



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Melrose Elementary School

3050 NW 35TH ST

Miami, FL 33142

305-635-8676

<http://melrose.dadeschools.net/>

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 96% |
| Alternative/ESE Center No | Charter School No | Minority Rate 100% |

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Melrose Elementary School

Principal

Sergio A. Munoz

School Advisory Council chair

Constantino Hernandez

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

| Name | Title |
|------------------------|---------------------|
| Sergio A. Munoz | Principal |
| Daisy Li-Morell | Assistant Principal |
| Ladema S. Smith | Assistant Principal |
| Juana Gutierrez-Garcia | School Counselor |
| Katrina Turiano | Media Specialist |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal –1, UTD steward – 1, Teachers – 5, Parents – 7, Educational Support-1, Student – 1, BCR – 1 (1- Alternate Teacher, 1- Alternate Educational Support Employee, 1- Alternate Parent, 1- Alternate Student)

Involvement of the SAC in the development of the SIP

Implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget (SBBP 2125)

Shall be the sole body responsible for final decisionmaking at the school relating to implementation of the State system of school improvement and accountability. (SBBP 2125) and (FSS 1001.452)

Activities of the SAC for the upcoming school year

Recommend program and material changes according to the school's data.

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

EESAC allocated a total of \$1890.50 to the Media Center this school year.

The total is itemized as follows:

AR Enterprise Real Time Subscription Renewal (10/1/2013-9/30/2014), Qty. 253 licenses, Unit Price \$5.50 each, Total: \$1391.50

Annual All Product RP Hosting Fee Renewal (10/1/2013-9/30/2014), Qty. 1, Unit Price \$499.00, Total \$499.00

Truancy Project: \$400 was allocated for incentives to improve student attendance.

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sergio A. Munoz

Principal

Years as Administrator: 15

Years at Current School: 8

Credentials

BS- Physical Education, Florida International University
 Master's degree in Educational Leadership and Physical Education, both degrees from Nova Southeastern University
 Certified in Educational Leadership, School Principal, Physical Education, ESOL, Driver and Traffic Education.

Performance Record

2013 –School Grade – B
 Rdg. Levels 3-5, 46%
 Math Levels 3-5, 51%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 59 points
 Math Imp. of Lowest 25% - 70 points
 Reading Progress –44
 Math Progress - 48
 2012 – School Grade - A
 Rdg. Levels 3-5, 43%
 Math Levels 3-5, 50%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 98 points
 Math Imp. of Lowest 25% - 84 points
 Reading Progress – 39
 Math Progress - 43
 '11 '10 '09
 School Grade
 C C A
 AMO
 33 NA NA
 High Standards Rdg.
 56 63 64
 High Standards Math
 56 63 65
 Lrng Gains-Rdg.
 50 60 71
 Lrng Gains-Math
 66 61 71
 Gains-Rdg-25%
 48 56 69
 Gains-Math-25%
 77 74 92

Daisy Li-Morell

Asst Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

BA – Elementary Education, Nova Southeastern University;
 Masters of Science -
 Reading, Florida International
 University; Educational
 Specialist- Educational Leadership, Nova Southeastern
 University

Performance Record

2013 – School Grade – B
 Rdg. Levels 3-5, 46%
 Math Levels 3-5, 51%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% -
 59 points
 Math Imp. of Lowest 25% -
 70 points
 Reading Progress –44
 Math Progress - 48
 2012 – School Grade - B
 Rdg. Levels 3-5, 48%
 Math Levels 3-5, 52%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 82 points
 Reading Progress –38
 Math Progress - 40
 '11 '10 '09
 School Grade
 F C C
 AMO
 32 NA NA
 High Standards Rdg
 52 65 58
 High Standards Math
 57 62 61
 Lrng Gains-Rdg.
 45 65 63
 Lrng Gains-Math
 43 54 46
 Gains-Rdg-25%
 43 55 55
 Gains-Math-25%
 33 62 51

Ladema S. Smith

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelor of Science in Computer Information Systems, Florida Agricultural and Mechanical University
 Masters of Science in Mathematics, Nova Southeastern University
 Specialist of Educational Leadership, Nova Southeastern University

Performance Record

2013 –School Grade – C
 Rdg. Levels 3-5, 34%
 Math Levels 3-5, 41%
 Rdg. Lrg. Gains, 56 points
 Math Lrg. Gains, 33 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 29 points
 Reading Progress –43
 Math Progress - 46
 2012 – School Grade - B
 Rdg. Levels 3-5, 48%
 Math Levels 3-5, 52%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 82 points
 Reading Progress –38
 Math Progress - 40
 '11 '10 '09
 School Grade
 A A D
 AMO
 86 NA NA
 High Standards Rdg.
 96 97 51
 High Standards Math
 98 95 52
 Lrng Gains-Rdg.
 64 81 64
 Lrng Gains-Math
 76 66 42
 Gains-Rdg-25%
 64 72 71 60
 Gains-Math-25%
 76 73 55

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

41, 100%

Highly Qualified Teachers

80%

certified in-field

39, 95%

ESOL endorsed

32, 78%

reading endorsed

7, 17%

with advanced degrees

17, 41%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

5, 12%

with 6-14 years of experience

31, 76%

with 15 or more years of experience

5, 12%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 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

Professional Development will be scheduled and implemented at the school site to expand teaching, academic, and leadership skills to recruit and retain highly qualified, certified-in-field, effective teachers. In addition, the following strategies will also be in place by the principal and assistant principal.

1. Regular meetings of teachers
2. Partnering new teachers with veteran staff
3. Monitor/review District's Applicant Tracking System.
4. College campus job fairs and E-recruiting at universities

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

A tour of the building will be given at the beginning of the school year. The new teacher will be paired with a veteran teacher following the District's MINT program. They meet regularly to discuss various best practices, observations, modeling, lesson planning and classroom management.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to

implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1 (Leadership Team)

Administrator(s): Sergio A. Muñoz, Principal, Daisy Li-Morell, Assistant Principal and Ladema S. Smith, Assistant Principal

- Will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

- Special education personnel (Cherry Doctor)
- School guidance counselor (Juana Gutierrez-Garcia)
- School psychologist (Dr. Barbara Fisher)
- School social worker (TBA)
- Student Parent(s) or Guardians
- Classroom Teacher

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

Tier 2

Selected MTSS Leadership Team members 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 MTSS Leadership Team members and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets documents and supports academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity of the data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Wonder Works
- STAR reading assessment
- Oral Reading Fluency Measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/Rtl team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl.

The MTSS/Rtl Team has developed Professional Development needs for the next school year.

Professional development will be provided during:

- Grade level Planning
- Small Group sessions that will occur throughout the year

The school counselor and administration meets with parents to provide information on the process of MTSS/Rtl.

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: 12,600

School site teachers will implement additional Reading and Mathematics instruction to all Grade 3 through 5 students. The curriculum instructed is based upon the weaknesses demonstrated on all school and district assessments, as well as individual student needs.

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?

Teachers assess students weekly on the lessons taught. Next, the data is analyzed to determine whether students need additional assistance and if instruction needs to be modified.

Who is responsible for monitoring implementation of this strategy?

Administrative Team

Literacy Leadership Team (LLT)

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

| Name | Title |
|-----------------------|--------------------------------|
| Sergio A. Munoz | Principal |
| Daisy Li-Morell | Assistant Principal |
| Ladema S. Smith | Assistant Principal |
| Claudia Pereira | Kindergarten Grade Level Chair |
| Anailys Blanco | First Grade Grade Level Chair |
| Carla Bodden | Second Grade Grade Level Chair |
| Maite Garcia | Third Grade Grade Level Chair |
| Maria Flores | Fourth Grade Grade Level Chair |
| Acela Abreu | Fifth Grade Grade Level Chair |
| Cherry Doctor | Special Education Chairperson |
| Silvia Gomez | ELL Chairperson |
| Constantino Hernandez | EESAC Chair |

How the school-based LLT functions

The Literacy Leadership Team (LLT) at Melrose Elementary School consists of:
Principal: Sergio A. Muñoz - Provides a common vision for the use of data based decision-making, ensures that the school-based team is monitoring and implementing the Comprehensive Research-based Reading Plan(CRRP), Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), the Comprehensive Intervention Reading Program (CIRP), and

appropriate assessments are conducted in a timely manner as mandated by the district and the state. The principal will also ensure implementation of district educational technology programs are utilized appropriately and adequate professional development is provided to support the CRRP implementation. Assistant Principal: Daisy Li-Morell and Ladema S. Smith- Assists the principal in monitoring and ensuring the proper implementation of the CRRP school wide.

Grade Level Chairpersons: Claudia Pereira, Anailys Blanco, Carla Bodden, Maite Garcia, Maria Flores and Acela Abreu - provide information about core instruction and the use of appropriate instructional materials, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels.

Special Education Chairperson: Cherry Doctor - Participates in student data collection, integrates CRRP core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students.

ELL Chairperson: Silvia Gomez - Provides information about ELL CRRP instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ELL interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction.

Educational Excellence School Advisory Council (EESAC) Chair: Constantino Hernandez - Disburses information to parents, faculty and community members.

The Principal and Leadership Team will meet with teachers and designated staff either during weekly meetings, or one-on one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. These documents will be utilized to guide the process of teaching, assessing, re-teaching, and re-assessing. The Leadership Team members will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. They will also help with the process of grading, recording, and charting student scores.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, and build capacity of reading knowledge within the school building. Common Core Standards will be utilized to encourage and support lessons to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. In addition, the LLT will continue to provide students' differentiated instruction and interventions through Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) pull out and push in scheduling.

Every Teacher Contributes to Reading Instruction

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

Teachers are encouraged to participate in District and School based Professional Development that targets the improvement of their reading instruction. The Literacy Leadership Team monitors that teachers are utilizing their grade level instructional materials effectively. This ensures that all students make learning gains in Reading. Teachers also analyze various forms of Reading data to find academic trends about student need in order to modify or provide effective interventions.

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

Melrose Elementary offers a Pre-K program at the Bethune Primary Learning Center. A certified teacher and a paraprofessional will work with all students using High Scope Key Experiences correlated to the Competency Based Curriculum (CBC). Funding to support the public Pre-School program comes from the Voluntary Pre-Kindergarten (VPK) program. The Florida Kindergarten Readiness Screener (FLKRS) and FAIR assessments are the tools utilized to determine the effectiveness of the Pre-Kindergarten transition process.

The staff provides parents with packets of kindergarten activities, registration materials, and offers workshops to assist parents with providing learning opportunities for their children at home.

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 | 44% | 46% | Yes | 50% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 35% | 46% | Yes | 42% |
| Hispanic | 47% | 46% | No | 52% |
| White | | | | |
| English language learners | 34% | 42% | Yes | 41% |
| Students with disabilities | 26% | 27% | Yes | 33% |
| Economically disadvantaged | 44% | 45% | Yes | 50% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 81 | 29% | 33% |
| Students scoring at or above Achievement Level 4 | 43 | 16% | 18% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 63% | 67% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 59% | 63% |

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) | 144 | 51% | 56% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 77 | 28% | 35% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 56 | 20% | 28% |

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 | 46 | 44% | 50% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 48% | 51% | Yes | 54% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 37% | 42% | Yes | 43% |
| Hispanic | 52% | 51% | No | 57% |
| White | | | | |
| English language learners | 38% | 48% | Yes | 45% |
| Students with disabilities | 33% | 41% | Yes | 40% |
| Economically disadvantaged | 48% | 50% | Yes | 53% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 80 | 29% | 32% |
| Students scoring at or above Achievement Level 4 | 59 | 21% | 22% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 60% | 64% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 70% | 73% |

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 | 22 | 30% | 33% |
| Students scoring at or above Achievement Level 4 | 16 | 22% | 23% |

Florida Alternate Assessment (FAA)

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

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) | 2 | | 100 |
| Participation in STEM-related experiences provided for students | 51 | 65% | 75% |

Area 8: Early Warning Systems**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 60 | 7% | 6% |
| Students retained, pursuant to s. 1008.25, F.S. | 104 | 14% | 13% |
| Students who are not proficient in reading by third grade | 53 | 55% | 50% |
| Students who receive two or more behavior referrals | 14 | 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% |

Goals Summary

- G1.** Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 50%. The results of the 2013 FCAT 2.0 Reading assessment indicate that 46% of all students achieved proficiency.
- G2.** Our goal for the 2013-2014 school year is to increase the percentage of students in Grade 4 scoring a 3.5 or above on the FCAT 2.0 Writing Assessment by 6 percentage points to 50%.
- G3.** Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 54%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 51% of all students achieved proficiency.
- G4.** Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3 or higher). The results of the 2013 FCAT 2.0 Science assessment indicate that 52% of the fifth students achieved a proficiency.
- G5.** Our goal for the 2013-2014 school year is to increase the of students overall participation in STEM based programs and activities to prepare students for careers in math and science.
- G6.** Melrose Elementary understands that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will decrease the number of overall absences by 0.5% during the 2013-2014 school year.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 50%. The results of the 2013 FCAT 2.0 Reading assessment indicate that 46% of all students achieved proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Reading Series (McGraw-Hill)
- Success Maker
- Reading Plus
- Intervention Program (Wonder Works)
- Imagine Learning
- Accelerated Reader and STAR Reading Assessment

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Reading, 46% of the Hispanic Subgroup scored at a Level 3 or above. The goal for 2013 was 47%. Students in the Hispanic subgroup exhibit difficulty with the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application
- On the 2013 FCAT 2.0 for Reading, 29% of all students scored at a Level 3. The target for 2013 was 24%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application
- On the 2013 FCAT 2.0 for Reading, 16% of all students scored a Level 4 and above. The target for 2013 was 19%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application
- On the 2013 FCAT 2.0 for Reading, 63% of all students made learning gains. The target for 2013 was 81%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application
- On the 2013 FCAT 2.0 for Reading, 59% of the Lowest 25th Percentile made learning gains. The target for 2013 was 98%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application
- On the 2013 CELLA Listening/Speaking Assessment, 51% of ELL students scored proficient. Based on CELLA results, students are not proficient in Listening/Speaking Skills due to the limited assistance with English in the home.
- On the 2013 CELLA Reading Assessment, 28% of ELL students scored proficient. Based on CELLA results, students are not proficient in the Reading Assessment due to the limited practice of reading comprehension skills in the home.

- On the 2013 CELLA Writing Assessment, 20% of ELL students scored proficient. Based on results, students are not proficient in writing due to limited assistance with English writing in the home.

Plan to Monitor Progress Toward the Goal

Review students' assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Classroom Teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative : District Interim Assessment Summative : 2014 FCAT 2.0 Reading Assessment

G2. Our goal for the 2013-2014 school year is to increase the percentage of students in Grade 4 scoring a 3.5 or above on the FCAT 2.0 Writing Assessment by 6 percentage points to 50%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Monthly Prompts
- Reading Series (McGraw-Hill)

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Writing, 44% of the fourth grade students scored at a Level 3.5 and above. Students' performance data indicates that students require additional support with fluency in narrative essay writing. They experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT MTSS/RtI Classroom Teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0 Writing Assessment

G3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 54%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 51% of all students achieved proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Mathematics series
- Manipulatives
- Success Maker

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Mathematics, 51% of the Hispanic Subgroup scored at a Level 3 or above. The goal for 2013 was 57%. Students in the Hispanic subgroup exhibit difficulty with the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement
- On the 2013 FCAT 2.0 for Mathematics, 29% of all students scored at a Level 3. The target for 2013 was 32%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement
- On the 2013 FCAT 2.0 for Mathematics, 21% of all students scored a Level 4 and above. The target for 2013 was 22%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement
- On the 2013 FCAT 2.0 for Mathematics, 60% of all students made learning gains. The target for 2013 was 72%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement
- On the 2013 FCAT 2.0 for Mathematics, 70% of the Lowest 25th Percentile made learning gains. The target for 2013 was 89%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS will analyze data from biweekly or monthly benchmark assessments to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/Rtl Classroom Teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Interim Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

G4. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3 or higher). The results of the 2013 FCAT 2.0 Science assessment indicate that 52% of the fifth students achieved a proficiency.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Series
- Science Labs

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Science, 30% of all fifth grade students scored at a Level 3. The target for 2013 was 24%. According to the results of the 2013 FCAT 2.0, students were least successful Reporting Category: Physical Science.
- On the 2013 FCAT 2.0 for Science, 22% of all fifth grade students scored at a Level 4 and above. The target for 2013 was 15%. According to the results of the 2013 FCAT 2.0, students were least successful Reporting Category: Physical Science.

Plan to Monitor Progress Toward the Goal

Through the FCIM, administrators will review assessment data to monitor progress in science.

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative : District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessments

G5. Our goal for the 2013-2014 school year is to increase the of students overall participation in STEM based programs and activities to prepare students for careers in math and science.

Targets Supported

- STEM

Resources Available to Support the Goal

- Science series
- ExploreLearning Gizmos™
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- During the 2012-13 school year students completed two STEM based experiences. The target for 2013-14 is to engage students in two or more STEM based experiences throughout the school year.
- During the 2012-13 school year 65% of fifth grades students participated in STEM based activities. The target for 2013-14 is to increase student participation by 10 percentage points.

Plan to Monitor Progress Toward the Goal

Implementation of the Scientific Method throughout all STEM based experiences. Utilize rubric formats for scoring.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Successful completion of the experiences (Science Projects)

G6. Melrose Elementary understands that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will decrease the number of overall absences by 0.5% during the 2013-2014 school year.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Parent Compacts
- Parent Meetings: "2nd Cup of Coffee"
- Connect Ed

Targeted Barriers to Achieving the Goal

- During the 2012-13 school year, 7% of students missed 10% or more of available Instructional Time. This is a direct factor in the decrease of overall student academic performance.
- Based on the 2013 Melrose Elementary School data, 55% of students are not proficient in reading by Grade 3. This is a steady indicator that student attendance, behavior and academic performance must improve.
- During the 2012-13 school year, 14% of Pre-K to Grade 5 students were retained. This is a steady indicator that student attendance, behavior and academic performance must improve.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/RtI Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Daily attendance reports and in class behavior models (Change of Color) Summative : Articulation and Transition to the next grade level.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 50%. The results of the 2013 FCAT 2.0 Reading assessment indicate that 46% of all students achieved proficiency.

G1.B1 On the 2013 FCAT 2.0 for Reading, 46% of the Hispanic Subgroup scored at a Level 3 or above. The goal for 2013 was 47%. Students in the Hispanic subgroup exhibit difficulty with the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B1.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author's Toolbox for bringing a character to life •open mind •character chart •tools Author's use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart - text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author's purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

Action Step 1

Review students' assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative : District Interim Assessment Summative : 2014 FCAT 2.0 Reading Assessment

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

Classroom walk throughs Teacher Data Chats Review students' assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessment Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Review students' assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative Assessments: District Interim Assessment Summative Assessment: 2014 FCAT 2.0

G1.B2 On the 2013 FCAT 2.0 for Reading, 29% of all students scored at a Level 3. The target for 2013 was 24%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4-Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B2.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author's Toolbox for bringing a character to life •open mind •character chart •tools Author's use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart -text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author's purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

Action Step 1

Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessment Summative: 2014 FCAT 2.0 Reading Assessment

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

Classroom walk throughs Teacher Data Chats Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G1.B3 On the 2013 FCAT 2.0 for Reading, 16% of all students scored a Level 4 and above. The target for 2013 was 19%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B3.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author’s Toolbox for bringing a character to life •open mind •character chart •tools Author’s use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart -text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author’s purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

Action Step 1

Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

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

Classroom walk throughs Teacher data chats Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G1.B4 On the 2013 FCAT 2.0 for Reading, 63% of all students made learning gains. The target for 2013 was 81%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4-Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B4.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author's Toolbox for bringing a character to life •open mind •character chart •tools Author's use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart -text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author's purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

Action Step 1

Accelerated Reader and STAR Assessment Programs. Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

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

Classroom walk throughs Teacher data chats Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G1.B5 On the 2013 FCAT 2.0 for Reading, 59% of the Lowest 25th Percentile made learning gains. The target for 2013 was 98%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B5.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author's Toolbox for bringing a character to life •open mind •character chart •tools Author's use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart -text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author's purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

Action Step 1

Funded Programs: Before and After School Tutoring and the Accelerated Reader and STAR Assessment Programs Professional Development: Common Core Standards and Effective Reading Strategies Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Scheduled Professional Development Days and/or Faculty Meetings.

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Facilitator:

Assistant Principal

Participants:

LLT Members Classroom Teachers

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

Classroom walk throughs Teacher data chats Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Review students assessment reports to monitor progress and adjust progress as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

G1.B6 On the 2013 CELLA Listening/Speaking Assessment, 51% of ELL students scored proficient. Based on CELLA results, students are not proficient in Listening/Speaking Skills due to the limited assistance with English in the home.

G1.B6.S1 Useful instructional strategies for Listening/Speaking Skills include: Expansion Teacher elicits responses from students through effective questioning and/or provides additional synonyms or information regarding similar concepts to expand and clarify students' vocabulary and increase word usage. This can be done with graphic organizers and webbing. Sentence completion and frames provide students with language they can build upon. Paraphrase The teacher may repeat and rephrase important concepts, keeping his/her speaking brief but concise. Speech is modified. The teacher will present new words in the context of the lesson and apply words during the lesson, emphasizing each new word. In addition, the student may express his/her thought and the teacher will repeat what has been said using correct form and intonation in English so that the student's answers are validated but usage of English is modeled correctly. Repetition Repetition and pattern drills can be very useful for teaching set phrases or new vocabulary. They allow all students to use oral language through choral repetition, chants, songs or speaking within a group. Teachers can also repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception.

Action Step 1

Before School Tutoring for ELL students in grades Kindergarten to 5th Grade. Review students assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Classroom Teacher and/or ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

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

Classroom walkthroughs Data Chats Review student assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

Plan to Monitor Effectiveness of G1.B6.S1

Review students assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Classroom Teach and/or ESOL Teacher LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

G1.B7 On the 2013 CELLA Reading Assessment, 28% of ELL students scored proficient. Based on CELLA results, students are not proficient in the Reading Assessment due to the limited practice of reading comprehension skills in the home.

G1.B7.S1 Activating and/or Building Prior Knowledge For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier. Picture Walk This is a pre-reading strategy: an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance. Prediction Making predictions is part of the reading process. Readers are continuously anticipating what comes next. When used as a "before reading" strategy, students rely on their background knowledge to make global predictions. When used as a "during reading" strategy, they combine their background knowledge with the textual information provided to assess those global predictions and revise those which have been found to be inappropriate. K-W-L (Knows/Wants to Know/Learned) An introductory or pre-activity strategy that provides a defined structure for recalling and stating: What the student knows regarding a concept or a topic; what the student wants to know, and finally lists what has been learned and/or what is yet to be learned. To use this strategy, the student lists all the information he/she knows or thinks he/she knows under the heading "What I Know", then the learner makes an inventory of "what I Want to Know", categorizing the information about the topic the student expects to use. This column can also be used for further learning and/or research. After reading, the students add the information learned about the topic, "What I Learned". Vary the Complexity of Assignment (Differentiated Instruction (DI)) Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Teachers can differentiate three aspects of the curriculum: content, process, and products. Content refers to the concepts, principles, and skills that teachers want students to learn. All students should be given access to the same core content. ELL's should be taught the same big ideas as their classmates, not given watered-down content. Content also refers to the means teachers use to give students access to skills and knowledge, such as texts, lectures, demonstrations, and field trips. For example, a teacher might direct an advanced learner to complex texts, Web sites, and experts to interview, while providing a student of more modest capacity with reading buddies, videos, demonstrations, and "organizers that distill information and make it more accessible." Process refers to the activities that help students make sense of, and come to own, the ideas and skills being taught. Teachers can modify these activities, to provide some students with more complexity and others with more scaffolding, depending on their readiness levels. (Examples of scaffolding include step-by-step directions, retouching, and additional models.) Like content, process can be varied by student interest and learning preferences as well. Products refers to culminating projects that allow students to demonstrate and extend what they have learned. Products reveal whether students can apply learning beyond the classroom to solve problems and take action. Different students can create different products, based on their readiness levels, interests, and learning preferences. For example, some students might work alone on a product, while others might work in groups.

Action Step 1

Review students assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Classroom Teacher and/or ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

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

Classroom walk throughs Teacher data chats Review student data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

Plan to Monitor Effectiveness of G1.B7.S1

Review students assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

G1.B8 On the 2013 CELLA Writing Assessment, 20% of ELL students scored proficient. Based on results, students are not proficient in writing due to limited assistance with English writing in the home.

G1.B8.S1 Graphic Organizers -A graphic organizer is usually a one-page form with blank areas for the student to fill in with related ideas and information. Some organizers are very specific; others can be used with many topics. For the most part, the information on a graphic organizer could just as easily be filled in on a form or written as a list. The organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively. Illustrating and Labeling -Student can illustrate and label key concepts when writing.

Action Step 1

Review students assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Classroom Teacher and/or ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

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

Classroom walk throughs Teacher data chats Review students assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

Plan to Monitor Effectiveness of G1.B8.S1

Review students assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-14 CELLA Assessment

G2. Our goal for the 2013-2014 school year is to increase the percentage of students in Grade 4 scoring a 3.5 or above on the FCAT 2.0 Writing Assessment by 6 percentage points to 50%.

G2.B1 On the 2013 FCAT 2.0 for Writing, 44% of the fourth grade students scored at a Level 3.5 and above. Students' performance data indicates that students require additional support with fluency in narrative essay writing. They experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small group guided instruction with peer editing and revisions.

Action Step 1

Following the FCIM, monthly writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl Team in order to monitor student performance in the identified areas of need and to modify instruction.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

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

Monthly writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI Team in order to monitor student performance in the identified areas of need and to modify instruction.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Monthly writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI Team in order to monitor student performance in the identified areas of need and to modify instruction.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom writing prompts 2014 FCAT 2.0 Writing Assessment

G3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 54%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 51% of all students achieved proficiency.

G3.B1 On the 2013 FCAT 2.0 for Mathematics, 51% of the Hispanic Subgroup scored at a Level 3 or above. The goal for 2013 was 57%. Students in the Hispanic subgroup exhibit difficulty with the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement

G3.B1.S1 Reporting Category: Number: Fractions (Grade 3) Provide opportunities for students to:

- identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa
- compare and order fractions, including fractions greater than one, using models or strategies
- identify an equivalent fraction, excluding fractions greater than one, using a model

Reporting Category: Number: Base Ten & Fractions (Grades 4 & 5) Grade 4 Provide opportunities for students to:

- compare and order fractions, mixed numbers, and decimals in the same or different forms
- generate equivalent fractions or simplify fractions to lowest terms
- relate halves, fourths, tenths, and hundredths to percents, and vice versa.

Grade 5

- interpret solutions to division situations, including remainders
- add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations
- identify and graph integers on a number line; compare and order integers

Reporting Category: Geometry & Measurement (Grade 5) Provide opportunities for students to:

- determine the volume of prisms and determine the surface area of prisms given a graphic or net
- solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane
- perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

All students will continue to make real-world connections using mathematical vocabulary in real-world situations and to apply their knowledge to solve word problems. Common Core Standards will be implemented throughout all mathematics lessons.

Action Step 1

Utilizing the FCIM, the LLT and the MTSS/Rtl will analyze data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Classroom walk throughs Teacher data chats Utilizing the FCIM, the LLT and the MTSS/RtI will analyze data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, the LLT and the MTSS/RtI will analyze data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B2 On the 2013 FCAT 2.0 for Mathematics, 29% of all students scored at a Level 3. The target for 2013 was 32%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement

G3.B2.S1 Reporting Category: Numbers: Fractions (Grade 3) Provide opportunities for students to:

- represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa
- compare and order fractions, including fractions greater than one, using models and strategies
- represent and identify equivalent fractions, including fractions greater than one, using models

Reporting Category: Number: Base Ten/Fractions (Grades 4 & 5) Provide opportunities for students to:

- compare and order fractions, mixed numbers, and decimals in the same or different forms
- generate equivalent fractions or simplify fractions to lowest terms
- relate halves, fourths, tenths, and hundredths to percents, and vice versa.
- interpret solutions to division situations, including remainders
- add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations
- identify and graph integers on a number line; compare and order integers

Reporting Category: Geometry & Measurement (Grade 5) Provide opportunities for students to:

- determine the volume of prisms and determine the surface area of prisms given a graphic or net
- solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane
- perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

All students will continue to make real-world connections using mathematical vocabulary in real-world situations and to apply their knowledge to solve word problems. Common Core Standards will be implemented throughout all mathematics lessons.

Action Step 1

Utilizing the FCIM, the LLT and the MTSS/Rtl Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Classroom walk throughs Teacher data chats Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B3 On the 2013 FCAT 2.0 for Mathematics, 21% of all students scored a Level 4 and above. The target for 2013 was 22%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement

G3.B3.S1 Reporting Category: Number: Fractions (Grade 3) Provide opportunities for students to: •represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa •compare and order fractions, including fractions greater than one, using models and strategies •represent and identify equivalent fractions, including fractions greater than one, using models Reporting Category: Number: Base Ten & Fractions (Grades 4 & 5) Grade 4 Provide opportunities for students to: •relate equivalent fractions and decimals with and without models •estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations •rename fractions as mixed numbers, or vice versa Grade 5 •interpret solutions to division situations, including remainders •add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations •solve real world problems involving positive and negative numbers Reporting Category: Geometry & Measurement (Grade 5) Provide opportunities for students to: •use different strategies to solve problems involving the volume and surface area of prisms •solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane •perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time All students will continue to make real-world connections using mathematical vocabulary in real-world situations and to apply their knowledge to solve word problems. Common Core Standards will be implemented throughout all mathematics lessons.

Action Step 1

Utilizing the FCIM, the LLT and the MTSS/Rtl Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Classroom walk throughs Teacher data chats Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B4 On the 2013 FCAT 2.0 for Mathematics, 60% of all students made learning gains. The target for 2013 was 72%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement

G3.B4.S1 Reporting Category: Number: Fractions (Grade 3) Provide opportunities for students to:
 •identify a fraction from an area or set model, or vice versa •compare and order fractions with like denominators using a model •identify an equivalent fraction for one-half and one-fourth using a model
 Support mathematical fluency and problem solving skills in the areas of: •properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Reporting Category: Number: Base Ten & Fractions (Grades 4 & 5) Grade 4 Support mathematical fluency and problem solving skills in the areas of: •relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations. Grade 5 •multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations. Reporting Category: Geometry & Measurement (Grade 5) Support mathematical fluency and problem solving skills in the areas of: •determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations. All students will continue to make real-world connections using mathematical vocabulary in real-world situations and to apply their knowledge to solve word problems. Common Core Standards will be implemented throughout all mathematics lessons.

Action Step 1

Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Classroom walk throughs Teacher data chats Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B5 On the 2013 FCAT 2.0 for Mathematics, 70% of the Lowest 25th Percentile made learning gains. The target for 2013 was 89%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement

G3.B5.S1 Reporting Category: Number: Fractions (Grade 3) Provide opportunities for students to:
 •identify a fraction from an area or set model, or vice versa •compare and order fractions with like denominators using a model •identify an equivalent fraction for one-half and one-fourth using a model
 Support mathematical fluency and problem solving skills in the areas of: •properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Reporting Category: Number: Base Ten & Fractions (Grades 4 & 5) Grade 4 Provide opportunities for students to: •compare and order commonly used fractions •identify an equivalent fraction when the given fraction is in simplest form •relate halves and fourths to percents and percents to halves or fourths Grade 5 •identify models or representations of multi-digit division •add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations •identify and graph integers on a number line Reporting Category: Geometry & Measurement (Grade 5) Provide opportunities for students to: •determine the volume of prisms •identify and plot ordered pairs in the first quadrant of a coordinate plane •perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours All students will continue to make real-world connections using mathematical vocabulary in real-world situations and to apply their knowledge to solve word problems. Common Core Standards will be implemented throughout all mathematics lessons.

Action Step 1

Before and After School Tutoring. Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Classroom walk throughs Teacher data chats Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G4. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3 or higher). The results of the 2013 FCAT 2.0 Science assessment indicate that 52% of the fifth students achieved a proficiency.

G4.B1 On the 2013 FCAT 2.0 for Science, 30% of all fifth grade students scored at a Level 3. The target for 2013 was 24%. According to the results of the 2013 FCAT 2.0, students were least successful Reporting Category: Physical Science.

G4.B1.S1

- Plan collaboratively on a weekly basis using the District Pacing Guide
- Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.
- Implement all essential laboratories developed by MDCPS.
- Promote Project Based Learning (PBL) throughout the year.
- Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking.
- Participate in District recommended field studies.
- Encourage students to communicate verbally (accountable talk) and in writing.
- 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.
- Promote parental involvement through planned science parent night incorporating hands-on activities.
- Utilize district developed science resources (see supplemental page in Pacing Guide) to support NGSSS and gap benchmarks.
- Use professional learning community (PLC) to promote best practices and support vertical alignment.
- Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)
- Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.)
- Participate in data chats with students.
- Participate in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities.
- Use quality formative assessments to inform instruction (Florida Achieve-Focus)
- Promote the use of corrective feedback on assignments.
- Promote reading informational text, as delineated by Common Core Standards.
- Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs

Action Step 1

Through the FCIM, Administrators will review assessment data to monitor progress in Science.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessment

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

Classroom walk throughs Teacher data chats Through the FCIM, Administrators will review assessment data to monitor progress in Science.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Through the FCIM, Administrators will review assessment data to monitor progress in Science.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and Experiments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessment

G4.B2 On the 2013 FCAT 2.0 for Science, 22% of all fifth grade students scored at a Level 4 and above. The target for 2013 was 15%. According to the results of the 2013 FCAT 2.0, students were least successful Reporting Category: Physical Science.

G4.B2.S1 •Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. •Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. •Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. •Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. •Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) •Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. •Promote the use instructional technology (e.g., Gizmos) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Through the FCIM, Administrators will review assessment data to monitor progress in Science.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessment

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

Classroom walk throughs Teachers Data Through the FCIM, Administrators will review assessment data to monitor progress in Science.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Through the FCIM, Administrators will review assessment data to monitor progress in Science.

Person or Persons Responsible

LLT MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and Experiments Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Assessment

G5. Our goal for the 2013-2014 school year is to increase the of students overall participation in STEM based programs and activities to prepare students for careers in math and science.

G5.B1 During the 2012-13 school year students completed two STEM based experiences. The target for 2013-14 is to engage students in two or more STEM based experiences throughout the school year.

G5.B1.S1 ExploreLearning Gizmos™ •Represents science information in graphic/non-linguistic formats •Uses interactive manipulatives to explore and apply new knowledge about science •Promotes generating and testing hypotheses about science concepts being taught •Requires application of new science knowledge •Aligns with Next Generation Sunshine State Standards (NGSSS) FCAT Explorer •It provides test items and simulations to address FCAT 2.0 •Aligns with State Standards

Action Step 1

Implementation of the Scientific Method throughout all STEM based experiences. Utilize rubric formats for scoring.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful completion of the experiences (Science Projects)

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

Implementation of the Scientific Method throughout all STEM based experiences. Utilize rubric formats for scoring.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful completion of the experiences (Science Projects)

Plan to Monitor Effectiveness of G5.B1.S1

Implementation of the Scientific Method throughout all STEM based experiences. Utilize rubric formats for scoring.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful completion of the experiences (Science Projects)

G5.B2 During the 2012-13 school year 65% of fifth grades students participated in STEM based activities. The target for 2013-14 is to increase student participation by 10 percentage points.

G5.B2.S1 ExploreLearning Gizmos™ •Represents science information in graphic/non-linguistic formats •Uses interactive manipulatives to explore and apply new knowledge about science •Promotes generating and testing hypotheses about science concepts being taught •Requires application of new science knowledge •Aligns with Next Generation Sunshine State Standards (NGSSS) FCAT Explorer •It provides test items and simulations to address FCAT 2.0 •Aligns with State Standards

Action Step 1

Utilizing interactive technology and modeling experiments to increase students' participation in STEM based experience.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful completion of the experiences (Science Projects)

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Utilizing interactive technology and modeling experiments to increase students' participation in STEM based experience.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful completion of the experiences (Science Projects)

Plan to Monitor Effectiveness of G5.B2.S1

Utilizing interactive technology and modeling experiments to increase students' participation in STEM based experience.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful completion of the experiences (Science Projects)

G6. Melrose Elementary understands that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will decrease the number of overall absences by 0.5% during the 2013-2014 school year.

G6.B1 During the 2012-13 school year, 7% of students missed 10% or more of available Instructional Time. This is a direct factor in the decrease of overall student academic performance.

G6.B1.S1 The following action steps will be implemented: -Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. -The MTSS/Rtl team will monitor students that receive 2 or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. -A reward system will be established to recognize students for perfect attendance in outstanding citizenships through "Do the Right Thing" project. -Before and after school tutorial programs will be established to address student's area of need. -Monitor student attendance and ensure attendance corrections are made on a daily basis by homeroom teachers. - Monitor student tardies and ensure attendance corrections are made on a daily basis by homeroom teacher. -Conduct 2nd Cup of Coffee parent meetings to discuss the importance of attendance and opportunities to recognize students who attend school on a regular basis.

Action Step 1

Truancy Attendance Incentives. Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Daily attendance reports and in class behavior models (Change of Color)
Summative Assessment: Articulation and Transition to the next grade level.

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

Recording daily attendance Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) Summative: Articulation and Transition to the next grade level.

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) Summative: Articulation and Transition to the next grade level.

G6.B2 Based on the 2013 Melrose Elementary School data, 55% of students are not proficient in reading by Grade 3. This is a steady indicator that student attendance, behavior and academic performance must improve.

G6.B2.S1 The following action steps will be implemented: -Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. -The MTSS/Rti team will monitor students that receive 2 or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. -A reward system will be established to recognize students for perfect attendance in outstanding citizenships through “Do the Right Thing” project. -Before and after school tutorial programs will be established to address student’s area of need. -Monitor student attendance and ensure attendance corrections are made on a daily basis by homeroom teachers. - Monitor student tardies and ensure attendance corrections are made on a daily basis by homeroom teacher. -Conduct 2nd Cup of Coffee parent meetings to discuss the importance of attendance and opportunities to recognize students who attend school on a regular basis.

Action Step 1

Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) Summative: Articulation and Transition to the next grade level.

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

Record daily attendance Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) Summative: Articulation and Transition to the next grade level.

Plan to Monitor Effectiveness of G6.B2.S1

Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) Summative: Articulation and Transition to the next grade level.

G6.B3 During the 2012-13 school year, 14% of Pre-K to Grade 5 students were retained. This is a steady indicator that student attendance, behavior and academic performance must improve.

G6.B3.S1 The following action steps will be implemented: -Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. -The MTSS/Rtl team will monitor students that receive 2 or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. -A reward system will be established to recognize students for perfect attendance in outstanding citizenships through "Do the Right Thing" project. -Before and after school tutorial programs will be established to address student's area of need. -Monitor student attendance and ensure attendance corrections are made on a daily basis by homeroom teachers. - Monitor student tardies and ensure attendance corrections are made on a daily basis by homeroom teacher. -Conduct 2nd Cup of Coffee parent meetings to discuss the importance of attendance and opportunities to recognize students who attend school on a regular basis. -Common Core Standards, differentiated instruction and interventions (Wonder Works) will be implemented throughout all grade levels.

Action Step 1

Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) Summative: Articulation and Transition to the next grade level.

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

Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) and classroom assessments Summative: Articulation and Transition to the next grade level.

Plan to Monitor Effectiveness of G6.B3.S1

Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students' daily attendance, behavior and academic progress.

Person or Persons Responsible

Classroom Teacher Guidance Counselor Administration MTSS/Rtl Team

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Daily attendance reports and in class behavior models (Change of Color) and classroom assessments Summative: Articulation and Transition to the next grade level.

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Camp at Melrose Elementary School or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Selected personnel will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

At this time, Melrose Elementary School does not have any migrant students registered. However, Melrose Elementary School provides services and support to migrant students and parents.

Title I, Part D

The following staff members at Melrose Elementary provide families of neglected and at-risk students with support: Social Worker, and Counselor advise families and provide support by recommending services and/or agencies within our community to assist them with their needs. The Miami-Dade County Public School District receives funds to support the Educational Alternative Outreach program.

Services are coordinated with district Drop-out Prevention programs.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- Melrose Elementary uses highly qualified teachers who have been MINT trained to assist beginning teachers and teachers who are in need of improvement.
- 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
- Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students at Melrose Elementary by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers
- Reading and supplementary instructional materials
- Software for the development of language and literacy skills in reading, mathematics, and science, is purchased for and used by ELL and immigrant students

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

- tutorial programs (K-12)

- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

Melrose Elementary School and the District Homeless Social Worker will provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento

Act to eliminate barriers for a free and appropriate education.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community.
- Project Upstart, Homeless Children and 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 and awareness campaign to all the schools. Each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The School Counselor, Community Involvement Specialist, and Social Worker work together to provide assistance to homeless families.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.
- Training and technical assistance for elementary school teachers, administrators, counselors, and Safe School Specialists is also a component of this program.
- Melrose Elementary offers a non-violence and anti-drug program to students that incorporate activities during Red Ribbon Week, Blue Ribbon Week, School Health Week, field trips, community service, and special guest presentations from members of the community and local law enforcement agencies.
- All 5th grade students will participate in the DARE program sponsored by Miami-Dade County Police Department.

Nutrition Programs

- Melrose Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education is taught through physical education as per state statute.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- Melrose Elementary has a School Wellness Council that is composed of administrators, teachers, cafeteria manager, and students. This council meets monthly to discuss what strategies can be used to further health awareness, healthy choices, and physical fitness at our school site.
- Healthy foods are offered as part of the National School Breakfast and Lunch Programs that meets USDA

nutrition standards.

- Melrose Elementary breakfast and lunch programs meet USDA access standards with a plan in place to avoid “overt identification” of students who qualify for free or reduced-price meals.
- School breakfast and lunch programs meet USDA School Meals Initiative (SMI) standards for reimbursable meals.
- Annual training, covering techniques to reduce fat and sodium in food preparation, and food portion control is completed by 100% of food service staff.
- A written food safety plan is being implemented for preparation and service of school meals, based on Hazard Analysis Critical Control Point (HACCP) principles as identified by USDA's guidance.
- District has adopted a wellness policy containing the elements required by the 2004 Congressional Child Nutrition reauthorization.
- A healthy snack is offered as part of the After School Snack Program reimbursed through the USDA, or an independent meal program that meets the Alliance competitive food and beverage guidelines.
- Health Education is taught through physical education.
- Alternative Healthy Snacks are offered to faculty and students of Melrose Elementary.
- Melrose Elementary is a Silver Level National Recognition Award Winner from the Alliance for a Healthier Generation and the William J. Clinton Foundation.

Head Start

Beginning in the 2012-2013 school year Melrose Elementary took on the Bethune Primary Learning Center (PLC) located at 2900 NW 43rd Terrace, Miami, Florida. This PLC houses Head Start and VPK programs for students ranging from birth through 4 years of age.

Career and Technical Education

- Melrose Elementary exposes their students to different career choices through an annual Career Day, field trips, community service, and special guest presentations from members of the community and local law enforcement.

Other

Melrose Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center. The Parent Resource Center serves to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) Melrose Elementary Title I School-Parent Compact; Melrose Elementary Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Melrose Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents as a means of empowering parents to build their capacity for involvement.

In addition, Melrose Elementary completes Title I Administration Parental Involvement Monthly School Reports, Title I Parental Involvement Monthly Activity Reports, and submits these documents to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to Melrose Elementary by Title I Administration, is completed by parents/families annually in May. The Survey's results are used to assist with revising our Title I parental documents for the upcoming school year.

Health Connect in Our Schools

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 50%. The results of the 2013 FCAT 2.0 Reading assessment indicate that 46% of all students achieved proficiency.

G1.B5 On the 2013 FCAT 2.0 for Reading, 59% of the Lowest 25th Percentile made learning gains. The target for 2013 was 98%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B5.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author's Toolbox for bringing a character to life •open mind •character chart •tools Author's use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart -text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author's purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

PD Opportunity 1

Funded Programs: Before and After School Tutoring and the Accelerated Reader and STAR Assessment Programs Professional Development: Common Core Standards and Effective Reading Strategies Review students assessment reports to monitor progress and adjust progress as needed.

Facilitator

Assistant Principal

Participants

LLT Members Classroom Teachers

Target Dates or Schedule

Scheduled Professional Development Days and/or Faculty Meetings.

Evidence of Completion

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Reading Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|---------|
| G1. | Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 50%. The results of the 2013 FCAT 2.0 Reading assessment indicate that 46% of all students achieved proficiency. | \$8,090 |
| G6. | Melrose Elementary understands that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will decrease the number of overall absences by 0.5% during the 2013-2014 school year. | \$400 |
| Total | | \$8,490 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Personnel | Other | Total |
|----------------|------------------------|-----------|-------|---------|
| EESAC Funds | \$1,890 | \$0 | \$400 | \$2,290 |
| Title I | \$0 | \$4,000 | \$0 | \$4,000 |
| Title III | \$0 | \$2,200 | \$0 | \$2,200 |
| | \$0 | \$0 | \$0 | \$0 |
| Total | \$1,890 | \$6,200 | \$400 | \$8,490 |

Budget Details

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

G1. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 50%. The results of the 2013 FCAT 2.0 Reading assessment indicate that 46% of all students achieved proficiency.

G1.B4 On the 2013 FCAT 2.0 for Reading, 63% of all students made learning gains. The target for 2013 was 81%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4-Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B4.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author's Toolbox for bringing a character to life •open mind •character chart •tools Author's use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart -text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author's purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

Action Step 1

Accelerated Reader and STAR Assessment Programs. Review students assessment reports to monitor progress and adjust progress as needed.

Resource Type

Evidence-Based Program

Resource

AR Enterprise Real Time Subscription Renewal (10/1/2013-9/30/2014), Qty. 253 licenses Annual All Product RP Hosting Fee Renewal (10/1/2013-9/30/2014)

Funding Source

EESAC Funds

Amount Needed

\$1,890

G1.B5 On the 2013 FCAT 2.0 for Reading, 59% of the Lowest 25th Percentile made learning gains. The target for 2013 was 98%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Reporting Category 3: Literary Analysis Fiction/Non-Fiction Grade 4- Reporting Category 4: Informational Text/Research Process Grade 5-Reporting Category 2: Reading Application

G1.B5.S1 Reporting Category 3: Literary Analysis Fiction/Non-Fiction (Grade 3) Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: •story map •somebody/wanted/but/so •turning point graphic •Author's Toolbox for bringing a character to life •open mind •character chart •tools Author's use: ?Literary devices ?Figurative language •text feature chart •text feature analysis Reporting Category 4: Informational Text/Research Process (Grade 4) Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Useful instructional strategies include: -text feature chart -text feature analysis Reporting Category 2: Reading Application (Grade 5) Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity bands independently and proficiently. Students will also be provided opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Useful instructional strategies include: •author's purpose chart •two column note: ?opinion/support ?conclusion/support ?cause/effect •main idea table •gist •summary pyramid •time line •sequence chain •power notes •cause/effect chain •informational text structure chart •one sentence summarizers •pattern puzzles •theme definition •common themes in literature •Venn diagram •content frame For all Grades: -Before and After school tutoring -Implementation of Common Core Standards thought the reading process.

Action Step 1

Funded Programs: Before and After School Tutoring and the Accelerated Reader and STAR Assessment Programs Professional Development: Common Core Standards and Effective Reading Strategies Review students assessment reports to monitor progress and adjust progress as needed.

Resource Type

Personnel

Resource

Before and After School Tutoring provided by classroom teachers at Melrose Elementary School.

Funding Source

Title I

Amount Needed

\$4,000

G1.B6 On the 2013 CELLA Listening/Speaking Assessment, 51% of ELL students scored proficient. Based on CELLA results, students are not proficient in Listening/Speaking Skills due to the limited assistance with English in the home.

G1.B6.S1 Useful instructional strategies for Listening/Speaking Skills include: Expansion Teacher elicits responses from students through effective questioning and/or provides additional synonyms or information regarding similar concepts to expand and clarify students' vocabulary and increase word usage. This can be done with graphic organizers and webbing. Sentence completion and frames provide students with language they can build upon. Paraphrase The teacher may repeat and rephrase important concepts, keeping his/her speaking brief but concise. Speech is modified. The teacher will present new words in the context of the lesson and apply words during the lesson, emphasizing each new word. In addition, the student may express his/her thought and the teacher will repeat what has been said using correct form and intonation in English so that the student's answers are validated but usage of English is modeled correctly. Repetition Repetition and pattern drills can be very useful for teaching set phrases or new vocabulary. They allow all students to use oral language through choral repetition, chants, songs or speaking within a group. Teachers can also repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception.

Action Step 1

Before School Tutoring for ELL students in grades Kindergarten to 5th Grade. Review students assessment reports to monitor progress and adjust instruction as needed.

Resource Type

Personnel

Resource

Before School Tutoring provided by classroom teachers at Melrose Elementary School.

Funding Source

Title III

Amount Needed

\$2,200

G3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency of Level 3 or higher to 54%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 51% of all students achieved proficiency.

G3.B5 On the 2013 FCAT 2.0 for Mathematics, 70% of the Lowest 25th Percentile made learning gains. The target for 2013 was 89%. According to the results of the 2013 FCAT 2.0, students were least successful in the following Reporting Categories: Grade 3-Number: Fractions Grade 4 & 5- Number: Base Ten & Fractions Grade 5-Geometry & Measurement

G3.B5.S1 Reporting Category: Number: Fractions (Grade 3) Provide opportunities for students to:
 •identify a fraction from an area or set model, or vice versa •compare and order fractions with like denominators using a model •identify an equivalent fraction for one-half and one-fourth using a model
 Support mathematical fluency and problem solving skills in the areas of: •properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Reporting Category: Number: Base Ten & Fractions (Grades 4 & 5) Grade 4 Provide opportunities for students to: •compare and order commonly used fractions •identify an equivalent fraction when the given fraction is in simplest form •relate halves and fourths to percents and percents to halves or fourths Grade 5 •identify models or representations of multi-digit division •add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations •identify and graph integers on a number line Reporting Category: Geometry & Measurement (Grade 5) Provide opportunities for students to: •determine the volume of prisms •identify and plot ordered pairs in the first quadrant of a coordinate plane •perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours All students will continue to make real-world connections using mathematical vocabulary in real-world situations and to apply their knowledge to solve word problems. Common Core Standards will be implemented throughout all mathematics lessons.

Action Step 1

Before and After School Tutoring. Utilizing the FCIM, the LLT and the MTSS/RtI Team will analyze assessment data to determine that progress is being made and to help teachers modify instruction as needed.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. Melrose Elementary understands that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will decrease the number of overall absences by 0.5% during the 2013-2014 school year.

G6.B1 During the 2012-13 school year, 7% of students missed 10% or more of available Instructional Time. This is a direct factor in the decrease of overall student academic performance.

G6.B1.S1 The following action steps will be implemented: -Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. -The MTSS/Rti team will monitor students that receive 2 or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. -A reward system will be established to recognize students for perfect attendance in outstanding citizenships through “Do the Right Thing” project. -Before and after school tutorial programs will be established to address student’s area of need. -Monitor student attendance and ensure attendance corrections are made on a daily basis by homeroom teachers. - Monitor student tardies and ensure attendance corrections are made on a daily basis by homeroom teacher. -Conduct 2nd Cup of Coffee parent meetings to discuss the importance of attendance and opportunities to recognize students who attend school on a regular basis.

Action Step 1

Truancy Attendance Incentives. Utilizing the FCIM, the administration, classroom teacher and guidance counselor closely monitor and review students’ daily attendance, behavior and academic progress.

Resource Type

Other

Resource

Attendance incentives to increase and motivate students to attend school daily.

Funding Source

EESAC Funds

Amount Needed

\$400