



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Redland Elementary School

24501 SW 162ND AVE

Homestead, FL 33031

305-247-8141

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 88%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 91%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Redland Elementary School

##### Principal

Fred Albion M

##### School Advisory Council chair

Nadia Stewart

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

Name	Title
Alicia Boyd	Assistant Principal
Lynn Forsht	Reading Leader
Carolyn Brandt	Math Leader

#### 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 – 6, educational support-2, student – 2, BCR -3

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

The SAC met to provide feedback and support in the development of the SIP. The SIP was then reviewed and additional recommendations were made by SAC members to address deficiencies and support learning. The usage of SAC funds was discussed and agreed upon.

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

In an effort to support the vision and mission of the school and increase student achievement, EESAC will meet to review, monitor, and approve the implementation of the School Improvement Plan, data analysis, and accountability. The EESAC will also support activities of the School Improvement Plan with funding as it becomes necessary.

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

AR License - \$3500  
 Media Center Books \$1500

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

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Fred Albion M**

Principal

Years as Administrator: 25

Years at Current School: 3

**Credentials**

Bachelor of Arts Degree: Psychology  
 Master of Science Degree Ed. Leadership  
 Doctorate in Philosophy  
 Certification:  
 Elem. Ed.,  
 Primary Ed.,  
 Ed. Leadership  
 Special Education

**Performance Record**

2013 – School Grade – B  
 Rdg. Proficiency, 62%  
 Math Proficiency, 65%  
 Rdg. Lrg. Gains, 66 points  
 Math Lrg. Gains, 65 points  
 Rdg. Imp. of Lowest 25% - 66 points  
 Math Imp. of Lowest 25% - 72 points  
 Rdg. AMO –Yes  
 Math AMO–Yes

<b>Alicia Boyd</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 3

<b>Credentials</b>	BS-Elem. Ed, Florida International University (FIU) MS-TESOL, FIU Specialist in Ed. Leadership, FIU Certification: Elem. Ed., Primary Ed., ESOL K-12, Ed. Leadership and Gifted.
<b>Performance Record</b>	2013 – School Grade – B Rdg. Proficiency, 62% Math Proficiency, 65% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25%- 72 points Rdg. AMO – Yes Math AMO – Yes

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**N/A**

Part-time / District-based	Years as Coach:	Years at Current School:
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**Areas** [none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

64

**# receiving effective rating or higher**

64, 100%

**# Highly Qualified Teachers**

83%



**# certified in-field**

64, 100%

**# ESOL endorsed**

48, 75%

**# reading endorsed**

5, 8%

**# with advanced degrees**

12, 19%

**# National Board Certified**

1, 2%

**# first-year teachers**

0, 0%

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

1, 2%

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

49, 77%

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

12, 19%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# 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**

Description of Strategy - Person Responsible

1. Regular meetings with new teachers, Principal and Assistant Principal (opening of school, first week, monthly thereafter). - Principal and Assistant Principal
2. Partnering new teachers and veteran staff to ensure effective induction and support. (meet bi-monthly) - Professional development liaison
3. Solicit universities to recruit promising interns and conduct open house for newly graduated teachers. - Assistant Principal and Professional Development liaison

4. Solicit referrals from current employees.- Assistant Principal
5. Teacher of the Month and Spotlight on Success - Principal and Assistant Principal

### 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

NA

### 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 uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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. Reviewing, analyzing, and monitoring assessment data.
4. Adjusting instructional strategies and interventions when there is a lack of positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing 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**

Principal/Fred Albion: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities. The Principal also ensures commitment and allocates resources.

Assistant Principal/Alicia Boyd: Assists the principal in data-based decision making, provides information about core instruction, evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk."

Guidance Counselor/Elise Smith: provides individual and group guidance activities, consults with teachers and parents to provide strategies that address behavior problems, monitor school attendance, and assist in the development of social/emotional difficulties.

SPED Chair/Yaritzza Walker: reviews student IEPs, assists in addressing issues related to academics and behavior.

ELL Chair/Ivelice Ferrer: reviews the individual ELL student plan, assists in addressing the issues related to culture and language.

School Psychologist/Lourdes Herrera: facilitates in the MTSS/Rtl process, conducts thorough reviews of collected data.

Social Worker/Johanna Ismail: Links child-serving and community agencies to the child and families to support academic, emotional, behavior and social success.

Reading Specialist – Lynn Forsht - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs.

Math Specialist- Carolyn Brandt - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs.

Science Specialist – Shawna Stearns - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs.

• 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

The administrators, reading specialist, math specialist, and school guidance counselor 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

School psychologist, social worker, Tier 2 Team, classroom teacher, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any 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 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)
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics 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 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 RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools> ).

A description of MTSS and MTSS parent resources will be available on the school's web site.

## 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:** 3,240

- After school tutoring
- Staff Lesson Study PD
- Professional Learning Communities

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

District-wide assessments are used to monitor student progress throughout the school year as part of progress monitoring for the tutoring program.

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

This information is monitored by the classroom and tutoring teachers.

## Literacy Leadership Team (LLT)

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

Name	Title
Fred Albion	Principal
Polly Wing	Teacher
Jill Quinonez	Teacher
Ivelise Ferrer	ESOL Chairperson
Yaritza Walker	SPED Chairperson
Shawna Stearns	Media Specialist

### How the school-based LLT functions

The function of the school-based LLT is to infuse consistent research-based reading practices through the school and monitor instruction with data study at every grade. Areas of focus for the LLT are the curriculum, instruction, assessment and how it guides instruction, professional development, allocation of resources, intensive reading intervention for Tier 3 students, and parental involvement. The LLT will meet monthly to refine a shared language of literacy, deepen the team's commitment to the achievement of all students, consolidate resources, refine teaching practices to align with the needs of students, and build an internal capacity for support. The meeting process will provide a social context for problem solving, support and sharing. LLT members will use tools for data collection in an effort to analyze problems and

allow for deeper problem solving strategies. At the first meeting, the literacy reading coach will outline routines, protocols, roles, responsibilities, and a statement of purpose and vision of the school through discussion with the team members. A tentative calendar and schedule of activities will be developed and refined throughout the school year.

### **Major initiatives of the LLT**

The major initiatives for this year will be to increase student engagement and to provide differentiated instruction in one or more of the reading areas (phonological awareness, phonics, fluency, vocabulary, and comprehension); incorporate reading and writing across the curriculum which will extend to art, music, physical education, and bilingual education; use grade level text to reinforce informational and literary reading skills.

### **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**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre- Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. Parent workshops are conducted to acquaint parents with the requirements of the kindergarten programs and the curriculum. Tours are held with parents and children to provide a smooth transition. Throughout the year, family nights will be conducted to keep parents involved and informed with their child's education. All students were assessed with the High Scope Key Experiences assessment and Houghton Mifflin benchmark assessment at the beginning, middle, and end of the preschool school year prior to entering kindergarten. Data derived from these assessments were used to plan instruction and intervention.

## 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	62%	51%	No	66%
American Indian				
Asian				
Black/African American	73%	65%	No	75%
Hispanic	58%	47%	No	63%
White	78%	73%	No	81%
English language learners	48%	36%	No	53%
Students with disabilities	40%	13%	No	46%
Economically disadvantaged	59%	49%	No	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	27%	30%
Students scoring at or above Achievement Level 4	102	24%	25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

#### 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)	212	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	106	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	94	25%	33%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	76	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	56%	No	69%
American Indian				
Asian				
Black/African American	82%	48%	No	84%
Hispanic	62%	56%	No	66%
White	77%	59%	No	79%
English language learners	57%	50%	No	61%
Students with disabilities	38%	21%	No	45%
Economically disadvantaged	63%	55%	No	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	132	31%	34%
Students scoring at or above Achievement Level 4	102	24%	25%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%



**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	39	27%	31%
Students scoring at or above Achievement Level 4	13	9%	11%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	3	60%	65%

**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	85	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	13	1%	1%
Students who are not proficient in reading by third grade	74	54%	49%
Students who receive two or more behavior referrals	20	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

See Parent Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
See Parent Involvement Plan			

**Area 10: Additional Targets**

**Additional targets for the school**

NA

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

## Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 51% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency by 15 percentage points to 66%.
- G2.** The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 54% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 59%.
- G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved level 3 proficiency. Our overall math goal for the 2013-2014 school year is to increase the overall performance 13 percentage points from 56% to 69%.
- G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 27% of the students achieved proficiency at level 3 or above. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 31%.
- G5.** Our goal is to increase students' exposure to math, science, and technology activities.
- G6.** Our goal is to decrease behavior referrals and those leading to suspension, and increase attendance and reading proficiency.

## Goals Detail

**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 51% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency by 15 percentage points to 66%.

### **Targets Supported**

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

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

- Wonders McGraw-Hill Reading Program, Successmaker, Accelerated Reader

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

- Performance data for students in the English Language Learner, White and Economically Disadvantaged subgroups on the FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6] Insufficient experiences with reading and comprehending literature and informational text at the high end of the 2-3 text complexity band.
- Performance data for students in the black, Hispanic, and students with disabilities subgroups on the FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 3 [Literary Analysis: Fiction and Nonfiction]. Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1]
- Performance data for students scoring a level 3 on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 4 [Informational Text/Research Process]; Students experience difficulties in interpreting graphical information (text features), locating and or organizing information in order to comprehend text. [Domain #1 - CCSS.ELA-Literacy.RI.3.5] Insufficient technology limits the variety of resources students have access to.
- Performance data for students scoring a level 4 and above on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6] Insufficient experiences with reading and comprehending literature and informational text at the high end of the 2-3 text complexity band.
- Performance data for students showing learning gains on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6]. The deficiency is due to the inconsistency of differentiated instruction with fidelity.
- Performance data for students in the lowest 25% showing learning gains on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6]. Interventions lack systematic focused instruction.
- Insufficient use of listening and speaking activities in the classroom have been a barrier in the acquisition of the language for students who were administered the 2013 CELLA Speaking and Listening Assessment.
- Performance data on the 2013 CELLA Reading Assessment indicates that there is a deficiency in vocabulary. The deficiency is due to the students' limited access to real world experiences.

Additionally, students lack the ability to use context clues, base words, suffixes, prefixes and root words to determine word meanings.

- Performance data on the 2013 CELLA Writing Assessment indicates that students require additional opportunities to practice academic writing.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and FCAT 2.0

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results from the 2014 FCAT 2.0

**G2.** The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 54% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 59%.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Wordly Wise

#### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012 administration of the FCAT Writing Test, was the students' limited use of figurative and descriptive language to convey style, tone (voice) and conventions. The deficiency is due to students' limited vocabulary and knowledge of English Language conventions.

### Plan to Monitor Progress Toward the Goal

District pre, mid, and post assessments

#### Person or Persons Responsible

MTSS/RtI Leadership Team

#### Target Dates or Schedule:

monthly

#### Evidence of Completion:

2014 FCAT Writing Assessment

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved level 3 proficiency. Our overall math goal for the 2013-2014 school year is to increase the overall performance 13 percentage points from 56% to 69%.

### **Targets Supported**

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

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

- CPALMS resources and GIZMO

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

- On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 59% of the White subgroup, 48% of the Black subgroup and 56% of the Hispanic subgroup made satisfactory progress. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Number, Base Ten, and Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.
- On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 21% of the ED subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase the ED subgroup by 45 percentage points to 66%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 34%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 24% of the students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency by 1 percentage points to 25%. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.
- On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 63% of students made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.
- On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 58% of lowest 25% made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to students' lack of fluency in basic arithmetic skills. Identify the lowest performing students in grades 3-5 based on instructional needs.

### Plan to Monitor Progress Toward the Goal

GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made.

#### Person or Persons Responsible

Teachers and MTSS/RtI Leadership Team will Monitor student progress.

#### Target Dates or Schedule:

Weekly by teachers. Monthly by MTSS/RtI Team.

#### Evidence of Completion:

Formative assessments include district interim assessments, Success Maker Reports Informal assessments, and student work. Summative 2013 FCAT 2.0 Mathematics assessment

**G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 27% of the students achieved proficiency at level 3 or above. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 31%.

#### Targets Supported

- Science
- Science - Elementary School

#### Resources Available to Support the Goal

- GIZMOS technology labs, informational technology sites such as NASA, and Discovery Education.

#### Targeted Barriers to Achieving the Goal

- The area of deficiency for level 3 as noted on the 2013 administration of the Science FCAT 2.0 is Physical and Life Science. The deficiency is due to the inconsistency of exposure to a variety of hands-on inquiry-based learning opportunities in grades K-5.
- The results of the 2012-2013 FCAT 2.0 Science Test indicate that 9% of the students achieved levels 4 and 5 proficiency. The area of deficiency as noted on the 2013 administration of the Science FCAT 2.0 is Physical and Life Science. The deficiency is due to the inconsistency of exposure to a variety of hands-on inquiry-based learning opportunities in grades K-5.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT 2.0.

#### Person or Persons Responsible

MTSS/RtI Leadership Team

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments- Results for the 2014 FCAT 2.0.

**G5. Our goal is to increase students' exposure to math, science, and technology activities.**

**Targets Supported**

- STEM

**Resources Available to Support the Goal**

- GIZMOS and CPALMS

**Targeted Barriers to Achieving the Goal**

- Students lack real world experiences to facilitate understanding of benchmarks.
- Students have had minimal opportunities for project based learning beyond the classroom setting

**Plan to Monitor Progress Toward the Goal**

Science informal assessments

**Person or Persons Responsible**

Science Liaison and Leadership Team

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

assessment data

**G6. Our goal is to decrease behavior referrals and those leading to suspension, and increase attendance and reading proficiency.**

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- School-wide behavioral system using positive reinforcements.

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for behavior is noncompliance with the Student Code of Conduct. This deficiency is due to the lack of consistency in recognizing positive behavior
- The anticipated barrier for attendance is the lack of understanding of attendance policies, procedures and their implications to student achievement.
- The anticipated barrier for retention is a lack of proficiency in reading by third grade.



## Plan to Monitor Progress Toward the Goal

Monitor counselor log

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

COGNOS report

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 51% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency by 15 percentage points to 66%.

**G1.B1** Performance data for students in the English Language Learner, White and Economically Disadvantaged subgroups on the FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6] Insufficient experiences with reading and comprehending literature and informational text at the high end of the 2-3 text complexity band.

**G1.B1.S1** Provide opportunities for student practice in identifying topics and theme within texts; focusing on what the author thinks, feels and/or is trying to convey..

### Action Step 1

During differentiated instruction, students will use graphic organizers, such as the author's purpose chart, to identify and understand author's purpose and author's perspective in complex text.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Graphic Organizers

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

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

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

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

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

**G1.B2** Performance data for students in the black, Hispanic, and students with disabilities subgroups on the FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 3 [Literary Analysis: Fiction and Nonfiction]. Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1]

**G1.B2.S1** Provide opportunities for student practice in identifying and understanding literary elements and their relationship to the essential message of text.

### Action Step 1

During differentiated instruction, students will use graphic organizers, such as a story map and character chart, to identify and understand literary elements and their relationship to the essential message of text.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Graphic Organizers

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

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

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

**G1.B3** Performance data for students scoring a level 3 on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 4 [Informational Text/Research Process]; Students experience difficulties in interpreting graphical information (text features), locating and or organizing information in order to comprehend text. [Domain #1 - CCSS.ELA-Literacy.RI.3.5] Insufficient technology limits the variety of resources students have access to.

**G1.B3.S1** Students will use grade-level passages, both fiction and nonfiction, that contain a variety of text features to gain an understanding of complex text. Students will complete text feature charts and participate in text feature analysis activities.

### **Action Step 1**

During differentiated instruction, students will receive instruction in teacher led center to address how to interpret graphical information and how the author uses organization to support text content. Students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text and to use text features to locate, interpret and organize information.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Monthly SuccessMaker Reports Student Work

### **Action Step 2**

Teachers will participate in Professional Learning Communities focusing on collaborative planning and the new Wonders McGraw-Hill materials.

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

Teachers

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

Ongoing and as needed

#### **Evidence of Completion**

Agenda and Minutes from meetings

#### **Facilitator:**

Grade Chairperson

#### **Participants:**

Teachers in grades K-3

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

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

Literacy Leadership Team

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

Monthly

#### **Evidence of Completion**

Formative Assessments: Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

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

LLT

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

Monthly

#### **Evidence of Completion**

Formative Assessments: Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

**G1.B4** Performance data for students scoring a level 4 and above on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6] Insufficient experiences with reading and comprehending literature and informational text at the high end of the 2-3 text complexity band.

**G1.B4.S1** Students will use grade-level passages, both fiction and nonfiction, that contain a variety of text features to gain an understanding of complex text. Students will complete text feature charts and participate in text feature analysis activities.

### **Action Step 1**

During differentiated instruction, students will receive instruction in teacher led center to address how to interpret graphical information and how the author uses organization to support text content. Students will participate in collaborative conversations and be assigned project-based activities focused on interpreting elements of story structure within and across text and to use text features to locate, interpret and organize information.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Monthly SuccessMaker Reports Student Work

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

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

Literacy Leadership Team

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

Monthly

#### **Evidence of Completion**

Formative Assessments: Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments: Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

**G1.B5** Performance data for students showing learning gains on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6]. The deficiency is due to the inconsistency of differentiated instruction with fidelity.

**G1.B5.S1** Provide opportunities for student practice in identifying topics and theme within texts; focusing on what the author thinks, feels and/or is trying to convey..

### Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency using leveled readers from Wonders McGraw-Hill. Students will be assigned specific tasks on SuccessMaker that are focused on author's purpose and author's perspective.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Monthly SuccessMaker Reports Student Work



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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly Successmaker reports and assessments.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

**G1.B6** Performance data for students in the lowest 25% showing learning gains on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6]. Interventions lack systematic focused instruction.

**G1.B6.S1** Provide opportunities for student practice in identifying topics and theme within texts; focusing on what the author thinks, feels and/or is trying to convey.

### **Action Step 1**

In addition to small group Tier 1 intervention focusing on targeted deficiencies, students will be assigned specific tasks on SuccessMaker that are focused on author's purpose and author's perspective. Students will use learning assignment sheets from SuccessMaker for further support their learning.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

SuccessMaker Reports SuccessMaker Learning Assignment Sheets

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

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

Literacy Leadership Team

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

Monthly

#### **Evidence of Completion**

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

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

Utilizing the FCIM, the LLT along with the MTSS/RTI team will review monthly SuccessMaker reports and benchmark assessments.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Wonders McGraw-Hill Unit Assessments and Benchmark Assessments, District Interim Assessments

**G1.B7** Insufficient use of listening and speaking activities in the classroom have been a barrier in the acquisition of the language for students who were administered the 2013 CELLA Speaking and Listening Assessment.

**G1.B7.S1** Provide multiple opportunities for students to be involved in collaborative conversations.

### Action Step 1

As part of the Core Reading Program, students will be involved in collaborative conversations during whole group, small group and paired instruction. Opportunities for oral presentations will be provided. Teachers will use simple and direct language in their instruction and students will repeat and paraphrase.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Oral presentation rubrics

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

LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Oral Presentation Rubrics

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

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: Rubrics Summative: Cella 2014

**G1.B8** Performance data on the 2013 CELLA Reading Assessment indicates that there is a deficiency in vocabulary. The deficiency is due to the students' limited access to real world experiences. Additionally, students lack the ability to use context clues, base words, suffixes, prefixes and root words to determine word meanings.

**G1.B8.S1** Students will utilize graphic organizers to identify and analyze vocabulary in context.

**Action Step 1**

Students will utilize graphic organizers, semantic maps, and word webs to identify and analyze vocabulary in context. Interactive word walls will provide support in developing an understanding of word meaning.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Word Walls

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

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: Wonders McGraw-Hill Assessments Summative: Results of the 2014 CELLA

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

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative: Wonders McGraw-Hill Assessments Summative: Results of 2014 CELLA

**G1.B9** Performance data on the 2013 CELLA Writing Assessment indicates that students require additional opportunities to practice academic writing.

**G1.B9.S1** Students will use a reading response journal.

#### Action Step 1

Students will use a reading response journal to record their thoughts and questions about anything they are reading, including content areas.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Reading Response Journal

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

#### Person or Persons Responsible

Literacy Leadership Team Meeting

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student Monthly Writing Samples Writing Rubrics

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: Student Writing Samples Summative: Results from the 2014 CELLA

**G2.** The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 54% of the students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 59%.

**G2.B1** The area of deficiency as noted on the 2012 administration of the FCAT Writing Test, was the students' limited use of figurative and descriptive language to convey style, tone (voice) and conventions. The deficiency is due to students' limited vocabulary and knowledge of English Language conventions.

**G2.B1.S1** To address this, teachers will display word walls and figurative language displays. In addition, teachers will be provided with "Magnified Moment" technique to infuse "voice" into their writing. Use Wordly Wise to improve vocabulary in lower grades to help students writing. Students will keep a writing portfolio to show their development of writing through the process of drafting, revising, editing, and publishing.

### Action Step 1

To address this, teachers will display word walls and figurative language displays. In addition, teachers will be provided with "Magnified Moment" technique to infuse "voice" into their writing. Use Wordly Wise to improve vocabulary in lower grades to help students writing.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Students will keep a writing portfolio to show their development of writing through the process of drafting, revising, editing, and publishing.

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

Monthly writing prompts to monitor student progress and adjust focus on instruction as needed.

**Person or Persons Responsible**

Literacy Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students' writing portfolio

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

Monthly writing prompts

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Monthly writing prompts results



**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved level 3 proficiency. Our overall math goal for the 2013-2014 school year is to increase the overall performance 13 percentage points from 56% to 69%.

**G3.B1** On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 59% of the White subgroup, 48% of the Black subgroup and 56% of the Hispanic subgroup made satisfactory progress. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Number, Base Ten, and Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.

**G3.B1.S1** Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Teachers' will provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

### **Action Step 1**

Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Informal assessment data

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

Lesson Plan review and classroom visitations

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

MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Lesson plans and observations

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

GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made.

#### Person or Persons Responsible

MTSS/RtI Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

assessment data

**G3.B2** On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 21% of the ED subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase the ED subgroup by 45 percentage points to 66%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.

**G3.B2.S1** Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Teachers' will provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

#### Action Step 1

Provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson Plan

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

Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Teachers' will provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

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

MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Classroom walk through and lesson plan review

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

Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made.

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

MTSS/RtI Leadership Team

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

monthly

#### **Evidence of Completion**

Data chat protocol sheet

**G3.B3** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 34%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.

**G3.B3.S1** Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Teachers' will provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

### **Action Step 1**

Provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Provide context for mathematical exploration and the development of student understanding of mathematical concepts using manipulatives and engaging opportunities for practice. Teachers will implement project-based learning and will utilize CPALMS and GIZMO resources to present material in a variety of modalities through the use of technology.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Lesson Plans

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

Lesson plan review and classroom visitations.

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

MTSS/Rtl Leadership Team

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

Ongoing

#### **Evidence of Completion**

Lesson Plan reviews and classroom observations

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

Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made.

### Person or Persons Responsible

MTSS/RtI Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Data Chat Protocol Sheets, Formative assessments include district interim assessments, Success Maker Reports. Informal assessments, and student work Summative: 2014 FCAT 2.0 Mathematics assessment

**G3.B4** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 24% of the students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency by 1 percentage points to 25%. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.

**G3.B4.S1** Teachers' will provide students with enrichment activities that encourage higher order thinking to include real life application of number operation problems to solve and present. Give students independent work to demonstrate the problem solving process through hands-on projects and presentations. Utilize CPALMS and GIZMOS resources to present material in a variety of modalities through the use of technology.

### Action Step 1

Teachers' will provide students with enrichment activities that encourage higher order thinking to include real life application of number operation problems to solve and present. Give students independent work to demonstrate the problem solving process through hands-on projects and presentations. Utilize CPALMS and GIZMOS resources to present material in a variety of modalities through the use of technology.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson plans and classroom observations

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

Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made.

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data Chat Protocol sheet

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

Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made. Adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative assessments include district interim assessments, Success Maker Reports Informal assessments, and student work Summative 2014 FCAT 2.0 Mathematics assessment

**G3.B5** On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 63% of students made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.

**G3.B5.S1** Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Teachers' will provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

### **Action Step 1**

Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Teachers' will provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Classroom observations and lesson plan review

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

Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made.

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

MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Classroom walkthrough and lesson plan review

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

Monitor student progress through GO MATH assessment data, projects, and weekly quizzes

### Person or Persons Responsible

MTSS/RtI Leadership Team

### Target Dates or Schedule

monthly

### Evidence of Completion

Formative assessments include district interim assessments, Success Maker Reports Informal assessments, and student work. Summative 2013 FCAT 2.0 Mathematics assessment

**G3.B6** On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 58% of lowest 25% made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Fractions Grade 5 – Geometry and measurement These deficiencies are due to students' lack of fluency in basic arithmetic skills. Identify the lowest performing students in grades 3-5 based on instructional needs.

**G3.B6.S1** Identify the lowest performing students in grades 3-5 based on instructional needs. After school tutoring program will be implemented from November through April.

### Action Step 1

Identify the lowest performing students in grades 3-5 based on instructional needs.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Information provided to administration and MTSS/RtI Leadership Team



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

District interim assessments, Success Maker Reports Informal assessments, and Student work

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

data chat protocol sheet

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

District interim assessments, Success Maker Reports Informal assessments,

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Summative 2014 FCAT 2.0 Mathematics assessment

**G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 27% of the students achieved proficiency at level 3 or above. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 31%.

**G4.B1** The area of deficiency for level 3 as noted on the 2013 administration of the Science FCAT 2.0 is Physical and Life Science. The deficiency is due to the inconsistency of exposure to a variety of hands-on inquiry-based learning opportunities in grades K-5.

**G4.B1.S1** Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will incorporate GIZMOS technology labs into their instruction.

### **Action Step 1**

Hands-on learning opportunities using FOSS kits. Implement all essential laboratories developed by MDCPS. 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.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lab-sheets Science journals

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

Following the FCIM model, informal assessment data will be reviewed and instruction will be adjusted as needed. Support will be provided from science leader with lesson planning and lab implementation.

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

MTSS/Rtl Leadership Team will monitor students' data.

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

Monthly

#### **Evidence of Completion**

Collection of assessment binders containing data on district interim assessments, Student Lab Sheets, and Informal assessments/data chats

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

Following the FCIM model, informal assessment data will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RtI Leadership Team will monitor students' data.

### Target Dates or Schedule

monthly

### Evidence of Completion

2014 FCAT 2.0 results will be used to determine effectiveness.

**G4.B2** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 9% of the students achieved levels 4 and 5 proficiency. The area of deficiency as noted on the 2013 administration of the Science FCAT 2.0 is Physical and Life Science. The deficiency is due to the inconsistency of exposure to a variety of hands-on inquiry-based learning opportunities in grades K-5.

**G4.B2.S1** Provide enrichment activities that include technology based collaborative projects with NASA websites to increase knowledge of earth and space. Conduct inquiry-based activities that allow for the testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth/Space science.

### Action Step 1

Provide enrichment activities that include technology based collaborative projects with NASA websites to increase knowledge of earth and space. Conduct inquiry-based activities that allow for the testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth/Space science.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans

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

Teacher Created Weekly Lab sheets will be used to monitor the effectiveness of the implementation of inquiry-based learning.

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

MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Lesson Plan and classroom observations.

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

Monitor assessment data. Instruction will be adjusted as needed.

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

MTSS/RtI Leadership Team

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

Monthly

#### **Evidence of Completion**

Data Chat protocol sheets: Formative district interim assessments Student Lab Sheets, Informal assessments Summative 2014 FCAT 2.0 Science assessment,

**G5.** Our goal is to increase students' exposure to math, science, and technology activities.

**G5.B1** Students lack real world experiences to facilitate understanding of benchmarks.

**G5.B1.S1** Increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities. Participate in the science fair and components of the Fairchild Challenge.

**Action Step 1**

Increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student lab sheets

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

Review of lesson plans and classroom visitations

**Person or Persons Responsible**

Science Liaison and Leadership Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Lesson plan review feedback

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

Analyze science fair projects using the Elementary Science, Mathematics, Engineering and Invention Fair Rubric.

#### Person or Persons Responsible

Science Liaison and Leadership Team

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Rubrics

### G5.B2 Students have had minimal opportunities for project based learning beyond the classroom setting

**G5.B2.S1** Teachers will have the opportunity to participate in the Fairchild challenge and school wide science fair.

#### Action Step 1

Participate in school's science fair and Fairchild challenge components

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans

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

Monitor student progress by analyzing science fair projects using the Elementary Science, Mathematics, Engineering and Invention Fair Rubric.

#### Person or Persons Responsible

Science Liaison and Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson plan review

### Plan to Monitor Effectiveness of G5.B2.S1

Monitor student progress by analyzing science fair projects using the Elementary Science, Mathematics, Engineering and Invention Fair Rubric.

#### Person or Persons Responsible

Science Liaison and Leadership Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Formative Student lab sheets Summative Elementary Science, Mathematics, Engineering and Invention Fair Rubric

**G6.** Our goal is to decrease behavior referrals and those leading to suspension, and increase attendance and reading proficiency.

**G6.B1** The area of deficiency for behavior is noncompliance with the Student Code of Conduct. This deficiency is due to the lack of consistency in recognizing positive behavior

**G6.B1.S1** School counselor will visit all classrooms and promote the district anti-bullying program and Student Code of Conduct. Classroom teachers will identify students who frequently bully and refer them to the guidance counselor for small group counseling. The school will implement a school-wide behavioral system using positive reinforcements.

#### Action Step 1

Classroom teachers will identify students who frequently bully and refer them to the guidance counselor for small group counseling.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Counselor log

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

Review and monitor COGNOS suspension via the report monthly.

**Person or Persons Responsible**

Administration and Counselor

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

COGNOS report

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

Monitor COGNOS report

**Person or Persons Responsible**

Administration and Counselor

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

COGNOS report



**G6.B2** The anticipated barrier for attendance is the lack of understanding of attendance policies, procedures and their implications to student achievement.

**G6.B2.S1** Identification and referral students who may be developing a pattern of nonattendance will be sent to the Counselor, Social Worker, and/or MTSS/Rtl for possible intervention. Provide incentives to students who display exemplary attendance. Utilize the Community Involvement Specialist (CIS) to inform parents of attendance policies, procedures and their implications to student achievement. CSI will also provide parents with information about medical assistance programs (Medic aid, Kid Care, etc.)

**Action Step 1**

Identification and referral students who may be developing a pattern of nonattendance will be sent to the Counselor, Social Worker, and/or MTSS/Rtl for possible intervention.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Attendance Bulletins and COGNOS reports and keep Attendance Intervention logs.

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

Monitor Attendance Bulletins

**Person or Persons Responsible**

Counselor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Attendance Intervention logs

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

Monitor Attendance Bulletins and COGNOS reports

### Person or Persons Responsible

Counselor, Social Worker, and/or MTSS/RtI

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Attendance Intervention logs

**G6.B3** The anticipated barrier for retention is a lack of proficiency in reading by third grade.

**G6.B3.S1** Students who are not proficient in reading will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text and to use text features to locate, interpret and organize information. Students will also practice fluency to improve reading skills. A school-wide Accelerated Reading incentive program will be used to encourage students to read often with emphasis on comprehension and vocabulary.

### Action Step 1

Identify at risk students based on FAIR and assessment data.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data chat protocol sheet

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

Review SuccessMaker reports bi-weekly to ensure students are meeting proficiency levels and adjust instruction as needed. Review FAIR reports.

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

Literacy Leadership Team

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

Monthly

#### **Evidence of Completion**

Literacy Leadership Team Meetings

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

Review SuccessMaker reports bi-weekly to ensure students are meeting proficiency levels and adjust instruction as needed. Review FAIR reports.

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

Literacy Leadership Team

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

Quarterly

#### **Evidence of Completion**

Formative Assessments: district interim assessments, FAIR, and SuccessMaker Summative 2013 FCAT 2.0 assessment.

## 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 after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parent Academy Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Student tutoring is available to all learners through an ELL grant and Title I funding from October to April of each year. Redland Elementary also provides extracurricular activities such as Art Club, Chess Club, Steel Drum Band, Science Club, Purple Martin Club, a Sea Turtle service learning project, and the Cardinalette Dance Team.

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

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

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

**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 51% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency by 15 percentage points to 66%.

**G1.B3** Performance data for students scoring a level 3 on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 4 [Informational Text/Research Process]; Students experience difficulties in interpreting graphical information (text features), locating and or organizing information in order to comprehend text. [Domain #1 - CCSS.ELA-Literacy.RI.3.5] Insufficient technology limits the variety of resources students have access to.

**G1.B3.S1** Students will use grade-level passages, both fiction and nonfiction, that contain a variety of text features to gain an understanding of complex text. Students will complete text feature charts and participate in text feature analysis activities.

### PD Opportunity 1

Teachers will participate in Professional Learning Communities focusing on collaborative planning and the new Wonders McGraw-Hill materials.

#### Facilitator

Grade Chairperson

#### Participants

Teachers in grades K-3

#### Target Dates or Schedule

Ongoing and as needed

#### Evidence of Completion

Agenda and Minutes from meetings

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 51% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency by 15 percentage points to 66%.	\$24,143
G3.	The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved level 3 proficiency. Our overall math goal for the 2013-2014 school year is to increase the overall performance 13 percentage points from 56% to 69%.	\$4,950
Total		\$29,093

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title III		\$9,900
Title I		\$15,000
EESAC		\$4,193
Total		\$29,093

### Budget Details

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

**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 51% of the students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase level 3 or above student proficiency by 15 percentage points to 66%.

**G1.B1** Performance data for students in the English Language Learner, White and Economically Disadvantaged subgroups on the FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 2 [Reading Application]. Students experience difficulties in identifying author's purpose in text and how the author's perspective influences text. [Domain #1 - CCSS.ELA-Literacy.RI.3.6] Insufficient experiences with reading and comprehending literature and informational text at the high end of the 2-3 text complexity band.

**G1.B1.S1** Provide opportunities for student practice in identifying topics and theme within texts; focusing on what the author thinks, feels and/or is trying to convey..

### **Action Step 1**

During differentiated instruction, students will use graphic organizers, such as the author's purpose chart, to identify and understand author's purpose and author's perspective in complex text.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Tutoring for ELL students

#### **Funding Source**

Title III

#### **Amount Needed**

\$4,950

**G1.B2** Performance data for students in the black, Hispanic, and students with disabilities subgroups on the FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 3 [Literary Analysis: Fiction and Nonfiction]. Students experience difficulties in determining the main idea or essential message in grade-level text [NGSSS]; inferring, paraphrasing, summarizing, and identifying relevant details. [Domain #1 - CCSS.ELA-Literacy.RI.5.1]

**G1.B2.S1** Provide opportunities for student practice in identifying and understanding literary elements and their relationship to the essential message of text.

**Action Step 1**

During differentiated instruction, students will use graphic organizers, such as a story map and character chart, to identify and understand literary elements and their relationship to the essential message of text.

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring

**Funding Source**

Title I

**Amount Needed**

\$15,000



**G1.B3** Performance data for students scoring a level 3 on the 2013 FCAT 2.0 Assessment indicates that there is a deficiency in Reporting Category 4 [Informational Text/Research Process]; Students experience difficulties in interpreting graphical information (text features), locating and or organizing information in order to comprehend text. [Domain #1 - CCSS.ELA-Literacy.RI.3.5] Insufficient technology limits the variety of resources students have access to.

**G1.B3.S1** Students will use grade-level passages, both fiction and nonfiction, that contain a variety of text features to gain an understanding of complex text. Students will complete text feature charts and participate in text feature analysis activities.

### **Action Step 1**

During differentiated instruction, students will receive instruction in teacher led center to address how to interpret graphical information and how the author uses organization to support text content. Students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text and to use text features to locate, interpret and organize information.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

AR license Library Books

#### **Funding Source**

EESAC

#### **Amount Needed**

\$4,193

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 31% of the students achieved level 3 proficiency. Our overall math goal for the 2013-2014 school year is to increase the overall performance 13 percentage points from 56% to 69%.

**G3.B1** On the 2012-2013 administration of the FCAT 2.0 Mathematics Test, 59% of the White subgroup, 48% of the Black subgroup and 56% of the Hispanic subgroup made satisfactory progress. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was: Grade 3 and 4 – Number, Base Ten, and Fractions Grade 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.

**G3.B1.S1** Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Teachers' will provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice.

### **Action Step 1**

Teachers' will provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Tutoring for ELL students

#### **Funding Source**

Title III

#### **Amount Needed**

\$4,950