperative learning activities.

Facilitator

Mathematics Leader

Participants

Teachers

Target Dates or Schedule

11/21/13

Evidence of Completion

Journal response and student work

G4. Results of the 2013 FCAT indicate that 50% of the students are scoring at Achievement Level 3 or higher in science.The goal for the 2013-2014 school year will be to increase the total percentage of students scoring at Levels 3 or higher to 56%.

G4.B1 Student performance data on the 2013 Science FCAT 2.0 indicate that students scoring at Achievement Level 3 need opportunities to improve their proficiency in Physical Science.

G4.B1.S1 Students will be provided opportunities to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

PD Opportunity 1

• Utilize data driven instruction and differentiated instruction strategies to address students' needs. • Participate in Science Fair and other Project Based Learning activities. • Utilize instructional technology, e.g. Discovery Education, to explore current science content. • Promote reading informational text, as delineated by Common Core Standards. • Utilize leveled readers to address different reading level skills in the classroom. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Use professional learning communities (PLC) to promote best practices and support vertical alignment.

Facilitator

Science Leader

Participants

Teachers

Target Dates or Schedule

11/13/13

Evidence of Completion

Student work, Journal responses and laboratory reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Results of the 2013 FCAT indicate that 56% of the students achieved proficiency in reading. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 68%.	$10,256
G4.	Results of the 2013 FCAT indicate that 50% of the students are scoring at Achievement Level 3 or higher in science.The goal for the 2013-2014 school year will be to increase the total percentage of students scoring at Levels 3 or higher to 56%.	$1,250
	Total	$11,506

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	$3,250	$3,250
Title I	$3,456	$3,456
Title III Grant	$4,800	$4,800
Total	$11,506	$11,506

Budget Details

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

G1. Results of the 2013 FCAT indicate that 56% of the students achieved proficiency in reading. The goal for the 2013-2014 school year will be to increase the percentage of students achieving proficiency to 68%.

G1.B2 2013 FCAT performance data indicate that students in the White, Students with Disabilities (SWD) and Economically Disadvantage (ED) subgroups are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

G1.B2.S1 Students will be provided opportunities to practice reading application skills.

Action Step 1

•Students will be assigned custom courses on Success Maker that are focused on providing students with additional experiences in making inferences ,drawing conclusion, and determining explicit ideas when identifying main idea. • Teacher- led center instruction will include daily use of graphic organizers, summarization activities, and text marking. •Teacher -led center instruction will include the daily use of reading response journal where students practice justifying their answers by going back to the text for support. •Include instruction in the use of close reading or purposeful re-reading of text across all core subjects

Resource Type

Evidence-Based Program

Resource

Accelerated Reader Books and Incentives

Funding Source

EESAC

Amount Needed

$1,350

G1.B4 2013 FCAT performance data indicate that students scoring at Achievement Level 3 in grades 4 and 5 are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

G1.B4.S1 Students will be provided the opportunity for daily practice with making inferences, drawing conclusions, and identifying implied main idea.

Action Step 1

•Daily instruction will include the use of graphic organizers, summarization activities, and text marking. •Students will use a reading response journal daily to practice justifying their answers by going back to the text for support. •Include in instruction, the use of close reading or purposeful re-reading of text across all core subjects. •Participate in the Accelerated Reader program

Resource Type

Evidence-Based Program

Resource

Common Core State Standard- Exemplar Text Grades 4 and 5

Funding Source

EESAC

Amount Needed

$650

G1.B7 2013 FCAT performance data indicate that students in the lowest 25% did not make adequate learning gains in grades 4 and 5 are deficient in Reporting Category 2- Main Idea, Reading Application. Provide students with sufficient opportunities to determine explicit ideas when identifying main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

G1.B7.S1 Students will be provided opportunities for daily practice with making inferences, drawing conclusions, and identifying implied main idea.

Action Step 1

•Instruction will include the use of graphic organizers, summarization activities, and text marking. •Students will use a reading response journal daily to practice justifying their answers by going back to the text for support. •Include in instruction, the use of close reading or purposeful re-reading of text across all core subjects •Participate in the Accelerated Reader program

Resource Type

Evidence-Based Program

Resource

After-school tutoring

Funding Source

Title I

Amount Needed

$3,456

G1.B9 2013 CELLA performance data indicate that ELL students entering the grade level need additional opportunities to improve their reading skills.

G1.B9.S1 Students will be provided opportunities to practice reading skills and strategies.

Action Step 1

Teachers will implement the following during- and- after reading strategies: Think-aloud Decodable Books-Supplemental instruction. Front Loading-developing schemata Preview in Native Language Graphic Organizers Vocabulary Teacher made questions Discussions Summarizing Strategies Read-along listening centers Reference Tools (Thesaurus, Dictionary in Native Language) Read Alouds with visual aids Independent Reading Picture Walk Accelerated Reader

Resource Type

Evidence-Based Program

Resource

After-school tutoring

Funding Source

Title III Grant

Amount Needed

$4,800

G4. Results of the 2013 FCAT indicate that 50% of the students are scoring at Achievement Level 3 or higher in science.The goal for the 2013-2014 school year will be to increase the total percentage of students scoring at Levels 3 or higher to 56%.

G4.B1 Student performance data on the 2013 Science FCAT 2.0 indicate that students scoring at Achievement Level 3 need opportunities to improve their proficiency in Physical Science.

G4.B1.S1 Students will be provided opportunities to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Action Step 1

• Utilize data driven instruction and differentiated instruction strategies to address students' needs. • Participate in Science Fair and other Project Based Learning activities. • Utilize instructional technology, e.g. Discovery Education, to explore current science content. • Promote reading informational text, as delineated by Common Core Standards. • Utilize leveled readers to address different reading level skills in the classroom. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Use professional learning communities (PLC) to promote best practices and support vertical alignment.

Resource Type

Evidence-Based Program

Resource

Science lab supplies, paper, ink and toner

Funding Source

EESAC

Amount Needed

$250

G4.B2 Students scoring at or above Achievement Level 4 have will be provided additional exposure to enrichment learning opportunities, which would further develop their interests and increase their knowledge and achievement.

G4.B2.S1 Students will be provided opportunities to consistently evaluate investigations and experiments, organize data, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions as they study all areas of science.

Action Step 1

• Promote the use instructional technology (e.g., Discovery Education) to enhance students' conceptual understanding of topics being addressed. • Provide enrichment activities to include innovative laboratory experiences and classroom projects that engage students in addressing environmental issues and emphasize peer collaboration.

Resource Type

Evidence-Based Program

Resource

Science Theme Accelerated Reader Books

Funding Source

EESAC

Amount Needed

$1,000