Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Springs Elementary School

6304 E 1ST AVE
Hialeah, FL 33013
305-822-0911
http://palmsprings.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	92%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Palm Springs Elementary School

Principal
Roxana Herrera

School Advisory Council chair
Lupe Lago

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

Name	Title
Roxana Herrera	Principal
Patricia Horta	Assistant Principal
Elisa Toledo-Resende	Reading Instructional Coach
Mayra Perez	Math Department Chairperson/Lead Teacher
Iliana Chirino	Science Department Chairperson/Lead Teacher
Nidia Cotera	Guidance Counselor
Anneris Rivera	UTD Steward/Media Specialist

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1
Alternate Principal -1
Union Steward - 1
Teachers - 5
Alternate teachers - 1
Educational Support Employee - 1
Alternate Educational Support Employee - 1
Parents - 7
Alternate Parents - 1
Students - 1

Alternate students - 1
Business/Community Representative - 1

Involvement of the SAC in the development of the SIP

The SAC reviewed the 2013 Spring SAT and FCAT 2.0 results and made recommendations on each of the areas. All stakeholders were involved in this process.

Activities of the SAC for the upcoming school year

The SAC meets eight times throughout the course of the school year to provide recommendations, support and assistance in the preparation, implementation and monitoring of the School Improvement Plan. The SAC also discusses and plans activities and events that support school-wide goals and objectives to further impact our students and school.

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

SAC funds will be used to purchase additional reading and mathematics materials to enhance instruction for students performing in the lowest 35% of the population.

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:

Roxana Herrera		
Principal	Years as Administrator: 14	Years at Current School: 7

Credentials	Elementary Education, ESOL, Primary Education, School Principal
Performance Record	2013 – School Grade - B Rdg. Proficiency, 51% Math Proficiency, 53% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 62 points Rdg. AMO – 63 N Math AMO– 68 N 2012 – School Grade - A Rdg. Proficiency, 53% Math Proficiency, 60% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 82 points Rdg. AMO – 60 N Math AMO– 65 N ’11 ’10 ’09 AMO-1: School Grade A A A AYP N N Y High Standards Reading 75 79 76 High Standards Math 82 83 79 Learning Gains-Reading 67 77 74 Learning Gains-Math 65 75 77 Gains-Reading-Lowest 25% 62 66 67 Gains-Math-Lowest 25% 67 82 75

Patricia Horta		
Asst Principal	Years as Administrator: 8	Years at Current School: 7

Credentials	Elementary Education, ESOL, Educational Leadership
Performance Record	2013 – School Grade - B Rdg. Proficiency, 51% Math Proficiency, 53% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 62 points Rdg. AMO – 63 N Math AMO– 68 N 2012 – School Grade - A Rdg. Proficiency, 53% Math Proficiency, 60% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 82 points Rdg. AMO – 60 N Math AMO– 65 N ’11 ’10 ’09 AMO-1: School Grade A A A A AYP N N Y N High Standards Reading 75 79 76 High Standards Math 82 83 79 Learning Gains-Reading 67 77 74 Learning Gains-Math 65 75 77 Gains-Reading-Lowest 25% 62 66 67 Gains-Math-Lowest 25% 67 82 75

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Elisa Toledo-Resende		
Part-time / School-based	Years as Coach: 14	Years at Current School: 20
Areas	Reading/Literacy	
Credentials	Certified in: Elementary Education Primary Education Endorsed in: Reading ESOL	
Performance Record	2013 – School Grade - B Reading Proficiency, 51% Mathematics Proficiency, 53% Reading Learning Gains, 68 points Mathematics Learning Gains, 62 points Reading Learning Gains of Lowest 25% population- 68 points Mathematics Learning Gains of Lowest 25% population- 62 points Reading Annual Measurable Objective (AMO) – 63 N Mathematics Annual Measurable Objective (AMO)– 68 N 2012 – School Grade - A Reading Proficiency, 53% Mathematics Proficiency, 60% Reading Learning Gains, 76 points Mathematics Learning Gains, 77 points Reading Learning Gains of Lowest 25% population- 79 points Mathematics Learning Gains of Lowest 25% population - 82 points Reading Annual Measurable Objective (AMO) – 60 N Mathematics Annual Measurable Objective (AMO)– 65 N ’11 ’10 ’09 AMO-1: School Grade A A A AYP N N Y High Standards Reading 75 79 76 High Standards Mathematics 82 83 79 Learning Gains-Reading 67 77 74 Learning Gains-Mathematics 65 75 77 Gains-Reading-Lowest 25% 62 66 67 Gains-Math-Lowest 25% 67 82 75	

Classroom Teachers

# of classroom teachers
52

 # receiving effective rating or higher
52, 100%

 # Highly Qualified Teachers
98%

 # certified in-field
51, 98%

 # ESOL endorsed
44, 85%

 # reading endorsed
3, 6%

 # with advanced degrees
22, 42%

 # National Board Certified
2, 4%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
28, 54%

 # with 15 or more years of experience
24, 46%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
0, 0%

Teacher Recruitment and Retention Strategies

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

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

The school principal focuses on creating master teachers through the use of Professional Learning Communities. In addition, the school principal provides teachers with opportunities and time to participate in professional development activities, in order to retain highly qualified, certified and effective teachers. In order to recruit highly qualified teachers, we have developed partnerships with neighboring colleges and universities including Florida International University, Nova University,

Carlos Albizu University and Miami-Dade College. Students from these higher education institutions perform their internships and observational hours at our school.
By participating in this process, we dually showcase effective instructional practices while training future educators that we hope to hire and retain.

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

Currently, the school does not have any beginning teachers. However, teachers are generally paired by grade level or subject area assignment and experienced teachers are paired with beginning teachers. Mentoring activities address classroom daily operations, school procedures, lesson planning, core curriculum program fidelity and pacing, instructional tools and strategies, differentiation to meet individual students' needs (academic or behavioral), and resources and activities for instruction, professional growth and coaching.

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

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

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
Tier 1
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. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students

who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly 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 grades (these students are not administered the FCAT 2.0 battery of tests), 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

MTSS/RtI leadership is vital to building our team. Our MTSS/RtI Tier 1 Leadership Team consists of: the school principal (Roxana Herrera); the assistant principal (Patricia Horta); the part-time Reading instructional coach/Reading department chairperson (Elisa Toledo-Resende); the Math department chairperson (Mayra Perez); Science department chairperson (Iliana Chirino); the Exceptional Student Education teacher/behavior specialist (Anna McDougall); the guidance counselor (Nidia Cotera); grade level chairpersons in kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade; the school psychologist and social worker. The administrators ensure commitment and allocate resources. The coaches and teachers share a common goal of improving instruction for all students. Team members work to build staff support, internal capacity and sustainability over time.
Tier 1
• An administrator schedules and facilitates regular RtI meetings, ensures attendance of team members, ensures follow up of action steps, and allocates resources.
• In addition to the school administrator(s), the school's Leadership Team carries out SIP planning and MTSS problem solving.
• In addition to Tier 1 problem solving, the Leadership Team members meet periodically to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four-step problem-solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.
The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
The Tier 1 and Tier 2 documents demonstrate aimlines and specify 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

Palm Springs Elementary School utilizes the Edusoft data management system to manage the following data:
• Baseline Reading, Mathematics, Writing and Science Assessments
• District Interim Reading, Mathematics, Writing and Science assessments (during November and January progress monitoring)
Other managed data includes:
Academic
• Florida Assessments for Instruction in Reading (FAIR) assessment through the Progress Monitoring and Reporting Network (PMRN) at the beginning, middle, and end of year (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Florida Comprehensive Assessment Test (FCAT 2.0)
• Student grades through the Electronic Gradebook
• School site specific assessments through paper-and-pencil profiles
• Other state/district/local academic assessments such as SAT, CELLA, FLKRS, ASRA
• EasyCBM.com
• Wonderworks intervention program checkpoints and assessments
• Oral reading fluency measures, word reading measures, phonics inventories and comprehension measures
• Successmaker reports
• Reading Plus reports
• STAR reading assessment through the Accelerated Reader program
Behavior
• Student Case Management
• Detentions
• Suspensions/expulsions
• Behavior referrals
• Office referrals

• Team climate surveys
• Attendance
• Functional Assessment of Behavior evaluation
• Referrals to special education programs
• Frequency monitoring
Data will be used to guide instructional decisions and procedures in order to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development

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

Members of the school leadership team will participate in the MTSS district professional development. Trainings consist of:
1. Administrators attending district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2 and School Support Team Training.
2. MTSS team members attending 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 using tools found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html 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 also become available on the school's web site.
Members of the MTSS Leadership team also meet with the School Advisory Council (SAC) to provide information about MTSS, data and discuss areas that needed to be addressed.
The MTSS Leadership Team also assists in the implementation of the school improvement plan by:
• Monitoring and adjusting the school's academic and behavioral goals through data gathering and data analysis.
• Monitoring fidelity of the delivery of instruction and intervention.
• Providing levels of support and interventions to students, based on data.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,880

English Language Learners and other students performing below grade level are allotted additional instructional time to receive differentiated instruction in reading with a certified teacher, as prescribed by their academic needs. Students work with teachers in small group settings to build their foundational, literary and informational reading skills along with their language, writing and speaking/ listening skills.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected at the beginning and at the end of the tutoring program to measure growth.

Who is responsible for monitoring implementation of this strategy?

The school principal monitors the tutoring program and meets with teachers to:
- analyze results
- identify students making progress and
- identify students still at risk,
so that support can be provided to drive further instruction and ensure that students experience success and increased student achievement through our tutoring program.

Literacy Leadership Team (LLT)

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

Name	Title
Roxana Herrera	Principal
Patricia Horta	Assistant Principal
Elisa Toledo-Resende	Reading Instructional Coach & Department Chairperson
Mayra Perez	Math Department Chairperson
Iliana Chirino	Science Department Chairperson
Josanna Morales	Kindergarten Chairperson
Liza Rentas	1st Grade Chairperson
Cindy Miel	2nd Grade Chairperson
Julio Hernandez	3rd Grade Chairperson
Mercedes Mesa	4th Grade Chairperson
Yaquelin Paula	5th Grade Chairperson
Anna Mcdougall	Exceptional Student Education Teacher
Nidia Cotera	Guidance Counselor
Anneris Rivera	Media Specialist
Yariza Martin	Community Involvement Specialist

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through her support of teachers and the coach. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job-embedded professional development at the school level.
The following describes the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach:
The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team, which meets at least once a month.
The principal promotes the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.
The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach is a member of the Literacy Leadership Team. The team meets monthly throughout the school year. Additionally, the principal may expand the LLT by encouraging personnel from various sources, such as District and Regional support staff, to join.
The LLT maintains a connection to the school's (MTSS) Response to Intervention process by using the (MTSS) RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
The Literacy Leadership Team will focus meetings by addressing the following:
• Standards- based curriculum
• Data analysis (informal, formative and summative assessments)
• Implementation of strategies
• Monitoring progress of interventions
• Enrichment opportunities
The team will meet once a month to engage in the following activities:
• Gather and analyze academic data to make instructional decisions that will improve teaching and student achievement.
• Identify professional development needs and resources for faculty, as indicated by student data, and participate in such professional growth activities.
• Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and put new processes and skills into practice, as needed.
• Build consensus, increase infrastructure, and make decisions about implementation.
• Provide clear indicators of student need and student progress to assist in examining the validity and effectiveness of program delivery.
• Planning motivational events/activities that encourages independent reading and celebrates literacy.
The team will also:
• Maintain regular communication with staff for input and feedback, as well as updating them on procedures and progress.
• Support the process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
• Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
In addition, the Literacy Leadership Team will provide support in developing lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent

questions. Multidisciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The LLT's has 2 major initiatives this year. They are to:
-collaborate and support teachers with the implementation of the Common Core State Standards (CCSS) and the integration of cross-curricular lessons that involve the use reading and writing tasks, in all subject areas/classes. The LLT will discuss innovative and classroom-tested ideas to share and implement across grade levels and classrooms. In conjunction with this school improvement plan, the LLT will confer with teachers and administrators regarding an action plan for how to improve student reading achievement, suggest professional development, and review progress monitoring data at the grade and classroom level. The LLT will identify students who are at moderate or high risk of not meeting high standards to provide support and ensure that all students are provided with appropriate instruction to meet their needs and promote growth.
-ensure that all students are receiving reading intervention or enrichment that corresponds to and meets their academic needs. Progress will be monitored continuously through analysis of formal and informal data and adjusted as necessary. In addition, students who read “beyond the bell,” or beyond the school day, will be recognized.

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 (VPK). Funds are used to provide extended support through two full-time highly qualified teachers and paraprofessionals. This helps to provide our young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.
Palm Springs Elementary School will implement the following strategies: Establish or expand the "Welcome to Kindergarten" program (during orientation, the school gave bookbags with crayons to students too). Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. Direct school office staff to distribute "Smooth Sailing" kindergarten preparation brochures.
The High Scope Preschool Curriculum focuses on developing those skills necessary for future success in school. Emphasis is placed on increasing development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Preschool students are taught pre-readiness skills using the Houghton Mifflin Harcourt reading curriculum which includes (but is not limited to) skills such as rhyme, letter recognition, letter and sound relationships, and counting. They follow routines and a structured daily schedule in a developmentally appropriate environment, which promotes learning, acquisition of early literacy skills, and socialization skills. Instruction and activities are provided in small groups, facilitated by a teacher and full-time paraprofessional. The preschool's observation record (COR) is used to assess children's development and school readiness in language and literacy, mathematics, science, social relations, creative representation and movement. Florida's Voluntary Pre-Kindergarten Assessment is also used to measure phonological awareness, print knowledge, oral language, vocabulary, comprehension and alphabetic principle.
The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children. The technical assistance plan for school readiness program providers encompasses a holistic approach to the professional development of all individuals associated with the delivery of quality educational programming. The delivery of staff development activities includes the use of mini-workshops, classroom

observation/feedback, modeling/demonstration lessons, and peer mentors. In order to effectively determine incoming Kindergarten students' school readiness, a developmental screening instrument called the Florida Kindergarten Readiness Screener (FLKRS) is administered during the first 45 calendar days of school. Students obtain a score in one of three categories: "Demonstrating," "Emerging/ Progressing," "Not Yet Demonstrating" and "No Opportunity to Observe." Using the results of the screening, which includes a portion of both the Early Childhood Observations System (EChOS) and the Florida Assessments for Instruction in Reading (FAIR), certified teachers work with students on individual needs through small group instruction.

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	63%	51%	No	67%
American Indian		0%		
Asian		0%		
Black/African American	18%	0%	No	25%
Hispanic	63%	51%	No	67%
White		0%		
English language learners	57%	39%	No	61%
Students with disabilities	35%	16%	No	42%
Economically disadvantaged	62%	50%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	27%	40%
Students scoring at or above Achievement Level 4	84	22%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

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)	205	58%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	95	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	83	23%	31%

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	89	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	53%	No	72%
American Indian				
Asian				
Black/African American	27%	0%	No	33%
Hispanic	68%	54%	No	72%
White				
English language learners	60%	42%	No	64%
Students with disabilities	45%	16%	No	51%
Economically disadvantaged	67%	53%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	29%	43%
Students scoring at or above Achievement Level 4	86	23%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

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	30	26%	29%
Students scoring at or above Achievement Level 4	37	32%	33%

Florida Alternate Assessment (FAA)

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

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	176	14%	18%

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	24	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	28	4%	3%
Students who are not proficient in reading by third grade	84	64%	58%
Students who receive two or more behavior referrals	105	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	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

Please refer to Title I Parental Involvement Plan (PIP)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Results from the 2013 FCAT 2.0 Reading test indicate that 51% of all students achieved proficiency. Our goal is to increase achievement on the 2014 FCAT 2.0 Reading test by having 67% or more of all students demonstrate proficiency.

G2. Results from the 2013 FCAT Writing test indicate that 70% of 4th grade students achieved proficiency by scoring 3.5 or above. Our goal is to increase achievement on the 2014 FCAT Writing test by having 73% or more of students demonstrate proficiency.

G3. Results from the 2013 FCAT 2.0 Mathematics test indicate that 53% of all students achieved proficiency by scoring levels 3-5. Our goal is to increase proficiency by 19 percentage points to 72% on the 2014 FCAT 2.0 Mathematics test.

G4. Results from the 2013 FCAT 2.0 Science test indicate that 58% of 5th grade students achieved proficiency by scoring at levels 3-5. Our goal is to increase proficiency by 4 percentage points to 62% on the 2014 FCAT 2.0 Science test.

G5. In order to engage students in the problem-solving process, our goal is to increase the number of STEM project-based learning experiences we offer students and to increase the number of students who participate in these activities.

G6. Our 2013-2014 Early Warning Systems goal is to increase our effectiveness in identifying students who require support in the areas of attendance, academics and discipline and provide appropriate interventions to ensure their success.

Goals Detail

G1. Results from the 2013 FCAT 2.0 Reading test indicate that 51% of all students achieved proficiency. Our goal is to increase achievement on the 2014 FCAT 2.0 Reading test by having 67% or more of all students demonstrate proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Core curriculum reading program: McGraw-Hill Wonders
- Professional development (school-based, District-based and vendor-based): Face-to-face and webinar trainings
- Personnel resources: Part-time reading coach, Literacy Leadership Team, Interventionists (hourly teachers, trained part-time paraprofessionals), ESOL department lead teacher, ESE department lead teacher, MTSS/RtI team
- Computer-assisted instructional programs: Successmaker, Reading Plus, Imagine Learning, FCAT Explorer, FOCUS, Riverdeep, Waterford
- Instructional tools: graphic organizers, computers, Smart boards, projectors, core curriculum reading program digital resources (connected.mcgraw-hill.com), McGraw-Hill Wonders print components (complex texts, leveled readers, etc.) and teaching aids, district FCAT 2.0 task cards, visual aids, Discovery Education website
- Instructional resources: FCRR Learning Center binders, fcrr.org, professional texts, www.free-reading.net, http://www.nefec.org/learn/, leveled guided reading libraries, Common Core exemplar texts library
- Intervention materials: Successmaker (computer-based), WonderWorks (print), Voyager Passport (print)
- Data resources: FCAT 2.0 Reading assessment reports, CELLA assessment reports, Edusoft data reports from Reading progress monitoring assessments such as Baseline and quarterly Interims, FAIR assessment data reports
- Student resources: Spanish-English dictionaries (ELL)

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 51% of Hispanic students met proficiency by scoring in achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Hispanic students achieving proficiency on the 2014 FCAT 2.0 Reading test to 67% or more, reflecting an increase of at least 16 percentage points. As a result of data disaggregation and analysis, it is evident that Hispanic students require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.
- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 39% of English Language Learners met proficiency by scoring at achievement levels 3-5, reflecting 18 percentage points below the AMO achievement target. Our new school goal is to increase the number of English Language Learners achieving proficiency on the 2014 FCAT 2.0 Reading test to 61%. As a result of data disaggregation and analysis, it is evident that English Language Learners require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.
- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 16% of Students with Disabilities met proficiency by scoring at achievement levels 3-5, reflecting 19

percentage points below the AMO achievement target. Our current school goal is to increase the number of Students with Disabilities achieving proficiency on the 2014 FCAT 2.0 Reading test to 42%. As a result of data disaggregation and analysis, it is evident that Students with Disabilities require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 50% of Economically Disadvantaged students met proficiency by scoring at achievement levels 3-5, reflecting 12 percentage points below the AMO achievement target. Our current school goal is to increase the number of Economically Disadvantaged students achieving proficiency on the 2014 FCAT 2.0 Reading test to 66%. As a result of data disaggregation and analysis, it is evident that Economically Disadvantaged students require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.
- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 27% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Reading test to 40% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 2: Reading Application.
- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 22% of students met proficiency by scoring at or above achievement level 4. Our school goal is to increase the number of students achieving levels 4 and 5 on the 2014 FCAT 2.0 Reading test to 27% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 3: Literary Analysis-Fiction/ Non-fiction.
- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that: Students require greater opportunities beyond the rigor of the on-grade level Common Core-aligned McGraw-Hill Wonders complex texts to receive prescriptive quality instruction that meets and supports their academic needs. Students also require greater opportunities to develop the skills needed to comprehend non-fiction texts by being provided more systematic explicit instruction with cross-curricular texts in the reading and content area classrooms. Finally, research supports the idea that the very practice of reading frequently contributes to increases in reading achievement but students lack the motivation to do this independently beyond the school day. Continuous access to digital resources/tools for whole group instruction and computer-assisted instructional programs for individual student use is sometimes hindered due to small numbers of computers in classrooms, small numbers of classrooms with projectors or Smartboards, limited technical assistance on campus, as well as a possible lack of daily internet access in students' homes.
- According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students in the lowest 25% made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that there is an abundant number of students entering grades 3-5 who are having difficulty comprehending grade level text due to gaps in reading skills. This makes remediation critical and further individualized instruction necessary, in order to address their academic needs. Therefore, intervention must occur beyond the grade level and tiered differentiated instruction taking place during the 90-minute reading block.
- According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Listening/Speaking test results, performance data indicates that 58% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the

2014 CELLA Listening/Speaking test to 62% or more. ELL students generally have limited exposure to the English language and thus lack the receptive and expressive vocabulary necessary to communicate and understand English proficiently. Therefore, ELL students need a high level of support in understanding and applying correct conventions of English in listening and speaking. They also require many opportunities to listen to good models of spoken English and to practice speaking the language themselves. Meaningful language practice must be provided using a variety of ESOL instructional strategies and activities, in the context of listening and speaking.

- According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Reading test results, performance data indicates that 28% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Reading test to 35% or more. ELL students have limited proficiency with the English language (vocabulary) and its structures (grammar/conventions), which inhibits their ability to read fluently and comprehend well. Therefore, students require ongoing explicit scaffolded instruction in vocabulary and its components of English along with a high level of support in understanding the main idea, relevant supporting details, implied message, inference, chronological order and identifying text structures – especially with moderate and high complexity text. Additional strategies must be utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.
- According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Writing test results, performance data indicates that 23% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Writing test to 31% or more. ELL students have limited proficiency with the English language and its structures, which inhibits their ability to write fluently. Therefore, students require ongoing explicit scaffolded instruction in vocabulary and its English language structures at the word, sentence, paragraph and whole composition levels, in order to communicate in English through process writing and academic analytical writing (writing to sources/text). ELL students also require additional support in the development of ideas through the use of relevant details enhanced with mature vocabulary and the proper conventions of English. Thus, additional strategies must be utilized which address these needs.

Plan to Monitor Progress Toward the Goal

Following FCIM, review and analyze progress monitoring assessment data along with computer-assisted instructional program reports to identify strengths and weaknesses and determine whether to continue, intensify, modify or terminate a particular strategy or action step, based on student performance. Provide support and resources, as necessary.

Person or Persons Responsible

Administration, LLT and MTSS/RtI team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments/Data: Edusoft District Fall and Winter Interim assessment reports, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student), Florida Assessments for Instruction in Reading (FAIR) Assessment Period 1 (AP1) reports, FAIR AP2 reports, FAIR AP3 reports, analytic writing in response to reading (writing to a text source)/reader's response journal Summative Assessment: 2014 FCAT 2.0 Reading Assessment

G2. Results from the 2013 FCAT Writing test indicate that 70% of 4th grade students achieved proficiency by scoring 3.5 or above. Our goal is to increase achievement on the 2014 FCAT Writing test by having 73% or more of students demonstrate proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- Core curriculum reading/language arts program: McGraw-Hill Wonders (Writing components include: analytic writing-writing to a text source citing evidence from that source, 6 traits of writing for author's craft, process writing, daily grammar lessons, daily spelling/phonics lessons, daily vocabulary lessons)
- Professional development (school-based, District-based and vendor-based): face-to-face and webinar trainings
- Personnel resources: Part-time reading coach, Literacy Leadership Team, ESOL department lead teacher, ESE department lead teacher
- Digital resources for the teacher: McGraw-Hill online, Discovery Education, Smart Exchange (Smartboard) Digital practice for the student: Successmaker, Reading Plus, Imagine Learning
- Instructional tools: graphic organizers, Smartboard, Writing reference/anchor charts, McGraw-Hill Wonders, 0-6 point FCAT Writing rubric
- Instructional resources: Melissa Forney professional resources, The Trait Crate (Scholastic), other professional books about writing (Make It Real by Linda Hoyt, Mechanically Inclined by Jeff Anderson, etc.), mentor texts, state-released calibrated student exemplar papers
- Data resources: Pre-/Post-test district writing assessments, monthly writing samples
- Student resources: McGraw-Hill Wonders, Writers Survival Kit (Melissa Forney and teacher-developed resources), Spanish-English dictionaries (ELL)

Targeted Barriers to Achieving the Goal

- Students in grade 4 require additional exposure to vocabulary in order to compose writing consisting of precise word choice and specificity of language, as evident in mature writing. Students also need to improve their skills in elaboration and support, revision, and editing, in order to become more proficient writers.

Plan to Monitor Progress Toward the Goal

Meet with teachers to discuss progress and adjust implementation as needed Provide the ongoing support necessary to increase student achievement Recognize Star Writers through monthly activities from October through March

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Using the state’s 0-6 point holistic rubric, analyze scores from formative assessments including: Baseline writing assessments Monthly writing assessments Mid-year writing assessments Teacher observations

G3. Results from the 2013 FCAT 2.0 Mathematics test indicate that 53% of all students achieved proficiency by scoring levels 3-5. Our goal is to increase proficiency by 19 percentage points to 72% on the 2014 FCAT 2.0 Mathematics test.

Targets Supported

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

Resources Available to Support the Goal

- Core curriculum mathematics program: Houghton Mifflin Harcourt Go Math
- Professional development (school based and district based)
- Personnel resources: mathematics leader/liason, ESOL lead teacher, ESE lead teacher
- Digital resources: thinkcentral.com, khanacademy.org, Go Math online, Smart Exchange (smartboard), Discovery Education Computer assisted instructional programs: Successmaker, FCAT Explorer, FOCUS
- Instructional tools: graphic organizers, computers, Smart boards, projectors, connected to thinkcentral with re-teach/enrich intervention programs, manipulatives, FCAT Math task cards, HMH GM Grab-and-Go Centers kit, Go Math teacher resource print components (such as transparencies, HMH GM standards practice books, HMH enrichment practice books, HMH GM assessment guide). Instructional resources: Scholastic Success with Fractions teacher resource book
- Instructional routines: Problem of the Day, multiplication drills
- Differentiated instruction/Intervention resources: Soar to Success Math on thinkcentral.com, RtI resource on thinkcentral.com, Successmaker Math, Voyager Math, HMH Go Math reteach practice books
- Data resources: FCAT 2.0 Mathematics test reports, Edusoft data reports from progress monitoring assessments such as Baseline and quarterly interims, Successmaker Math reports

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 54% of Hispanic students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Hispanic students achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 72% or more, reflecting an increase of at least 18 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased Hispanic student achievement in any math skill is the time needed to acquire and fully understand grade level mathematics vocabulary in solving word problems and the ability to apply it further in real world situations.
- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 42% of English Language Learners students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of English Language Learners achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 64% or more, reflecting an increase of at least 22 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased English Language Learners achievement in any math skill is the time needed to acquire and fully understand grade level mathematics vocabulary in solving word problems and the ability to apply it further in real world situations.
- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 16% of Students with Disabilities met proficiency by scoring at achievement levels 3-5. These

students did not meet their AMO target. Our new school goal is to increase the number of Students with Disabilities achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 51% or more, reflecting an increase of at least 35 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased mathematics achievement among Students with Disabilities is the lack of mastery in the prerequisite skills needed to solve more complex math problems.

- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 53% of Economically Disadvantaged students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Economically Disadvantaged students achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 70% or more, reflecting an increase of at least 17 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased achievement for Economically Disadvantaged students in any math skill is the lack of mastery in the prerequisite skills needed to solve more complex math problems.
- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 29% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Mathematics test to 43% or more. As a result of data disaggregation and analysis, it is evident that 3rd grade students require additional time to acquire the skills identified in Reporting Category 2: Number: Fractions & 4th and 5th grade students require additional time to acquire the skills identified in the corresponding category Number: Base Ten and Fractions as well.
- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 23% of students met proficiency by scoring at achievement level 4 and 5. Our school goal is to increase the number of students achieving level 4 (or higher) proficiency on the 2014 FCAT 2.0 Mathematics test to 29% or more. As a result of data disaggregation and analysis, it is evident that 3rd grade students require additional time to acquire the skills identified in Reporting Category 2: Number: Fractions & 4th and 5th grade students require additional time to acquire the skills identified in the corresponding category Number: Base Ten and Fractions as well.
- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 62% of students made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Mathematics test to 66% or more. As a result of data disaggregation, observation and analysis, it is evident that the underlying barrier preventing all students from increased mathematics achievement is that they all require greater opportunities to develop the skills needed to focus on multiple step problem solving. Students also need to show the work that led to them to arrive at answers and be able to verbalize or explain that process.
- According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 62% of students in the lowest 25% made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 66% or more. As a result of data disaggregation, observation and analysis, it is evident that there is an abundant number of students entering grades 3-5 who are having difficulty working on grade level mathematics due to a lack of mastery and/or fluency with the prerequisite simple mathematical operations skills needed to solve more complex math problems. Also evident is a lack of problem-solving and/or higher order thinking skills. This requires the addition of fluency routines and bell ringer/ opening routines to address students academic needs while increasing student accountability and motivation for practicing these skills.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the leadership team will review data from quarterly district Interim assessments, in order to monitor if progress is being made and to help teachers adjust instruction, as needed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessments: District Fall and Winter Interim assessments Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G4. Results from the 2013 FCAT 2.0 Science test indicate that 58% of 5th grade students achieved proficiency by scoring at levels 3-5. Our goal is to increase proficiency by 4 percentage points to 62% on the 2014 FCAT 2.0 Science test.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Core curriculum science program: Scott Foresman Science
- Professional development (school-based and District-based)
- Personnel resources: Science leader/school liasion
- Computer-assisted instructional programs: FCAT Explorer, FOCUS, GIZMOS-explorelearning
- Instructional tools: graphic organizers, computers, Smart boards, core curriculum science program digital resources (pearsonsuccess.net), Science Item Specifications, Discovery Education website, AIMS Physical Science, manipulatives
- Data resources: FCAT 2.0 Science assessment reports, Edusoft data reports from science progress monitoring assessments such as district baseline and quarterly interims
- Student resources: 4-5 Sciencesaurus Handbooks

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Science test results, performance data indicates that 26% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 29% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. Students experience difficulty following science processes completely.
- According to the 2013 FCAT 2.0 Science test results, performance data indicates that 32% of students met proficiency by scoring at achievement levels 4 and 5. Our school goal is to increase the number of students achieving level 4 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 33% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. These students require continued support in developing higher order scientific thinking skills and more opportunities for enrichment.

Plan to Monitor Progress Toward the Goal

Conduct walk throughs Review reports and other evidence to ensure progress is being made. Support activities by providing materials, as necessary. Support professional development by organizing a schedule and providing resources.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Baseline science assessments Quarterly District Interim science assessments (Fall, Winter) Teacher observations Science journals Lab activities and experiments Science Fair projects 2014 FCAT 2.0 Science test

G5. In order to engage students in the problem-solving process, our goal is to increase the number of STEM project-based learning experiences we offer students and to increase the number of students who participate in these activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- All mathematics and science resources

Targeted Barriers to Achieving the Goal

- Students need to develop higher order thinking skills and be able to apply the scientific method independently. Therefore, more opportunities will be provided to engage students in scientific process project-based learning.
- Students need to develop higher order thinking skills and be able to apply the scientific method independently. Therefore, the school will seek to motivate students to engage in scientific process project-based learning more often.

Plan to Monitor Progress Toward the Goal

-Class visits -Walk throughs -Observations -Analyze the results of student performance in the school-wide Science Fair through the use of project-based rubrics. -Review and analyze the results of the Fall and Winter district interim assessments to monitor progress and adjust instruction as necessary.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: ? Baseline mathematics and science assessments ? Quarterly District Interim mathematics and science assessments (Fall, Winter) ? Teacher observations ? Teacher-made assessments ? Mathematics and Science journals ? Science Lab reports ? Science Fair results Summative: ? 2014 FCAT 2.0 Mathematics and Science tests

G6. Our 2013-2014 Early Warning Systems goal is to increase our effectiveness in identifying students who require support in the areas of attendance, academics and discipline and provide appropriate interventions to ensure their success.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance: Daily attendance bulletins, district-generated monthly attendance reports, excused/unexcused absence reports, excused/unexcused tardy reports, MDCPS portal attendance rate report every grading period, truancy referral reports, SCAMs as documentation of excessive excused/unexcused absences and tardies, parent contact log for students who are consistently absent or tardy, attendance intervention meeting log, school-developed charts, student incentives, Community Involvement Specialist, attendance intervention committee
- Academics: Gradebook, FCAT 2.0 reports, SAT-10 reports, FAIR reports, CELLA reports, Edusoft reports, Successmaker reports, Reading Plus reports, Imagine Learning reports, Waterford reports, Successmaker, Wonderworks, Voyager Passport, Reading Plus, Imagine Learning, Waterford Early Learning, www.fcrr.org, FCRR Learning Center binders, professional development, graphic organizers, manipulatives, MTSS/RtI records, MTSS/RtI team, Literacy Leadership Team, curriculum leaders (Reading, Mathematics, Writing, Science), ESE lead teacher, ESOL resource/lead teacher, LEP committee, interventionists, school Parent Resource Center, etc.
- Discipline: M-DCPS Student Code of Conduct, behavior contracts, "Got Caught" school-developed character values recognition program, "Healthy Me" Citrus health organization character education/health program, guidance counselor

Targeted Barriers to Achieving the Goal

- Students who missed 10% or more of available instructional time display a pattern of absences. Communicable illnesses and the onset of related symptoms will keep students at home. Without proper care or good hygiene habits, illnesses can also be spread to others at school. Some parents and students need guidance in understanding the correlation between school attendance and student achievement. Some students require motivation to attend school everyday, arrive on time and thrive for perfect attendance. Our 2014 school goal is to reduce the percentage of students who miss 10% or more of available instructional time by 1% from 3% to 2%.
- Students who are retained as a result of a lack of proficiency in reading often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. These students require individualized, systematic instruction in smaller group settings to meet their academic needs and close learning gaps. Parents also require additional support and strategies to improve student academic progress. Our 2014 school goal is to reduce the percentage of students who are retained in grades Pre-K through grade 5 by 1% from 4% to 3%.
- Students with behavior referrals require more opportunities to be recognized when positive behavior is shown. Some students also need continued support in understanding alternative methods to resolve conflict. Our 2014 school goal is to reduce the percentage of students who receive two or more behavior referrals by 1% from 14% to 13% and to maintain the percentage of students who receive one or more behavior referrals that lead to suspension at 0%.
- Students who are not proficient in reading by third grade require more individualized and systematic instruction in smaller group settings to meet their academic needs. These students

often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. Teachers in the primary grades (K-2) need to target and address early identification of students in need of additional support. The assistance of the MTSS/RtI team will serve a critical purpose for identified students. Our 2014 school goal is to reduce the percentage of students who are non-proficient in reading by 3rd grade by 6% from 64% to 58%.

Plan to Monitor Progress Toward the Goal

Follow-up implemented support and interventions for targeted students in the areas of attendance, academics and discipline by reviewing all evidence and documentation subsequent to providing services in order to identify students who have improved or who need further support or intervention.

Person or Persons Responsible

Principal, counselor, SBLT, community involvement specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance reports, COGNOS report, "Be Here or Lose Out" school-developed attendance recognition program records/data, student work samples, intervention checkpoint data, Reading Plus student performance reports, Successmaker student performance reports, Imagine Learning student performance reports, "Got Caught" school-developed character values recognition program records/ data, Counseling log, Code of Student Conduct records, Discipline Advantage Learning Discipline packet system records, Code of Student Conduct parent conference log, SCAMs, suspension records

Action Plan for Improvement

Problem Solving Key

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

G1. Results from the 2013 FCAT 2.0 Reading test indicate that 51% of all students achieved proficiency. Our goal is to increase achievement on the 2014 FCAT 2.0 Reading test by having 67% or more of all students demonstrate proficiency.

G1.B1 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 51% of Hispanic students met proficiency by scoring in achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Hispanic students achieving proficiency on the 2014 FCAT 2.0 Reading test to 67% or more, reflecting an increase of at least 16 percentage points. As a result of data disaggregation and analysis, it is evident that Hispanic students require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B1.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

Action Step 1

Explicit instruction: • using concept maps to build general knowledge of word meanings, multiple meanings of words and word relationships including synonyms, antonyms, examples and non-examples. • on how to tackle unfamiliar words and phrases by gathering information from surrounding print such as other words, phrases and sentences in the immediately surrounding text (context clues), pictures, captions, diagrams, etc. Practice opportunities with these unfamiliar words will range from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • on building skills in understanding connotative language as it relates to vocabulary. • and more systematic instruction in familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words, in grade 5. Computer-assisted instructional program activities (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student) will address and support vocabulary needs as well.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily during: • whole-group instruction (in and out of the reading block), as appropriate to the content and needs of the class, • teacher led center small group instruction, as appropriate to the needs of the students

Evidence of Completion

Observable live during classroom walkthroughs: teacher instruction, classroom charts Tangible: Student work, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student)

Action Step 2

Provide professional development which aligns with vocabulary focus strategy, as it corresponds to Hispanic students: • strategies for identifying and tackling different types of vocabulary in text: from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • vocabulary tasks presented in computer-assisted instructional programs including Reading Plus, Successmaker or Imagine Learning (as appropriate to the student) and how to interpret the data generated by individual student performance.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Computer-assisted instructional program reports (i.e. Reading Plus, Successmaker, etc.)

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading and/or the Division of Bilingual/World Languages • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning, etc.

Participants:

Reading and content area teachers (math, science, social studies)

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing Florida's Continuous Improvement Model (FCIM), review and analyze progress monitoring assessment data along with computer-assisted instructional reports to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT), Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) team

Target Dates or Schedule

Ongoing: Intervals include monthly, quarterly and Middle of the Year (MOY) - varying according to the evidence.

Evidence of Completion

Formative Assessments/Data: Edusoft District Fall and Winter Interim assessment reports, McGraw-Hill core reading program assessment results, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student), Florida Assessments for Instruction in Reading (FAIR) Assessment Period 1 (AP1) reports, FAIR AP2 reports, FAIR AP3 reports Summative Assessment: 2014 FCAT 2.0 Reading Assessment

G1.B2 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 39% of English Language Learners met proficiency by scoring at achievement levels 3-5, reflecting 18 percentage points below the AMO achievement target. Our new school goal is to increase the number of English Language Learners achieving proficiency on the 2014 FCAT 2.0 Reading test to 61%. As a result of data disaggregation and analysis, it is evident that English Language Learners require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B2.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

Action Step 1

Explicit instruction: • using concept maps to build general knowledge of word meanings, multiple meanings of words and word relationships including synonyms, antonyms, examples and non-examples. • on how to tackle unfamiliar words and phrases by gathering information from surrounding print such as other words, phrases and sentences in the immediately surrounding text (context clues), pictures, captions, diagrams, etc. Practice opportunities with these unfamiliar words will range from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • on building skills in understanding connotative language as it relates to vocabulary. • and more systematic instruction in familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words, in grade 5. Computer-assisted instructional program activities (Reading Plus, Imagine Learning, Successmaker, as appropriate to the student) will address and support vocabulary needs as well.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily during: • whole-group instruction (in and out of the reading block), as appropriate to the content and needs of the class, • teacher led center small group instruction, as appropriate to the needs of the students

Evidence of Completion

Observable live during classroom walkthroughs: teacher instruction, classroom charts Tangible: Student work, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student)

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing Florida's Continuous Improvement Model (FCIM), review and analyze progress monitoring assessment data along with computer-assisted instructional reports to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT), Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) team

Target Dates or Schedule

Ongoing: Intervals include monthly, quarterly and Middle of the Year (MOY) - varying according to the evidence.

Evidence of Completion

Formative Assessments/Data: Edusoft District Fall and Winter Interim assessment reports, McGraw-Hill core reading program assessment results, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student), Florida Assessments for Instruction in Reading (FAIR) Assessment Period 1 (AP1) reports, FAIR AP2 reports, FAIR AP3 reports Summative Assessment: 2014 FCAT 2.0 Reading Assessment

G1.B3 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 16% of Students with Disabilities met proficiency by scoring at achievement levels 3-5, reflecting 19 percentage points below the AMO achievement target. Our current school goal is to increase the number of Students with Disabilities achieving proficiency on the 2014 FCAT 2.0 Reading test to 42%. As a result of data disaggregation and analysis, it is evident that Students with Disabilities require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B3.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

Action Step 1

Explicit instruction: • using concept maps to build general knowledge of word meanings, multiple meanings of words and word relationships including synonyms, antonyms, examples and non-examples. • on how to tackle unfamiliar words and phrases by gathering information from surrounding print such as other words, phrases and sentences in the immediately surrounding text (context clues), pictures, captions, diagrams, etc. Practice opportunities with these unfamiliar words will range from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • on building skills in understanding connotative language as it relates to vocabulary. • and more systematic instruction in familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words, in grade 5. Computer-assisted instructional program activities (Reading Plus, Imagine Learning, Successmaker, as appropriate to the student) will address and support vocabulary needs as well.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily during: • whole-group instruction (in and out of the reading block), as appropriate to the content and needs of the class, • teacher led center small group instruction, as appropriate to the needs of the students

Evidence of Completion

Observable live during classroom walkthroughs: teacher instruction, classroom charts Tangible: Student work, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student)

Action Step 2

Provide professional development which aligns with vocabulary focus strategy, as it corresponds to Students with Disabilities: • strategies for identifying and tackling different types of vocabulary in text: from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • vocabulary tasks presented in computer-assisted instructional programs including Reading Plus, Successmaker or Imagine Learning (as appropriate to the student) and how to interpret the data generated by individual student performance.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading and/or the Division of Exceptional Student Education • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning, etc.

Participants:

Reading and content area teachers (math, science, social studies)

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing Florida's Continuous Improvement Model (FCIM), review and analyze progress monitoring assessment data along with computer-assisted instructional reports to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT), Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) team

Target Dates or Schedule

Ongoing: Intervals include monthly, quarterly and Middle of the Year (MOY) - varying according to the evidence.

Evidence of Completion

Formative Assessments/Data: Edusoft District Fall and Winter Interim assessment reports, McGraw-Hill core reading program assessment results, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student), Florida Assessments for Instruction in Reading (FAIR) Assessment Period 1 (AP1) reports, FAIR AP2 reports, FAIR AP3 reports Summative Assessment: 2014 FCAT 2.0 Reading Assessment

G1.B4 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 50% of Economically Disadvantaged students met proficiency by scoring at achievement levels 3-5, reflecting 12 percentage points below the AMO achievement target. Our current school goal is to increase the number of Economically Disadvantaged students achieving proficiency on the 2014 FCAT 2.0 Reading test to 66%. As a result of data disaggregation and analysis, it is evident that Economically Disadvantaged students require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B4.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

Action Step 1

Explicit instruction: • using concept maps to build general knowledge of word meanings, multiple meanings of words and word relationships including synonyms, antonyms, examples and non-examples. • on how to tackle unfamiliar words and phrases by gathering information from surrounding print such as other words, phrases and sentences in the immediately surrounding text (context clues), pictures, captions, diagrams, etc. Practice opportunities with these unfamiliar words will range from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • on building skills in understanding connotative language as it relates to vocabulary. • and more systematic instruction in familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words, in grade 5. Computer-assisted instructional program activities (Reading Plus, Imagine Learning, Successmaker, as appropriate to the student) will address and support vocabulary needs as well.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily during: • whole-group instruction (in and out of the reading block), as appropriate to the content and needs of the class, • teacher led center small group instruction, as appropriate to the needs of the students

Evidence of Completion

Observable live during classroom walkthroughs: teacher instruction, classroom charts Tangible: Student work, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student)

Action Step 2

Provide professional development which aligns with vocabulary focus strategy, as it corresponds to Economically Disadvantaged students: • strategies for identifying and tackling different types of vocabulary in text: from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • vocabulary tasks presented in computer-assisted instructional programs including Reading Plus, Successmaker or Imagine Learning (as appropriate to the student) and how to interpret the data generated by individual student performance.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Computer-assisted instructional program reports (i.e. Reading Plus, Successmaker, etc.)

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning, etc.

Participants:

Reading and content area teachers (math, science, social studies)

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing Florida's Continuous Improvement Model (FCIM), review and analyze progress monitoring assessment data along with computer-assisted instructional reports to adjust instruction as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT), Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) team

Target Dates or Schedule

Ongoing: Intervals include monthly, quarterly and Middle of the Year (MOY) - varying according to the evidence.

Evidence of Completion

Formative Assessments/Data: Edusoft District Fall and Winter Interim assessment reports, McGraw-Hill core reading program assessment results, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student), Florida Assessments for Instruction in Reading (FAIR) Assessment Period 1 (AP1) reports, FAIR AP2 reports, FAIR AP3 reports Summative Assessment: 2014 FCAT 2.0 Reading Assessment

G1.B5 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 27% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Reading test to 40% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 2: Reading Application.

G1.B5.S1 Students will receive explicit instruction in reading application skills and be provided with opportunities to practice and apply those skills, in a variety of literary and informational texts.

Action Step 1

• During initial instruction, use graphic organizers which support reading application skills such as: -author's purpose chart -two-column note (opinion/support, conclusion/support, cause/effect) -main idea table -gist -timeline -sequence chain -power notes -cause/effect chain -informational text structure chart -one sentence summary frames -Venn diagram -theme definition -common themes in Literature -content frame, etc. • During whole group instruction, use grade-level appropriate texts covering a variety of genres which include: -an identifiable author's purpose (to inform, tell a story, convey a particular mood, entertain, explain, etc.) -a recognizable author's perspective (what the author thinks and feels), -a stated or implied main idea -identifiable causal relationships -identifiable topics and themes -varying text structures (cause/effect, compare/contrast, chronological order, etc.) • Use the McGraw-Hill Wonders core curriculum Reading program, which is aligned to CCSS, for students to read literature and informational text that are complex • Provide increased opportunities for students to refer to details and examples from a text and/or quote accurately from a text when explaining what the text says explicitly (right there) and implicitly (drawing inferences from a text based on information provided as clues). • Students will utilize and maintain a reading response journal where students practice justifying their answers by referring back to the text to provide evidence support. • Model and have students use close reading, or purposeful rereading of text, across all subjects/content areas. • Utilize Question-Answer-Relationships (QAR). • During small group differentiated instruction at the teacher led center, students will participate in focused lessons which address identified reading application skills and are scaffolded to include various leveled texts across literary and informational genres. Comprehension lessons will include text coding; collecting, sorting and organizing text evidence using a graphic organizer as needed; and summarization activities. • Students will be assigned specific tasks on the Reading Plus computer-assisted instructional program that are focused on reading application subskills. • Aim to have students read and comprehend literary and informational text at the high end of their corresponding text complexity band independently and proficiently by using the McGraw-Hill Wonders core reading program and recommended Common Core exemplar texts. • Plan and implement classroom strategies involving cause and effect, chronological order, identifying themes and topics within and across texts, identifying author's purpose and perspective, and ask and answer questions providing text evidence • Use science and social studies content-based texts to teach reading strategies • Teach reading strategies in mathematics, science and social studies classrooms

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily during: • whole-group instruction (in and out of the reading block), as appropriate to the content and needs of the class, • teacher led center small group instruction, as appropriate to the needs of the students

Evidence of Completion

Observable live during classroom walkthroughs: teacher instruction, teacher tools and teacher materials being used Tangible: Student work, Formative assessment data, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student)

Action Step 2

Provide professional development which aligns our reading application skills focus with our new standards and our newly adopted core curriculum reading program. Through participation in PD, teachers will: • Understand the demands of the English Language Arts (ELA) Common Core State Standards (CCSS) as it impacts classroom instruction across the content areas (instructional shifts) and expectations for student achievement at each grade level. • Understand how to use the new McGraw-Hill Wonders core curriculum Reading program, which is aligned to CCSS, for students to read literature and informational texts that are complex. • Learn how to teach close reading strategies, or purposeful rereading of text, across all types of texts in various subjects/content areas. • Provide students with increased opportunities to refer to details and examples from a text and/or quote from a text when explaining what the text says explicitly (right there) and implicitly (drawing inferences from a text based on information provided as clues). • Implement individual student reading response journals as a method for students to practice comprehension strategies and analytical writing activities in which students respond to text-based higher order questions by justifying their answers with text evidence. • Utilize the Teacher Led Center (TLC) to scaffold instruction in needed reading application skills with focused lessons across a variety of leveled literary and informational texts. Comprehension lessons will include text coding; collecting, sorting and organizing text evidence using a graphic organizer as needed; and summarization activities. • Students will be assigned specific tasks on computer-assisted instructional programs that focus on reading application subskills. • Plan and implement classroom strategies involving cause and effect, chronological order, identifying themes and topics within and across texts, identifying author's purpose and perspective, and ask and answer questions providing text evidence • Use science and social studies content-based informational texts to teach reading strategies • Teach reading strategies in mathematics, science and social studies classrooms

Person or Persons Responsible

All teachers

Target Dates or Schedule

August through February, during one or several of the following: • Large group workshop(s) (prior to opening of schools in August and during district-wide professional development teacher planning days in November and February) • Small group mini-PD sessions during grade level meetings/common planning time (ongoing) • After school hours (ongoing)

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Individual student reading response journals • Computer-assisted instructional program reports (i.e. Reading Plus, Successmaker, etc.)

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, etc.

Participants:

All teachers

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT and MTSS/RtI team will review and analyze progress monitoring assessment data along with computer-assisted instructional reports to adjust instruction as needed. Provide ongoing resources, professional development and in-classroom support with assistance from the Reading Coach and other highly effective mentor teachers.

Person or Persons Responsible

Literacy Leadership Team (LLT), Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) team

Target Dates or Schedule

Ongoing: Intervals include monthly, quarterly and Middle of the Year (MOY) - varying according to the evidence.

Evidence of Completion

Formative Assessments/Data: Edusoft District Fall and Winter Interim assessment reports, McGraw-Hill core reading program assessment results, Computer-assisted instructional program reports (Reading Plus, Imagine Learning or Successmaker, as appropriate to the student), Florida Assessments for Instruction in Reading (FAIR) Assessment Period 1 (AP1) reports, FAIR AP2 reports, FAIR AP3 reports Summative Assessment: 2014 FCAT 2.0 Reading Assessment

G1.B6 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 22% of students met proficiency by scoring at or above achievement level 4. Our school goal is to increase the number of students achieving levels 4 and 5 on the 2014 FCAT 2.0 Reading test to 27% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 3: Literary Analysis-Fiction/Non-fiction.

G1.B6.S1 Students will be provided with instruction, strategies, routines and activities which reinforce and support the use of higher order literary analysis critical thinking skills, in order to enhance comprehension in a variety of literary and informational complex texts.

Action Step 1

• Read and comprehend grade level complex texts. • Assist students in understanding character development and character point of view by asking questions like, “What does he think?” “What is her attitude toward…?” “What did he/she say/do to let me know that…?” • Provide opportunities for students to distinguish their own point of view from that of the narrator, characters or of the text author. • Practice comparing and contrasting points of view, events or topics from different narrated stories, including the differences between first- and third-person narrations and first- and second-hand accounts. • Describe how a narrator’s or speaker’s point of view influences how events are described and analyze multiple accounts of the same event or topic to note important similarities and differences in the points of view they present. • Use biographies, diary entries, poetry, drama and other texts to identify and interpret elements of story structure within and across texts. • Use poetry to practice identifying descriptive language that defines moods and provides imagery • Note how authors use figurative language such as similes, metaphors, personification, etc. • Students will utilize and maintain a reading response journal. • Use real world documents such as how-to articles, brochures and flyers, as well as other texts which include text features (headings, subheadings, charts, graphs, diagrams, etc.) to locate, interpret and organize information. Some readily available resources include Time For Kids articles accessed digitally on the McGraw-Hill Wonders Reading connected website, available in the Time for Kids Non-Fiction kits by grade level and in the current subscriptions available in the school Media Center. • During initial instruction, use graphic organizers which support the above identified areas such as: -story map -somebody/wanted/but/so summary frame -Turning Point -Author’s Toolbox for bringing a character to life -Split Open Mind -character chart -Tools Authors Use: Literary devices and figurative language -text feature chart -text feature analysis, etc. • Students will regularly use the Reading Plus computer-assisted instructional program and be assigned specific tasks to complete that are focused on literary analysis subskills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During enrichment and/or in the Gifted resource classroom daily

Evidence of Completion

Observable live during classroom walkthroughs: teacher instruction, teacher tools and teacher materials being used Tangible: Student work, Formative assessment data, Reading Plus program reports

Action Step 2

Provide professional development which aligns with literary analysis skills focus in fiction and non-fiction: -character development -character point of view -comparing and contrasting points of view, events or topics, first- and third-person narrations, first and secondhand accounts -narrator's/ speaker's point of view -elements of story structure across multiple genres of text (biographies, diaries, poetry, drama, etc.) -descriptive language that defines mood and provides imagery -figurative language (similes, metaphors, personification,etc.) -use of real world documents such as how-to articles, brochures and flyers, as well as other texts which include text features (headings, subheadings, charts, graphs, diagrams, etc.) to locate, interpret and organize information. -how to use a reading response journal -graphic organizers that support the application of literary analysis skills -Participate in professional development about the new Reading Plus 4.0

Person or Persons Responsible

All reading teachers

Target Dates or Schedule

Within the first semester of school (first half of the year), during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walk through observation checklists documenting implementation of learned PD strategies in the classroom • Students' reading response journals • 2014 FCAT 2.0 Reading assessment

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading • Trainers from vendor, Reading Plus

Participants:

All reading and content area teachers (math, science, social studies)

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing Florida's Continuous Improvement Model (FCIM), the LLT and MTSS/RtI team will review and analyze progress monitoring assessment data along with computer-assisted instructional reports to adjust instruction as needed. Provide ongoing resources, professional development and in-classroom support with assistance from the Reading Coach and other highly effective mentor teachers.

Person or Persons Responsible

Literacy Leadership Team (LLT), Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) team

Target Dates or Schedule

Ongoing: Intervals include monthly, quarterly and Middle of the Year (MOY) - varying according to the evidence.

Evidence of Completion

Formative Assessments/Data: Edusoft District Fall and Winter Interim assessment reports, McGraw-Hill core reading program assessment results, Reading Plus program reports, Florida Assessments for Instruction in Reading (FAIR) Assessment Period 1 (AP1) reports, FAIR AP2 reports, FAIR AP3 reports Summative Assessment: 2014 FCAT 2.0 Reading Assessment

G1.B7 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that: Students require greater opportunities beyond the rigor of the on-grade level Common Core-aligned McGraw-Hill Wonders complex texts to receive prescriptive quality instruction that meets and supports their academic needs. Students also require greater opportunities to develop the skills needed to comprehend non-fiction texts by being provided more systematic explicit instruction with cross-curricular texts in the reading and content area classrooms. Finally, research supports the idea that the very practice of reading frequently contributes to increases in reading achievement but students lack the motivation to do this independently beyond the school day. Continuous access to digital resources/tools for whole group instruction and computer-assisted instructional programs for individual student use is sometimes hindered due to small numbers of computers in classrooms, small numbers of classrooms with projectors or Smartboards, limited technical assistance on campus, as well as a possible lack of daily internet access in students' homes.

G1.B7.S1 In order to boost students' individual learning gains in reading, implement additional required independent reading activities which provide instructional support and/or additional practice, to enhance the action steps already in place.

Action Step 1

Require independent reading activities which provide individualized needs-based instructional support: • Place and assign students to computer-assisted instructional programs including Reading Plus, Imagine Learning and Successmaker, which match their instructional needs. Students must complete sessions in their assigned CAIP 3 times per week (earning credit only by scoring an 80% proficiency rate during each task in Reading Plus - gr. 3-5, 70% in Successmaker - gr. 1-2). Performance will be monitored weekly. • Increase student access to computer-assisted instructional programs through utilization of the school-site computer lab before and during school. • Develop lab schedules in order to optimize access to the computer lab and increase usage of computer-assisted instructional programs. • Provide students with supervised access in the computer lab during morning arrival (30 minutes prior to the start of the school day). • Encourage use of (the aforementioned) assigned internet-based programs “beyond the bell” (outside of school hours), in order to increase learning and practice opportunities. Implement additional activities which motivate students to read independently: • Implement the Accelerated Reader program, with incentives schoolwide, in order to motivate and encourage independent reading. Texts will be selected by students themselves, at individually appropriate reading level ranges. Online quizzes corresponding to titles read will measure comprehension and vocabulary. Students will earn rewards for points earned through the program. • Upon daily morning classroom arrival (prior to the bell), implement a schoolwide Drop-Everything-And-Read (DEAR) routine where students read self-selected books independently until the instructional day begins. • Incorporate special reading events throughout the year, including the Ronald McDonald Principal's Reading Challenge and more. Maintain support for individual student reading needs: • Focus on high quality, effective, small group differentiated instruction to address individual academic needs weekly, as aligned with the Response to Intervention model. McGraw-Hill Wonders leveled readers and resources, as well as supplemental leveled readers and resources, will be used for this purpose. • Provide students with explicit direct instruction through skills-focused lessons in small groups, utilizing the FCRR, LEaRN (http://www.nefec.org/learn/, formerly Just Read, FL) and McGraw-Hill Wonders online resources, as well as others. Provide subsequent continued practice with application of skills and strategies in connected text through guided reading, in the same small group setting. • Utilize the Time for Kids Non-Fiction Kit: Reading in the Content Area supplemental resource in the reading classroom which uses high-interest non-fiction selections, written by the authors of Time Magazine, to develop 12 distinct skills for reading non-fiction text. Students will build vocabulary and comprehension skills through articles integrating content areas such as science, social studies, mathematics and language arts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: • Reading Plus reports; • Successmaker reports; • Imagine Learning reports; • Accelerated Reader program reports; • reading logs; • student authentic work; • anecdotal records from small group instruction and/or observation of differentiated small group instruction while taking place • monthly assessments; • District Interim assessment data reports; • Florida Assessments in Reading (FAIR) assessment data reports; Summative: • 2014 FCAT 2.0 Reading Assessment reports Other: • computer lab schedule and visitation log • observation of DEAR during morning arrival • photos, flyers and sign-in sheets from reading events.

Action Step 2

Provide professional development which aligns with independent reading initiatives to support learning and meaningful practice. Train teachers in: • the new Reading Plus 4.0 computer-assisted instructional program [CAIP] (including how to interpret data reports regarding individual student performance) • the new Common Core State Standards-aligned Imagine Learning (used by ESOL level 1 and select level 2 students, as appropriate) • the new Successmaker 6.0 CAIP (including how to interpret data reports regarding individual student performance and how to customize courses) • a refresher course in the Accelerated Reader program (Renaissance Learning) and accompanying STAR leveling assessment • the new core-curriculum reading series, McGraw-Hill Wonders (with special focus on the differentiated instruction/leveled readers/scaffolded skills component)

Person or Persons Responsible

All reading teachers

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

Formative: • Reading Plus reports; • Successmaker reports; • Imagine Learning reports; • Accelerated Reader program reports; • reading logs; • student authentic work; • anecdotal records from small group instruction and/or observation of differentiated small group instruction while taking place • monthly assessments; • District Interim assessment data reports; • Florida Assessments in Reading (FAIR) assessment data reports; Summative: • 2014 FCAT 2.0 Reading Assessment reports Other: • Sign-in sheets reflecting PD attendance/participation • Classroom walk through observation checklists documenting implementation of learned PD strategies in the classroom • computer lab schedule and visitation log • observation of DEAR during morning arrival • photos, flyers and sign-in sheets from reading events.

Facilitator:

Reading Coach and/or District personnel from the Division of Language Arts/Reading and/or trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning and school media specialist (for Accelerated Reader)

Participants:

All reading teachers

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

Conduct classroom walkthroughs, monitor monthly special reading events, monitoring of lab visitation, monitor Reading Plus, Successmaker, Imagine Learning and Accelerated Reader usage to ensure that students are using the programs consistently and monitor that adequate progress is being made. Make leveled placement adjustments as necessary.

Person or Persons Responsible

Adminstrators, Literacy Leadership Team, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists, Monthly events calendar, Computer lab visitation log, Reading Plus reports, Successmaker reports, Imagine Learning reports, Accelerated Reader reports, classroom charts and bulletin boards tracking use and progress of computer programs and independent print reading

Plan to Monitor Effectiveness of G1.B7.S1

Monitor Reading Plus, Successmaker and Imagine Learning performance. Ensure that progress is being made or make leveled placement adjustments, as necessary. Provide ongoing resources, professional development and classroom support with assistance from the Reading Coach and other highly effective mentor teachers.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists, Monthly events calendar, Computer lab visitation log, Reading Plus reports, Successmaker reports, Imagine Learning reports, Accelerated Reader reports, classroom charts and bulletin boards tracking use and progress of computer programs and independent print reading

G1.B8 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students in the lowest 25% made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that there is an abundant number of students entering grades 3-5 who are having difficulty comprehending grade level text due to gaps in reading skills. This makes remediation critical and further individualized instruction necessary, in order to address their academic needs. Therefore, intervention must occur beyond the grade level and tiered differentiated instruction taking place during the 90-minute reading block.

G1.B8.S1 Provide regular individualized instruction to students performing in the lowest 25% of the population through in-class small group differentiated instruction at the teacher led center, daily sessions using appropriate computer-assisted instructional programs and through intervention during or after school.

Action Step 1

• Identify the lowest performing students per classroom and provide them with immediate small group differentiated instruction at the teacher led center during the school day. • Identify the lowest performing students per grade level and provide them with immediate intensive intervention to address their academic needs during the school day or afterschool. • Utilize research-based or evidence-based reading programs (WonderWorks, Voyager, Successmaker) to work with small groups of students not meeting high standards to reteach, reinforce and reassess. • Implement WonderWorks RtI intervention models (as applicable to the grade level and needs of the student) where less-proficient readers receive teacher/tutor-led needs-based instruction daily, in a small group setting. • Less-proficient readers will also participate in daily prescriptive computer-assisted instruction sessions of 13-15 minutes each, utilizing Reading Plus, Successmaker and Imagine Learning (ELL) • Review formative assessment data (such as classroom ongoing assessments and quarterly interim assessments) to ensure progress is being made and adjust instruction accordingly. • Utilize resource teams, grade level meetings and professional learning communities for teachers to discuss effective strategies and activities that will challenge and support student progress.

Person or Persons Responsible

Teachers, interventionists, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline data: 2013 FCAT 2.0 Reading test data, August 2013 baseline/pre-test data Formative: • student authentic work; • in-class assessments; • teacher observation during small group instruction • WonderWorks (or Voyager) lesson/unit checkpoints; • Tier 2 and Tier 3 weekly ongoing progress monitoring assessment data; • Florida Assessments in Reading (FAIR) assessment data reports, • quarterly District Interim assessment data reports; • Reading Plus reports; • Successmaker reports; • Imagine Learning reports . Summative: • 2014 FCAT 2.0 Reading Assessment

Action Step 2

Provide professional development which aligns with the evidence-based materials being used for the Response to Intervention model. Trainings will address: -the newly adopted Wonderworks intervention program (K-5) -how to analyze and interpret data to evaluate student progress and students needs -the tools used to diagnose students' immediate learning needs -how to utilize CAIP, such as Reading Plus and Successmaker, to prescribe specific lessons that individual students need

Person or Persons Responsible

Reading teachers and interventionists

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

Baseline data: 2013 FCAT 2.0 Reading test data, August 2013 baseline/pre-test data Formative: • student authentic work; • in-class assessments; • teacher observation during small group instruction • WonderWorks (or Voyager) lesson/unit checkpoints; • Tier 2 and Tier 3 weekly ongoing progress monitoring assessment data; • Florida Assessments in Reading (FAIR) assessment data reports, • quarterly District Interim assessment data reports; • Reading Plus reports; • Successmaker reports; • Imagine Learning reports .Summative: • 2014 FCAT 2.0 Reading Assessment Other • Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom

Facilitator:

Reading Coach and/or District personnel from the Division of Language Arts/Reading and/or trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning

Participants:

All reading teachers and interventionists

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

Conduct classroom walkthroughs (for DI), monitor intervention attendance records, monitoring of lab visitation, monitor Reading Plus, Successmaker, Imagine Learning usage to ensure that students are using the programs consistently and monitor that adequate progress is being made. Make leveled placement adjustments as necessary.

Person or Persons Responsible

Adminstrators, Literacy Leadership Team, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists (DI), intevention attendance records, computer lab visitation log, Reading Plus usage reports, Successmaker usage reports, Imagine Learning usage reports, classroom charts and bulletin boards tracking progress on computer programs, WonderWorks or Voyager lesson/unit checkpoints, Tier 2 and Tier 3 weekly ongoing progress monitoring assessment data, Florida Assessments in Reading (FAIR) assessment data reports, student authentic work; teacher observation during small group instruction.

Plan to Monitor Effectiveness of G1.B8.S1

Monitor Reading Plus, Successmaker, Imagine Learning performance. Ensure that progress is being made or make leveled placement adjustments, as necessary. Monitor face-to-face interventions and lesson checkpoints (Wonderworks, Voyager). Ensure that progress is being made or make leveled placement adjustments, as necessary. Review MTSS/RtI Tier 2 and Tier 3 weekly ongoing progress monitoring assessment data. Ensure that progress is being made or make leveled placement adjustments, as necessary. Provide ongoing resources, professional development and classroom support with assistance from the Reading Coach and other highly effective mentor teachers.

Person or Persons Responsible

Literacy Leadership Team, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough observation checklists (DI), Reading Plus performance reports, Successmaker performance reports, Imagine Learning performance reports, classroom charts and bulletin boards tracking progress on computer programs, WonderWorks or Voyager lesson/unit checkpoints, Tier 2 and Tier 3 weekly ongoing progress monitoring assessment data, Florida Assessments in Reading (FAIR) assessment data reports, student authentic work; teacher observation during small group instruction.

G1.B9 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Listening/Speaking test results, performance data indicates that 58% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Listening/Speaking test to 62% or more. ELL students generally have limited exposure to the English language and thus lack the receptive and expressive vocabulary necessary to communicate and understand English proficiently. Therefore, ELL students need a high level of support in understanding and applying correct conventions of English in listening and speaking. They also require many opportunities to listen to good models of spoken English and to practice speaking the language themselves. Meaningful language practice must be provided using a variety of ESOL instructional strategies and activities, in the context of listening and speaking.

G1.B9.S1 Provide explicit instruction in vocabulary and conventional English structures while implementing meaningful language practice, using a variety of ESOL instructional strategies and activities, in the context of listening and speaking.

Action Step 1

• Listening strategies and activities include: the Language Experience Approach; modeling; teacher-led groups; total physical response; use of simple and direct language; and the use of substitution, expansion, paraphrasing and repetition; in the context of visual literacy (use of illustrations, diagrams, labels, etc); • Speaking strategies and activities include: brainstorming, cooperative learning, discussions, rich and meaningful structured conversations, repetition, role play, teacher-led groups, modeling of language patterns in natural conversations and think alouds. • Explicit instruction in conventional English structures (at the sentence level such as subject-verb agreement and at the word level such as inflectional endings) and phonics components (including phonics patterns) will further support student engagement, oral development and language achievement, while gradually enhancing grammar and vocabulary usage. • The Imagine Learning web-based software program will be utilized with ESOL Level 1 and select ESOL Level 2 students to stimulate growth and understanding of oral language/vocabulary and acquisition of phonics and language patterns. • Utilize additional digital instructional resources such as Discovery Education, teacher resources such as ¡Colorín Colorado! and student resources such as starfall.com to enhance learning. • Participation in the grant-funded CANA program, Cultural Awareness for New Americans, will also provide new ELL students with scaffolded support in listening and speaking skills along with instruction in American cultural awareness concepts. • Conduct ongoing classroom observations and verbal assessments, focusing on the students' ability to use conventional English skills in verbal communication activities, to ensure progress is being made. Adjust instruction as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observations of expressive language, Informal observations of receptive language, an informal teacher observation log, teacher-made assessments, rubrics with evaluation criteria for listening/speaking Summative: 2014 CELLA Listening and Speaking Assessment

Action Step 2

Provide professional development which aligns with the digital resources that support the listening and speaking needs of ELL students - namely that of the new Imagine Learning web-based software program.

Person or Persons Responsible

Reading teachers of ELL level 1 and 2 students in all grades + the designated school contact who will manage the program on-site

Target Dates or Schedule

Within the first 9 weeks of school, during one or several of the following: • District training • In-house large group workshop • Small group mini-PD sessions after school hours

Evidence of Completion

Formative: Informal observations of expressive language, Informal observations of receptive language, an informal teacher observation log, teacher-made assessments, rubrics with evaluation criteria for listening/speaking, Imagine Learning reports Summative: 2014 CELLA Listening and Speaking Assessment Other: • Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Bilingual/World Languages • Trainers from Imagine Learning vendor

Participants:

Reading teachers of ELL students

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

Conduct classroom walkthroughs, conduct student observations, provide support and resources to teacher and students

Person or Persons Responsible

Administrators, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observations of expressive language, Informal observations of receptive language, an informal teacher observation log/anecdotal records, teacher-made assessments, rubrics with evaluation criteria for listening/speaking Summative: 2014 CELLA Listening and Speaking Assessment Other: classroom walkthrough checklists

Plan to Monitor Effectiveness of G1.B9.S1

Review all evidence over time to ensure that progress is being made.

Person or Persons Responsible

LLT, ESOL resource/lead teacher, LEP committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observations of expressive language, Informal observations of receptive language, an informal teacher observation log/anecdotal records, teacher-made assessments, rubrics with evaluation criteria for listening/speaking Summative: 2014 CELLA Listening and Speaking Assessment Other: classroom walkthrough checklists

G1.B10 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Reading test results, performance data indicates that 28% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Reading test to 35% or more. ELL students have limited proficiency with the English language (vocabulary) and its structures (grammar/ conventions), which inhibits their ability to read fluently and comprehend well. Therefore, students require ongoing explicit scaffolded instruction in vocabulary and its components of English along with a high level of support in understanding the main idea, relevant supporting details, implied message, inference, chronological order and identifying text structures – especially with moderate and high complexity text. Additional strategies must be utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.

G1.B10.S1 Incorporate explicit, scaffolded instruction in text-based vocabulary and phrases with meaningful language practice and a high level of reading comprehension support, using a variety of ESOL instructional strategies and activities.

Action Step 1

• Provide meaningful language practice using a variety of instructional strategies and activities for reading including: activating prior knowledge; picture walk; predictions; K-W-L (Know, Want to know, Learned); QAR (Question-Answer-Relationships); use of task cards; teacher-made questions; varying the complexity of the assignment (differentiated instruction); reading aloud; think alouds; choral reading; jump-in reading; reader's theater; cooperative learning; chunking; identifying and explaining key concepts while making reference to text; focusing on key vocabulary; vocabulary with context clues; use multiple meaning words; interactive word walls; use of cognates; use of word banks/ vocabulary notebooks; decoding/phonics/spelling; chunking words/multisyllabic word reading; sentence/word unscramble; chunking sentences for phrasing; graphic organizers; semantic mapping; timelines; PQP (Praise-Question-Polish), visualization; reciprocal teaching; verbal clues/pictures; schema stories; captioning; venn diagrams; story maps; structural analysis; reading for a specific purpose; dramatization; retelling; think-pair-share; dictation; cloze procedures; seed discussions; graphic representations; flexible grouping; anecdotal observations; portfolios; wordless/picture books; coding text; note-taking/outlining; SQ3R (Survey, Question, Read, Recite, Review); summarizing; reader response journals; partner reading; collaborative groups; pacing of lessons and sustained independent reading. • Systematic phonics instruction will be incorporated to facilitate decoding accuracy. • Fluency skills practice opportunities will be incorporated to enhance automaticity. • Focus on comprehension activities that include identifying main idea, making inferences, drawing conclusions, returning to text to support answers, analyzing stated vs. implied main ideas, interacting with text, text structures and summarizing text will develop reading skills when used hand-in-hand with instruction. • Conduct ongoing classroom observations and reading activities, focusing on the content of students' responses with the ELL reading strategies, to determine levels of comprehension. Administer tiered reading assessments to ensure progress is being made. Adjust instruction as needed. • The Imagine Learning web-based software program will be utilized with ESOL Level 1 and 2 students to stimulate growth and understanding of oral language/vocabulary and acquisition of phonics and language patterns. • Utilize additional digital instructional resources such as Discovery Education, teacher resources such as ¡Colorín Colorado! and student resources such as starfall.com to enhance learning. • Participation in the grant-funded CANA program, Cultural Awareness for New Americans, will also provide new ELL students with scaffolded support in listening and speaking skills along with instruction in American cultural awareness concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observation log, tiered reading assessments (primarily for ESOL Level 1 students), on-grade level assessments Summative: 2014 CELLA Reading Assessment

Action Step 2

Provide professional development which aligns with the digital resources that support the reading needs of ELL students - namely that of the new Imagine Learning web-based software program.

Person or Persons Responsible

Reading teachers of ELL level 1 and 2 students in all grades + the designated school contact who will manage the program on-site

Target Dates or Schedule

Within the first 9 weeks of school, during one or several of the following: • District training • In-house large group workshop • Small group mini-PD sessions after school hours

Evidence of Completion

Formative: Informal observation log, tiered reading assessments (primarily for ESOL Level 1 students), on-grade level assessments, Imagine Learning student performance reports Summative: 2014 CELLA Reading Assessment

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Bilingual/World Languages • Trainers from Imagine Learning vendor

Participants:

Reading teachers of ELL students

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

Conduct classroom walkthroughs, conduct student observations, review student work and tiered reading assessments, provide support and resources to teacher and students

Person or Persons Responsible

Administrators, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observations, student work, tiered reading assessments (primarily for ESOL Level 1 students), on-grade level assessments Summative: 2014 CELLA Reading Assessment

Plan to Monitor Effectiveness of G1.B10.S1

Review all evidence over time to ensure that progress is being made.

Person or Persons Responsible

LLT, ESOL resource/lead teacher, LEP committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observations, tiered reading assessments (primarily for ESOL Level 1 students), on-grade level reading assessments, computer-assisted instructional program reports, as appropriate (Reading Plus - Gr. 3-5 - some ESOL level 2's, all ESOL level 3's and 4's; Successmaker - Gr. K-2 - ESOL level 3's and 4's; Imagine Learning - all ESOL level 1's and some level 2's), FAIR AP1-AP3 reports, Edusoft district interim assessment reports Summative: 2014 CELLA Reading Assessment

G1.B11 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Writing test results, performance data indicates that 23% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Writing test to 31% or more. ELL students have limited proficiency with the English language and its structures, which inhibits their ability to write fluently. Therefore, students require ongoing explicit scaffolded instruction in vocabulary and its English language structures at the word, sentence, paragraph and whole composition levels, in order to communicate in English through process writing and academic analytical writing (writing to sources/text). ELL students also require additional support in the development of ideas through the use of relevant details enhanced with mature vocabulary and the proper conventions of English. Thus, additional strategies must be utilized which address these needs.

G1.B11.S1 Incorporate explicit, scaffolded instruction in vocabulary and English language structures at the word, sentence, paragraph and whole composition levels, along with meaningful language practice and a high level of writing support in the development of ideas, relevant details and conventions, using a variety of ESOL instructional strategies and activities.

Action Step 1

• Effective writing will be modeled by the teacher. • Carefully selected mentor texts and exemplar papers/compositions will be used to provide writing models to students. • Conversations about ideas for writing will occur before, during and after writing. • Emphasize pre-writing activities (craft - generating ideas, planning, conversations, etc.; analytical – rereading and identifying key information in text, discussions, etc.) in order to support written application of ideas. • Develop writing pieces over time by applying tasks in each of the writing stages. • The use of graphic organizers will support planning writing that is logical, sequential and organized. • Grammar, spelling and punctuation lessons will support writing mechanics. • Rubrics will be used to measure individual progress at ongoing writing intervals and portfolios will be used to evaluate progress over time. • Utilize Writer's Notebooks and student writing portfolios as writing process tools which demonstrate application of the stages of writing, practice with writer's craft techniques to support the use of details, elaboration and voice and the development of writing over time. • Teacher-student conferences will support individual growth. • The use of journals (for home learning) will provide additional practice and serve the purpose of developing writing fluency. • Individual student writing resource folders, called Writer's Survival kits, will support ELL by existing as ongoing compiled references of specialized word lists and writing lessons that will facilitate transfer of effective writing skills. • Provide meaningful language practice using a variety of ESOL instructional strategies and activities for writing including: Dialogue journals, graphic organizers, illustrating and labeling, different modes of writing/writing for different purposes (lists, letters, to persuade, to inform, etc.), personal journals (author's craft), process writing, reading response journals (analytical writing), writing rubrics, spelling strategies/activities with patterned words, high frequency word lists, summarizing (analytical writing), picture dictionaries, Spanish/English dictionaries, topic-specific word walls, pre-writing conversations, mentor text (borrowed and adapted sentence frames for craft development), sentence elaboration (craft), attributes/vocabulary (descriptive details), determining important ideas/information in text (for analytical writing), highlighting, restating/rephrasing (for analytical writing).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observation log, tiered writing activities (primarily for ESOL Level 1 students), authentic student work, on-grade level writing compositions, Writer's notebooks Summative: 2014 CELLA Writing Assessment

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Conduct classroom walk throughs, conduct student observations, review student work and tiered writing activities, provide support and resources to teacher and students

Person or Persons Responsible

Administrators, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observations, student work, tiered writing activities (primarily for ESOL Level 1 students), authentic work, student writing folders and Writer's notebooks, writing compositions, analytic writing(writing to a text source)/reading response journals, teaching tools/charts on display Summative: 2014 CELLA Writing Assessment

Plan to Monitor Effectiveness of G1.B11.S1

Review all evidence over time to ensure that progress is being made.

Person or Persons Responsible

LLT, ESOL resource/lead teacher, LEP committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Informal observations, student work, tiered writing activities (primarily for ESOL Level 1 students), authentic work, student writing folders and Writer's notebooks, writing compositions, analytic writing (writing to a text source)/reading response journals, teaching tools/charts on display Summative: 2014 CELLA Writing Assessment

G2. Results from the 2013 FCAT Writing test indicate that 70% of 4th grade students achieved proficiency by scoring 3.5 or above. Our goal is to increase achievement on the 2014 FCAT Writing test by having 73% or more of students demonstrate proficiency.

G2.B1 Students in grade 4 require additional exposure to vocabulary in order to compose writing consisting of precise word choice and specificity of language, as evident in mature writing. Students also need to improve their skills in elaboration and support, revision, and editing, in order to become more proficient writers.

G2.B1.S1 Students will write informational/expository essays which focus on one main idea with ample development of supporting details/reasons, using ideas and content (concrete examples, real-life examples, anecdotes, statistics, comparisons, amazing facts, etc.) including a developed incidence to support each reason.

Action Step 1

• Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. Multiple opportunities to apply strategies will be provided, evidenced in student writing drafts and accomplished through whole group, small group, and individual writing conferences. All writing will be dated in the students' Writer's Notebooks and/or placed in a portfolio for monitoring of growth over time. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety. • Students will be recognized for writing which demonstrates the skilled use of words and writer's craft through implementation of a school-developed Star Writers motivational/incentive program.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples Students Writer's Notebooks Classroom writing anchor charts 2014 FCAT 2.0 Writing assessment

Action Step 2

Provide "refresher" professional development or need-specific writing PD as it corresponds to informational/expository essays and ample development (elaboration and support), precise word choice, revision and editing stages of process writing: • Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety.

Person or Persons Responsible

4th grade language arts teachers +

Target Dates or Schedule

Within the first semester of school, during small group mini-PD sessions at grade level meetings/ during common planning time

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Student writing samples • Students Writer's Notebooks • Classroom writing anchor charts • 2014 FCAT 2.0 Writing assessment

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading

Participants:

All language arts teachers (with emphasis on 4th grade)

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

Meet once a month to discuss data analysis and best practices Share with teachers best practices and strategies Provide professional development

Person or Persons Responsible

LLT and principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations Chats

Plan to Monitor Effectiveness of G2.B1.S1

Review student writing samples Observe Star Writers writing selections

Person or Persons Responsible

Principal, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations Checklists Assessments reports FCAT Writing 2.0 assessment reports

G2.B1.S2 Students will write narratives based on real or imagined ideas or events, applying narrative genre characteristics including characters, setting, plot and a logical sequence of events with ample development of sensory and supporting details and a context to enable the reader to imagine the world of the event or experience.

Action Step 1

Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. Multiple opportunities to apply strategies will be provided, evidenced in student writing drafts and accomplished through whole group, small group, and individual writing conferences. All writing will be dated in the students' Writer's Notebooks and/or placed in a portfolio for monitoring of growth over time. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety. • Students will be recognized for writing which demonstrates the skilled use of words and writer's craft through implementation of a school-developed Star Writers motivational/incentive program.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples Students Writer's Notebooks Classroom writing anchor charts 2014 FCAT 2.0 Writing assessment

Action Step 2

Provide "refresher" professional development or need-specific writing PD as it corresponds to narrative essays and ample development (elaboration and support), precise word choice, revision and editing stages of process writing: • Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety.

Person or Persons Responsible

4th grade language arts teachers +

Target Dates or Schedule

Within the first semester of school, during small group mini-PD sessions at grade level meetings/ during common planning time

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Student writing samples • Students Writer's Notebooks • Classroom writing anchor charts • 2014 FCAT 2.0 Writing assessment

Facilitator:

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading

Participants:

4th grade Language Arts teachers +

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

Conduct classroom walk throughs

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations Checklists Student writing samples

Plan to Monitor Effectiveness of G2.B1.S2

Observations Meet with LLT and Writing teachers to discuss students' progress and best practices Share best lessons with other teachers Review monthly writing scores to monitor progress Collaborate with writing teachers to identify areas of need and make recommendations for instruction, professional development, lesson/professional learning communities (PLC) study or intervention (differentiated instruction or RtI). At ongoing intervals, analyze individual and class progress based on specific elements/characteristics of writing non-evident/non-consistent in students' writing and determine the next course of action

Person or Persons Responsible

Principal, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples Students Writer's Notebooks, Classroom writing anchor charts, 2014 FCAT 2.0 Writing assessment

G3. Results from the 2013 FCAT 2.0 Mathematics test indicate that 53% of all students achieved proficiency by scoring levels 3-5. Our goal is to increase proficiency by 19 percentage points to 72% on the 2014 FCAT 2.0 Mathematics test.

G3.B1 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 54% of Hispanic students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Hispanic students achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 72% or more, reflecting an increase of at least 18 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased Hispanic student achievement in any math skill is the time needed to acquire and fully understand grade level mathematics vocabulary in solving word problems and the ability to apply it further in real world situations.

G3.B1.S1 The use of mathematics vocabulary cards will be used to assist students in building and reinforcing background knowledge of concepts and skills that are introduced while the use of mathematics journals will be used to assist students in applying understanding of mathematics terms in the context of developing corresponding mathematics skills.

Action Step 1

The teacher will build and reinforce students background knowledge with the use of mathematics vocabulary cards. Students will discuss mathematics and write about mathematics in their journals. Students will answer questions about mathematics operations including “how” and “why” to assist them in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. Students will practice reading, writing and solving word problems related to real world situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Mathematics vocabulary cards, students math journals

Facilitator:

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants:

All mathematics teachers

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

Monitor use of students math journals, classroom walk throughs with the purpose of observing use of mathematics vocabulary cards

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

students math journals, mathematics vocabulary cards

Plan to Monitor Effectiveness of G3.B1.S1

Review students responses in math journals

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Students math journals

G3.B2 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 42% of English Language Learners students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of English Language Learners achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 64% or more, reflecting an increase of at least 22 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased English Language Learners achievement in any math skill is the time needed to acquire and fully understand grade level mathematics vocabulary in solving word problems and the ability to apply it further in real world situations.

G3.B2.S1 The use of mathematics vocabulary cards will be used to assist students in building and reinforcing background knowledge of concepts and skills that are introduced while the use of mathematics journals will be used to assist students in applying understanding of mathematics terms in the context of developing corresponding mathematics skills.

Action Step 1

The teacher will build and reinforce students background knowledge with the use of mathematics vocabulary cards. Students will discuss mathematics and write about mathematics in their journals. Students will answer questions about mathematics operations including “how” and “why” to assist them in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. Students will practice reading, writing and solving word problems related to real world situations. Use carefully selected literature (picture books) in mathematics to provide necessary meaning for students to successfully grasp mathematical concepts and vocabulary, while making connections to real world situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Mathematics vocabulary cards, students math journals

Facilitator:

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants:

All mathematics teachers

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

Monitor use of students math journals, classroom walk throughs with the purpose of observing use of mathematics vocabulary cards

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

students math journals, mathematics vocabulary cards

Plan to Monitor Effectiveness of G3.B2.S1

Review students responses in math journals

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Students math journals

G3.B3 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 16% of Students with Disabilities met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Students with Disabilities achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 51% or more, reflecting an increase of at least 35 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased mathematics achievement among Students with Disabilities is the lack of mastery in the prerequisite skills needed to solve more complex math problems.

G3.B3.S1 Support mathematics fluency by building routines that enable students to increase mastery and automaticity with basic skills that are necessary to solve grade-level appropriate and complex mathematics problems.

Action Step 1

Provide regular opportunities for students to develop quick recall of addition, subtraction, multiplication and division facts in order to develop fluency with whole numbers. Engage students in activities which use technology which enable students to practice these math skills. Provide routine access to the internet resources and computer software in order to be able to do this. Implement a self-monitoring routine where students track their progress over time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, fluency data progress monitoring chart, technology program reports (as applicable)

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

Observations during classroom walk throughs Review student work samples

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observation checklists, fluency data progress monitoring charts, technology program reports (as applicable)

Plan to Monitor Effectiveness of G3.B3.S1

Review student work samples Review fluency data progress monitoring charts Review technology program reports (as applicable)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Fluency data progress monitoring charts Technology program reports (as applicable)

G3.B4 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 53% of Economically Disadvantaged students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Economically Disadvantaged students achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 70% or more, reflecting an increase of at least 17 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased achievement for Economically Disadvantaged students in any math skill is the lack of mastery in the prerequisite skills needed to solve more complex math problems.

G3.B4.S1 Support mathematics fluency by building routines that enable students to increase mastery and automaticity with basic skills that are necessary to solve grade-level appropriate and complex mathematics problems.

Action Step 1

Provide regular opportunities for students to develop quick recall of addition, subtraction, multiplication and division facts in order to develop fluency with whole numbers. Engage students in activities which use technology which enable students to practice these math skills. Provide routine access to the internet resources and computer software in order to be able to do this. Implement a self-monitoring routine where students track their progress over time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, fluency data progress monitoring chart, technology program reports (as applicable)

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

Observations during classroom walk throughs Review student work samples

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observation checklists, fluency data progress monitoring charts, technology program reports (as applicable)

Plan to Monitor Effectiveness of G3.B4.S1

Review student work samples Review fluency data progress monitoring charts Review technology program reports (as applicable)

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Fluency data progress monitoring charts Technology program reports (as applicable)

G3.B5 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 29% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Mathematics test to 43% or more. As a result of data disaggregation and analysis, it is evident that 3rd grade students require additional time to acquire the skills identified in Reporting Category 2: Number: Fractions & 4th and 5th grade students require additional time to acquire the skills identified in the corresponding category Number: Base Ten and Fractions as well.

G3.B5.S1 Using mathematical practices of the Common Core State Standards, support mathematical problem solving proficiency and fluency in the areas of fractions, fraction equivalence and comparison. Provide students with opportunities to develop conceptual understanding of fractions.

Action Step 1

Provide students with increased opportunities to identify and represent fractions, compare fractions, identify equivalent fractions, add and subtract fractions with both like and unlike denominators, add and subtract decimals and order fractions in real world contexts. (also in grade 5, multidigit division, mixed numbers, place value, properties, positive and negative numbers) Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives or models and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. Engage students in discussions and writing about why and how. Provide opportunities for students to verify the reasonableness of number operation results, including in problem solving situations. Engage students in activities which use technology which enable students to practice these math skills. Provide routine access to the internet resources and computer software in order to be able to do this. Provide support to students as they make sense of problems and persevere in solving them. Adjust instruction appropriately to meet students needs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, mathematics journals, technology program reports (as applicable) including Successmaker

Facilitator:

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants:

All mathematics teachers

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

Observations during classroom walk throughs Review student work Review technology program reports (as applicable)

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observation checklists, technology program reports (as applicable) including Successmaker

Plan to Monitor Effectiveness of G3.B5.S1

Review student work samples Review technology program reports (as applicable) Review quarterly district interim mathematics assessment reports

Person or Persons Responsible

Teachers, Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples Technology program reports (as applicable) including Successmaker Classroom assessments Quarterly district interim mathematics assessment reports Summative: 2014 FCAT 2.0 Mathematics assessment

G3.B6 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 23% of students met proficiency by scoring at achievement level 4 and 5. Our school goal is to increase the number of students achieving level 4 (or higher) proficiency on the 2014 FCAT 2.0 Mathematics test to 29% or more. As a result of data disaggregation and analysis, it is evident that 3rd grade students require additional time to acquire the skills identified in Reporting Category 2: Number: Fractions & 4th and 5th grade students require additional time to acquire the skills identified in the corresponding category Number: Base Ten and Fractions as well.

G3.B6.S1 Using mathematical practices of the Common Core State Standards, support mathematical problem solving proficiency and fluency in the areas of fractions, fraction equivalence and comparison. Provide students with opportunities to develop conceptual understanding of fractions.

Action Step 1

Provide students with increased opportunities to identify and represent fractions, compare fractions, identify equivalent fractions, add and subtract fractions with both like and unlike denominators, add and subtract decimals and order fractions in real world contexts. (also in grade 5, multidigit division, mixed numbers, place value, properties, positive and negative numbers) Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives or models and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. Engage students in discussions and writing about why and how. Provide opportunities for students to verify the reasonableness of number operation results, including in problem solving situations. Engage students in activities which use technology which enable students to practice these math skills. Provide routine access to the internet resources and computer software in order to be able to do this. Provide support to students as they make sense of problems and persevere in solving them. Adjust instruction appropriately to meet students needs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, mathematics journals, technology program reports (as applicable) including Successmaker

Facilitator:

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants:

All mathematics teachers

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

Observations during classroom walk throughs Review student work Review technology program reports (as applicable)

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observation checklists, technology program reports (as applicable) including Successmaker

Plan to Monitor Effectiveness of G3.B6.S1

Review student work samples Review technology program reports (as applicable) Review quarterly district interim mathematics assessment reports

Person or Persons Responsible

Teachers, Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples Technology program reports (as applicable) including Successmaker Classroom assessments Quarterly district interim mathematics assessment reports Summative: 2014 FCAT 2.0 Mathematics assessment

G3.B7 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 62% of students made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Mathematics test to 66% or more. As a result of data disaggregation, observation and analysis, it is evident that the underlying barrier preventing all students from increased mathematics achievement is that they all require greater opportunities to develop the skills needed to focus on multiple step problem solving. Students also need to show the work that led to them to arrive at answers and be able to verbalize or explain that process.

G3.B7.S1 Provide explicit and scaffolded instruction in multiple step problem-solving techniques with ongoing opportunities to practice and apply.

Action Step 1

Model and provide engaging opportunities or problem-solving practice through a "Show the Problem" technique which encourages students to draw a picture, make an organized list, make a table or graph, act it out or use objects/manipulatives to solve problems. Use graphic organizers to create a step-by-step plan to solve word problems. Model and provide engaging opportunities to use the "Solving a simpler problem" technique which teaches students how to break down complex, multi-step problems. Utilize available online resources. Maintain a mathematics journal with evidence of the above action steps. Model and provide students with engaging opportunities to explain (to the teacher or to a peer and in writing) how to solve a problem, making sure students identify steps used, the order in which steps were executed and how they arrived at their result.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, mathematics journals, classroom anchor charts on display, observable accountable talk

Facilitator:

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants:

All mathematics teachers

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

Observations during classroom walk throughs Review student work Review technology program reports (as applicable)

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observation checklists, student work, technology program reports including Successmaker

Plan to Monitor Effectiveness of G3.B7.S1

Review student work samples Review in-class assessments Review technology program reports Review quarterly district interim mathematics assessment reports

Person or Persons Responsible

Teachers, Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Student work samples Technology program reports including Successmaker Classroom assessments Quarterly district interim mathematics assessment reports Summative: 2014 FCAT 2.0 Mathematics assessment

G3.B8 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 62% of students in the lowest 25% made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 66% or more. As a result of data disaggregation, observation and analysis, it is evident that there is an abundant number of students entering grades 3-5 who are having difficulty working on grade level mathematics due to a lack of mastery and/or fluency with the prerequisite simple mathematical operations skills needed to solve more complex math problems. Also evident is a lack of problem-solving and/or higher order thinking skills. This requires the addition of fluency routines and bell ringer/opening routines to address students academic needs while increasing student accountability and motivation for practicing these skills.

G3.B8.S1 Support mathematics fluency by building routines that enable students to increase mastery and automaticity with basic skills that are necessary to solve grade-level appropriate and complex mathematics problems.

Action Step 1

Provide regular opportunities for students to develop quick recall of addition, subtraction, multiplication and division facts in order to develop fluency with whole numbers. Engage students in activities which use technology which enable students to practice these math skills. Provide regular access to the targeted internet resources and computer software. Implement a self-monitoring routine where students track their progress over time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, fluency data progress monitoring chart, technology program reports (as applicable)

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

Observations during classroom walk throughs Review student work samples

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observation checklists, fluency data progress monitoring charts, technology program reports (as applicable)

Plan to Monitor Effectiveness of G3.B8.S1

Review student work samples Review fluency data progress monitoring charts Review technology program reports (as applicable)

Person or Persons Responsible

Teacher, principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Fluency data progress monitoring charts Technology program reports (as applicable)

G4. Results from the 2013 FCAT 2.0 Science test indicate that 58% of 5th grade students achieved proficiency by scoring at levels 3-5. Our goal is to increase proficiency by 4 percentage points to 62% on the 2014 FCAT 2.0 Science test.

G4.B1 According to the 2013 FCAT 2.0 Science test results, performance data indicates that 26% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 29% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. Students experience difficulty following science processes completely.

G4.B1.S1 A routine of ongoing inquiry-based, hands-on activities will be conducted following the scientific method, in order to engage and enrich students' scientific thinking skills while using science journals to document observations and increase rigor in science writing. Students will complete individual projects and showcase their scientific knowledge at the school Science Fair.

Action Step 1

- Providing students with more opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish observations and opinions and defend conclusions, while offering support and scaffolding as necessary. - Increase student note-taking during inquiry-based hands-on experiments done in class throughout the scientific process: hypothesis, observation, data analysis, variables, etc. Implement all essential laboratories developed by M-DCPS. • Encourage students to communicate using accountable talk before, during and after conducting experiments. • Increase rigor in scientific writing tasks as evidenced through the use of science journals with emphasis on laboratory conclusions (incorporating claims, evidence and reasoning), as delineated by the CCSS. • Utilize district-developed science resources to support NGSSS benchmarks and gap benchmarks. • Incorporate instructional technology resources into the classroom (GIZMOS, Discovery Education, PBS, FCAT Explorer, etc.) to enhance or remediate students conceptual understanding of topics addressed. • Integrate literacy in the science classroom so students can enhance scientific meaning through writing, talking and reading about science while promoting reading informational text, as delineated in the CCSS. • Use leveled readers to address different reading levels in the science classroom. • Place students in mixed ability groups when performing experiments or carrying out science activities. • Infuse strategies to address fair game principles. • Participate in a school Science Fair and other project-based scientific learning activities. • Provide all teachers with professional development in utilizing science journals and writing with evidence. • Develop science skills by: - Providing additional explicit instruction with Physical Science concepts including basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing relationships among mass, force and motion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom science journals, experiment logs, photos/evidence/data

Facilitator:

Science Lead Teacher/Department Chairperson and/or District personnel from the Department of Mathematics and Science

Participants:

All science teachers

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

Meet once a month to discuss weekly experiments, best practices, and strategies. The Science leader will obtain updates from other science teachers regarding implementation of strategies and action steps. Discuss progress at PLC meetings and/or Curriculum Leadership Team meetings. Support activities by providing materials, as necessary. Support professional development by organizing a schedule and providing resources

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations Checklists, lab reports, science journals, data

Plan to Monitor Effectiveness of G4.B1.S1

Conduct classroom observations Meet with teachers to discuss progress and adjust implementation as needed Provide ongoing support with professional development activities and resources necessary to increase student achievement The Science Lead Teacher and fellow science teachers will: Monitor students' science journals in the classroom continuously. Review and discuss biweekly lab activities and experiments with students. Analyze interim science scores to monitor progress, identify areas of need and discuss ideas for instruction, lesson/PLC study, professional development or intervention (differentiated and/or supplemental instruction) Collaborate on next course of action

Person or Persons Responsible

Principal and science leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline science assessments Quarterly District Interim science assessments (Fall, Winter) Teacher observations Science journals Lab activities and experiments Science Fair projects

G4.B2 According to the 2013 FCAT 2.0 Science test results, performance data indicates that 32% of students met proficiency by scoring at achievement levels 4 and 5. Our school goal is to increase the number of students achieving level 4 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 33% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. These students require continued support in developing higher order scientific thinking skills and more opportunities for enrichment.

G4.B2.S1 A routine of ongoing inquiry-based, hands-on activities will be conducted following the scientific method, in order to engage and enrich students' scientific thinking skills while using science journals to document observations and increase rigor in science writing. Students will complete individual projects and showcse their scientific knowledge at the school Science Fair.

Action Step 1

- Providing students with more opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish observations and opinions and defend conclusions, while offering support and scaffolding as necessary. - Increase student note-taking during inquiry-based hands-on experiments done in class throughout the scientific process: hypothesis, observation, data analysis, variables, etc. Implement all essential laboratories developed by M-DCPS. • Encourage students to communicate using accountable talk before, during and after conducting experiments. • Increase rigor in scientific writing tasks as evidenced through the use of science journals with emphasis on laboratory conclusions (incorporating claims, evidence and reasoning), as delineated by the CCSS. • Utilize district-developed science resources to support NGSSS benchmarks and gap benchmarks. • Incorporate instructional technology resources into the classroom (GIZMOS, Discovery Education, PBS, FCAT Explorer, etc.) to enhance or remediate students conceptual understanding of topics addressed. • Integrate literacy in the science classroom so students can enhance scientific meaning through writing, talking and reading about science while promoting reading informational text, as delineated in the CCSS. • Use leveled readers to address different reading levels in the science classroom. • Place students in mixed ability groups when performing experiments or carrying out science activities. • Infuse strategies to address fair game principles. • Participate in a school Science Fair and other project-based scientific learning activities. • Provide all teachers with professional development in utilizing science journals and writing with evidence. • Develop science skills by: - Providing additional explicit instruction with Physical Science concepts including basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing relationships among mass, force and motion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom science journals, experiment logs, photos/evidence/data

Facilitator:

Science Lead Teacher/Department Chairperson and/or District personnel from the Department of Mathematics and Science

Participants:

All science teachers

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

Meet once a month to discuss weekly experiments, best practices, and strategies. The Science leader will obtain updates from district science teachers regarding implementation of strategies and action steps. Discuss progress at PLC meetings and/or Curriculum Leadership Team meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations Checklists, lab reports, science journals, data

Plan to Monitor Effectiveness of G4.B2.S1

Conduct classroom observations Meet with teachers to discuss progress and adjust implementation as needed Provide ongoing support with professional development activities and resources necessary to increase student achievement The Science Lead Teacher and fellow science teachers will: Monitor students' science journals in the classroom continuously. Review and discuss biweekly lab activities and experiments with students. Analyze interim science scores to monitor progress, identify areas of need and discuss ideas for instruction, lesson/PLC study, professional development or intervention (differentiated and/or supplemental instruction) Collaborate on next course of action

Person or Persons Responsible

Principal and Science Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline science assessments Quarterly District Interim science assessments (Fall, Winter) Teacher observations Science journals Lab activities and experiments Science Fair projects

G5. In order to engage students in the problem-solving process, our goal is to increase the number of STEM project-based learning experiences we offer students and to increase the number of students who participate in these activities.

G5.B1 Students need to develop higher order thinking skills and be able to apply the scientific method independently. Therefore, more opportunities will be provided to engage students in scientific process project-based learning.

G5.B1.S1 Implement a variety of ongoing inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design and provide activities for students to design and develop projects to increase scientific thinking.

Action Step 1

• Students will work cooperatively in ongoing mini science experiments throughout the school year in which they will follow, identify and analyze the steps of the scientific method. During this process, scientific thinking and rigor in science writing will increase as students create testable questions, identify variables, test hypothesis, analyze investigations, interpret data and draw conclusions based on qualitative and quantitative observations. • Host an annual school-wide Science Fair in which students submit and exhibit their projects and share ideas with other students. Pre-K through 2nd grade will complete class projects. 3rd and 4th grade will complete small group projects. 5th grade students will complete individual projects. Students earning top achievements will participate in the District Science Fair. • Conduct a Science Family Night in which parents and students participate in teacher-led science stations which engage students in hands-on experiments to develop their science process skills. • Integrate STEM projects and activities that infuse mathematics, science and technology concepts into events and activities held throughout the school year so that students can make real world connections by: - Involving parents and community partners in our annual school science fair, Earth Day, career day and other STEM related activities. - Participating in more meaningful fieldtrips like the Biscayne Nature Center, Cordis, Museum of Science, Butterfly Garden, Jungle Island, Everglades National Park, Miami Metro Zoo, Miami Seaquarium, etc. • Establish a plan for participating in STEM competitions. • Students will participate in the school Science Fair. Pre-K through 2nd grade will complete class projects. 3rd and 4th grade will complete small group projects. 5th grade students will complete individual projects. • Students and their families will participate in the school's annual Science Family Night. • Students and their families will participate in the school's semi-annual math nights, in partnership with Winn Dixie. • Students and their families will also participate in the school's annual Math and Science Olympiad. • The school will host short term afterschool mini-science camps during the second semester, once a week. • STEM-related places in the community will be considered more often as destinations for fieldtrips and activities. • Implement more school-wide STEM-related events and activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Event participation sign-in sheets, attendance records, students' science fair projects, photos/data/evidence, Science fair score sheets

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

Meet once a month to discuss opportunities for students to participate in Science Fair, coordinate Science Fair activities, discuss best practices, and organize family nights events

Person or Persons Responsible

LT, Science Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Event participation sign-in sheets, attendance records, students' science fair projects, photos/data/ evidence, Science fair score sheets, observations, checklists

Plan to Monitor Effectiveness of G5.B1.S1

-Monitor student participation in the school-wide Science Fair. -Analyze the results of student performance in the school-wide Science Fair through the use of project-based rubrics. -Review and analyze the results of the Fall and Winter district interim assessments to monitor progress and adjust instruction as necessary. -Serve as facilitators and coordinators of STEM-related school and community partner

Person or Persons Responsible

Principal, Science and Math Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: ? Baseline mathematics and science assessments ? Quarterly District Interim mathematics and science assessments (Fall, Winter) ? Teacher observations ? Teacher-made assessments ? Mathematics and Science journals ? Science Lab reports ? Science Fair results Summative: ? 2014 FCAT 2.0 Mathematics and Science test

G5.B2 Students need to develop higher order thinking skills and be able to apply the scientific method independently. Therefore, the school will seek to motivate students to engage in scientific process project-based learning more often.

G5.B2.S1 Implement a variety of STEM project-based learning activities which enable students to make real world connections within the classroom, school and community and, in turn, promote greater interest and participation.

Action Step 1

• Host an annual school-wide Science Fair in which students submit and exhibit their projects and share ideas with other students. Pre-K through 2nd grade will complete class projects. 3rd and 4th grade will complete small group projects. 5th grade students will complete individual projects. • Conduct a Science Family Night in which parents and students participate in teacher-led science stations which engage students in hands-on experiments to develop their science process skills. • Integrate STEM projects and activities that infuse mathematics, science and technology concepts into events and activities held throughout the school year so that students can make real world connections by: - Involving parents and community partners in our annual school science fair, Earth Day, career day and other STEM related activities. - Participating in more meaningful fieldtrips like the Biscayne Nature Center, Cordis, Museum of Science, Butterfly Garden, Jungle Island, Everglades National Park, Miami Metro Zoo, Miami Seaquarium, etc. • STEM-related places in the community will be considered more often as destinations for fieldtrips and activities. • STEM-related community partners will be invited to participate in more of our school-wide STEM events and activities. • Incorporate the ongoing use of a variety of technology during teacher-directed instruction, student skills practice activities, student research activities and student-made projects and presentations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Event participation sign-in sheets, attendance records, students' science fair projects, photos/data/evidence, Science fair score sheets

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

Meet once a month to discuss ways in which we can support students in making real world STEM connections while promoting engagement in these multiple opportunities.

Person or Persons Responsible

LT, Science Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Event participation sign-in sheets, attendance records, students' science fair projects, photos/data/ evidence, Science fair score sheets, observations, checklists

Plan to Monitor Effectiveness of G5.B2.S1

-Monitor student participation in STEM-related activities. -Analyze differences in STEM-related activity participation to identify factors that may have led to (high-low) participation in one activity more than another. -Analyze the results of student performance in the school-wide Science Fair through the use of project-based rubrics. -Analyze the impact that each implemented STEM activity had on higher order thinking skills in the areas of math or science. -Review and analyze the results of the Fall and Winter district interim assessments to monitor progress and adjust instruction as necessary. -Serve as facilitators and coordinators of STEM-related school and community partner

Person or Persons Responsible

Principal, Science and Math leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: ? Baseline mathematics and science assessments ? Quarterly District Interim mathematics and science assessments (Fall, Winter) ? Teacher observations ? Teacher-made assessments ? Mathematics and Science journals ? Science Lab reports ? Science Fair results Summative: ? 2014 FCAT 2.0 Mathematics and Science test

G6. Our 2013-2014 Early Warning Systems goal is to increase our effectiveness in identifying students who require support in the areas of attendance, academics and discipline and provide appropriate interventions to ensure their success.

G6.B1 Students who missed 10% or more of available instructional time display a pattern of absences. Communicable illnesses and the onset of related symptoms will keep students at home. Without proper care or good hygiene habits, illnesses can also be spread to others at school. Some parents and students need guidance in understanding the correlation between school attendance and student achievement. Some students require motivation to attend school everyday, arrive on time and thrive for perfect attendance. Our 2014 school goal is to reduce the percentage of students who miss 10% or more of available instructional time by 1% from 3% to 2%.

G6.B1.S1 Monitor individual student attendance closely to identify students developing a pattern of five or more absences or tardies, intervene immediately and implement an action plan.

Action Step 1

Teachers will monitor attendance on a daily basis. The main office will run attendance reports. When students develop a pattern of five or more absences or tardies, it will be documented on a SCAM form, an attendance intervention meeting will be conducted with the students' parents to educate them on the correlation between attendance and student achievement and an attendance intervention plan will be developed. Implement a school-developed incentive program called "Be Here or Lose Out" in which top classes at each grade level will be rewarded for perfect attendance on a monthly basis and individual students will be recognized for perfect attendance at quarterly assemblies and at the end-of-the-year awards ceremonies. Maintain a weekly attendance bulletin board in the main hallway for all key stakeholders to see.

Person or Persons Responsible

Attendance intervention committee (principal, counselor, community involvement specialist)

Target Dates or Schedule

Ongoing

Evidence of Completion

Gradebook, Attendance reports, SCAM forms, Notification of Excessive Absences/Tardies letter, truancy referral reports

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

Monitor attendance/tardies and contact parents of students with excessive absences/tardies to schedule a meeting

Person or Persons Responsible

Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports, parent contact log

Plan to Monitor Effectiveness of G6.B1.S1

Conduct a meeting with parents of students who have accumulated 5 or more absences or tardies to explain the correlation between attendance and student achievement. Develop an attendance intervention plan for those students. Meet with teachers to discuss students with poor attendance. Explain the importance of being in school and being on time to students with poor attendance or excessive tardies. Recognize and reward individual students with perfect attendance and by top class per grade level.

Person or Persons Responsible

Attendance intervention committee (principal, counselor, community involvement specialist)

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports, contact logs, conference logs

G6.B2 Students who are retained as a result of a lack of proficiency in reading often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. These students require individualized, systematic instruction in smaller group settings to meet their academic needs and close learning gaps. Parents also require additional support and strategies to improve student academic progress. Our 2014 school goal is to reduce the percentage of students who are retained in grades Pre-K through grade 5 by 1% from 4% to 3%.

G6.B2.S1 Identify students who make-up the lowest performing 35% in each grade level and provide them with individualized instruction which targets their immediate academic needs to reduce the achievement gap. Teachers will monitor student academic progress and identify students who are in danger of being retained. School support will be provided directly to the teachers of these students, the students themselves and their parents, in order to develop and implement a plan of action to reduce possibilities of retention.

Action Step 1

• Target the students performing in the lowest 35% at each grade level and implement immediate intensive intervention. • Target retained students at each grade level and implement daily immediate intensive intervention. • Provide students with differentiated small group instruction during the 90-minute core reading block based on diagnostic assessment data. • Provide students targeted reading intervention during and/or after school. • Provide students with increased internet access through use of the school computer lab before school and during school to complete sessions of computer-assisted instructional software programs including Successmaker, Reading Plus, Imagine Learning, Waterford or other programs. • Monitor academic progress in order to identify students in need of MTSS/RtI team assistance and/or in danger of being retained. Initiate request for assistance or continue RtI process with the MTSS team, if progress is not evident. • Monitor academic progress of retained students to determine if interventions are working and make adjustments as necessary. • Schedule parent conferences to notify parents of status of progress. In cases of a lack of adequate growth or academic regression, develop an individualized instructional plan (PMP).

Person or Persons Responsible

Teachers, Administration, LLT, MTSS/RtI team, interventionists

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, MTSS/RtI forms such as requests for assistance, etc., Computer program reports. informal/formal observations, checklists, parent contact log

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

Implement intervention/tutoring, conduct observations and classroom walkthroughs, review work samples and computer-assisted instructional program usage reports, monitor intervention checklists/ documentation, conduct parent conferences as needed

Person or Persons Responsible

LLT, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation anecdotal records, student work samples, classroom observation walkthrough checklists, MTSS/RtI forms for tracking implementation of interventions, intervention checkpoint data, Reading Plus usage report, Successmaker usage report, Imagine Learning usage report, intervention/tutoring attendance records, parent conference records

Plan to Monitor Effectiveness of G6.B2.S1

Review computer-assisted instructional program reports (Successmaker, Reading Plus, Imagine Learning, Waterford), Review intervention checkpoint data, Analyze progress and adjust intervention as needed, Review ongoing diagnostic (FAIR) and progress monitoring assessment data (Fall and Winter district interims) to drive instruction and decision-making Provide ongoing support and resources necessary to increase student achievement

Person or Persons Responsible

LLT, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation anecdotal records, student work samples, intervention checkpoint data, Reading Plus student performance report, Successmaker student performance report, Imagine Learning student performance report

G6.B3 Students with behavior referrals require more opportunities to be recognized when positive behavior is shown. Some students also need continued support in understanding alternative methods to resolve conflict. Our 2014 school goal is to reduce the percentage of students who receive two or more behavior referrals by 1% from 14% to 13% and to maintain the percentage of students who receive one or more behavior referrals that lead to suspension at 0%.

G6.B3.S1 Implement the Code of Student conduct and schoolwide discipline plan. Monitor student behavior. Identify and recognize students who demonstrate good citizenship or good character values, in order to encourage habits of positive behavior.

Action Step 1

• Familiarize students and parents with the Code of Student Conduct and Schoolwide Discipline Plan, during the first few weeks of school. The Code of Student Conduct describes the rules of acceptable behavior. The Schoolwide Discipline Plan involves the following consequence protocol for lack of compliance to the Code of Student Conduct: 1. Warning, 2. Parent phone call, 3. Lunch detention, 4. Parent conference, 5. Referral to guidance counselor, 6. Referral to administrator or Suspension for severe infractions • Provide an alternative setting within the school to complete classwork assignments when students must be removed from the classroom (level 6 discipline protocol). • Utilize the Learning Discipline packet system from Discipline Advantage to provide students with alternative ways to respond to altercations. • Promote and reward good behavior monthly through the school-developed “Got Caught” program which encourages positive character values. • Provide students with mini-lessons on character values through the Healthy Me program, in conjunction with the local Citrus Health Organization. • Offer students counseling in school to promote good behavior.

Person or Persons Responsible

Teachers, administration, guidance counselor, Citrus Health Organization representative/teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Code of Student Conduct, Counselor referrals/requests for assistance (SCAMs for misbehavior), Administrator referrals/requests for assistance (SCAMs for misbehavior), Record of student chats/ counseling log, Parent contact record for behavioral issues, Monthly record of students who “Got Caught”, Monthly district-generated suspension rate report

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

• Monitor the nominations and records of student recognition for the school-developed “Got Caught” program, which encourages positive character values. • Monitor the schedule of classroom mini-lessons on character values with the Healthy Me program and conduct walkthroughs • Review the log of students counseled. • Review the lists of students and parents who have signed and returned confirmations of review of the Code of Student Conduct. • Monitor student compliance with the Code of Student Conduct. • Review records from the Learning Discipline packet system from Discipline Advantage. • Observe, record and note patterns of misbehavior for incidents in which requests for assistance are being sought from the counselor or administrator. Analyze the data to determine which character values may need continued reinforcement. • Review the parent conference log stemming from enforcement of the Code of Student Conduct/implementation of the consequence protocol. • Review SCAMs and suspension records.

Person or Persons Responsible

Administration, School-based leadership team (SBLT), MTSS/RtI team, Functional Assessments of Behavior (FAB) specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Record of students who "Got Caught," "Got Caught" certificates and event photos, Counseling log, Code of Student Conduct signature slips confirming review by student and parent, Discipline Advantage Learning Discipline packet system records, Code of Student Conduct consequence protocol parent conference log, SCAMs, suspension records

Plan to Monitor Effectiveness of G6.B3.S1

• Monitor the nominations and records of student recognition for the school-developed “Got Caught” program, which encourages positive character values. • Monitor the schedule of classroom mini-lessons on character values with the Healthy Me program and conduct walkthroughs • Review the log of students counseled. • Review the lists of students and parents who have signed and returned confirmations of review of the Code of Student Conduct. • Monitor student compliance with the Code of Student Conduct. • Review records from the Learning Discipline packet system from Discipline Advantage. • Observe, record and note patterns of misbehavior for incidents in which requests for assistance are being sought from the counselor or administrator. Analyze the data to determine which character values may need continued reinforcement. • Review the parent conference log stemming from enforcement of the Code of Student Conduct/implementation of the consequence protocol. • Review SCAMs and suspension records.

Person or Persons Responsible

Administration, School-based leadership team (SBLT), MTSS/RtI team, Functional Assessments of Behavior (FAB) specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Record of students who "Got Caught," "Got Caught" certificates and event photos, Counseling log, Code of Student Conduct signature slips confirming review by student and parent, Discipline Advantage Learning Discipline packet system records, Code of Student Conduct consequence protocol parent conference log, SCAMs, suspension records, monthly district-generated suspension report

G6.B4 Students who are not proficient in reading by third grade require more individualized and systematic instruction in smaller group settings to meet their academic needs. These students often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. Teachers in the primary grades (K-2) need to target and address early identification of students in need of additional support. The assistance of the MTSS/RtI team will serve a critical purpose for identified students. Our 2014 school goal is to reduce the percentage of students who are non-proficient in reading by 3rd grade by 6% from 64% to 58%.

G6.B4.S1 Identify students who makeup the lowest performing 35% in each grade level and provide them with individualized instruction which targets their immediate academic needs to reduce the achievement gap. These students will be tracked and monitored throughout the course of the year to ensure academic progress is occurring; otherwise, each student's plan of action (PMP or SST intervention plan) will be revisited and revised with support.

Action Step 1

• Target the students performing in the lowest 35% at each grade level and implement immediate intensive intervention. • Target retained students at each grade level and implement daily immediate intensive intervention. • Provide students with regular differentiated small group instruction during the 90-minute core reading block, based on diagnostic assessment data. • Provide students targeted reading intervention during and/or after school. • Provide students with increased internet access through use of the school computer lab before school and during school to complete sessions of computer-assisted instructional software programs including Successmaker, Reading Plus, Imagine Learning, Waterford or other programs. • Monitor academic progress in order to identify students in need of MTSS/RtI team assistance. Initiate request for assistance or continue RtI process with the MTSS team, if progress is not evident. • Monitor academic progress of targeted students to determine if interventions are working and make adjustments as necessary. • Schedule parent conferences to notify parents of status of progress. In cases of a lack of adequate growth or academic regression, develop an individualized instructional plan (PMP).

Person or Persons Responsible

Teachers, Administration, LLT, MTSS/RtI team, interventionists

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, MTSS/RtI forms such as requests for assistance, etc., Computer program reports. informal/formal observations, checklists, parent contact log Computer program reports. informal/formal observations, checklists, parent contact log

Facilitator:

MTSS/RtI team leaders

Participants:

All teachers

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

Implement intervention/tutoring, conduct observations and classroom walkthroughs, review work samples and computer-assisted instructional program usage reports, monitor intervention checklists/ documentation, conduct parent conferences as needed

Person or Persons Responsible

LLT, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation anecdotal records, student work samples, classroom observation walkthrough checklists, MTSS/RtI forms for tracking implementation of interventions, intervention checkpoint data, Reading Plus usage report, Successmaker usage report, Imagine Learning usage report, intervention/tutoring attendance records, parent conference records

Plan to Monitor Effectiveness of G6.B4.S1

Review computer-assisted instructional program reports (Successmaker, Reading Plus, Imagine Learning, Waterford), Review intervention checkpoint data, Analyze progress and adjust intervention as needed, Review ongoing diagnostic (FAIR) and progress monitoring assessment data (Fall and Winter district interims) to drive instruction and decision-making Provide ongoing support and resources necessary to increase student achievement

Person or Persons Responsible

LLT, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation anecdotal records, student work samples, intervention checkpoint data, MTSS/RtI forms, Reading Plus student performance report, Successmaker student performance report, Imagine Learning student performance report

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
Palm Springs Elementary School will provide services to ensure that students who require additional remediation are assisted through after-school programs and 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 Parental Program; Title I Chess; Supplemental Educational Services; and special support services to special needs populations such as
homeless, migrant, and neglected and delinquent students. Located in a lower middle-class neighborhood, Through Title I funding, Palm Springs Elementary School is able to hire part time personnel to implement an intensive intervention program which tutors low-performing students (Tiers 1, 2, and 3) during the school day. Title I funding has also enabled the school to purchase state-approved scientifically research-based reading materials to support implementation of the intervention program.
Title I, Part C- Migrant
Not Applicable
Title I, Part D
Not Applicable
Title II
The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program.
• Training for add-on endorsement programs such as Reading, ESOL, and Gifted
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• Tutorial programs (K-12)
• Parent outreach activities (K-12)
• Professional development on best practices for ESOL and content area teachers
• Coaching and mentoring for ESOL and content area teachers(K-12)
• Reading and supplementary instructional materials(K-12)
• Hardware and software for the development of language and literacy skills in
• Reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application.
Title X- Homeless
At Palm Springs Elementary, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Palm Springs Elementary is eligible to receive services and will do so upon identification and classification

of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists the school with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign
to the school. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• The school will identify a school based homeless coordinator, to be trained on the McKinney-Vento Law, ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a non-violence, anti-drug curricular program to students as part of the district Safe and Drug Free Schools Initiative. The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, the elementary counselor and/or TRUST specialist.

Training and technical assistance for teachers, administrators, counselors and/or TRUST specialists is also a component of the program.

Nutrition Programs

Palm Springs Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Palm Springs Elementary School was also awarded a grant through the Fresh Fruit and Vegetable Program in which all students receive a fruit or vegetable snack three times per week.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Palm Springs Elementary implements the KAPOW (Kids and the Power of Work) program. KAPOW is a national network f business-elementary school partnership which introduces young students to work-related concepts and experiences. KAPOW system of affiliates brings trained volunteers from partner companies into our classrooms. The volunteer visits seven times during the school year to teach a one-hour class relevant to the business world. Components/lessons include: job and career awareness, positive work habits and attitudes, and team works and independence. In addition, the school participates in a yearly celebration called Career Day. Presenters from a variety of fields come and speak to our students about their career path, experiences and work trainings.

Job Training

Not Applicable

Other

Parental

Palm Springs Elementary recognizes that parent communication is essential and promotes ongoing engagement in programs and activities, critical to the education of their children and the success of the school. All parents are informed and given opportunities to actively participate in scheduled activities that involve their child's academic growth. In order to ensure high levels of involvement, parents are invited to participate in open meeting forums such as: Open House, Title I Orientation, School Advisory Council, PTA meetings, grade level workshops in Reading, Writing, Mathematics and Science, grade level transition meetings, and Bilingual Parent Outreach Workshops. Our parent resource center is key to ensuring that the school and parents work together for the benefit of students. At the parent resource center, the Title I Community Involvement Specialist works together with parents and teachers to meet the needs of students by facilitating the following: telephone contacts, home visits, flyers, recruitment of parent volunteers, parent education programs, parent activities, distribution of printed informational materials, access to resources that support educational objectives, in-service training, and addressing concerns.

Palm Springs Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school’s parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Palm Springs Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact; the school’s Title I Parental Involvement Plan; scheduling the Title I Annual meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Palm Springs Elementary School also conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), are submitted to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I administration, is completed by parents/families annually in May. The survey’s results are used to assist with revising our Title I parental documents for the approaching school year.

Palm Springs Elementary School's parental involvement is highly dependent on adequate notification in the student's home language. Printed materials are distributed in English and Spanish and Blackboard Connect recorded telephone messages are delivered in English and Spanish. Parents are informed about any and all aspects of their child's education and progress through the parent-student handbook, progress reports, report cards, student agendas, school newsletters, monthly calendars, letters, flyers, parent/teacher conferences, home visits, phone calls, e-mail, and the school marquee. In addition, the school offers various inservices to parents throughout the year, through Miami-Dade County Public School’s Parent Academy and the Bilingual Education Program.

Voluntary Public School Choice Program

The Voluntary Public School Choice Program (I Choose!) is a federally funded grant and district-wide initiative designed to assist in achieving Miami-Dade County Public Schools’ District Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments. All parent notifications of school status and resulting available services were sent by U.S. Mail and sent home a second time with

students on the first day of school.

IDEA

Individuals with Disabilities Act (IDEA) federal funds ensure that at-risk students have access to a free appropriate public education. These funds are used to allocate certified and highly-qualified teaching personnel and part-time paraprofessionals to work with eligible students and to purchase supplemental materials and technology to assist students in meeting their educational needs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Results from the 2013 FCAT 2.0 Reading test indicate that 51% of all students achieved proficiency. Our goal is to increase achievement on the 2014 FCAT 2.0 Reading test by having 67% or more of all students demonstrate proficiency.

G1.B1 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 51% of Hispanic students met proficiency by scoring in achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Hispanic students achieving proficiency on the 2014 FCAT 2.0 Reading test to 67% or more, reflecting an increase of at least 16 percentage points. As a result of data disaggregation and analysis, it is evident that Hispanic students require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B1.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

PD Opportunity 1

Provide professional development which aligns with vocabulary focus strategy, as it corresponds to Hispanic students: • strategies for identifying and tackling different types of vocabulary in text: from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • vocabulary tasks presented in computer-assisted instructional programs including Reading Plus, Successmaker or Imagine Learning (as appropriate to the student) and how to interpret the data generated by individual student performance.

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading and/or the Division of Bilingual/World Languages • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning, etc.

Participants

Reading and content area teachers (math, science, social studies)

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Computer-assisted instructional program reports (i.e. Reading Plus, Successmaker, etc.)

G1.B3 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 16% of Students with Disabilities met proficiency by scoring at achievement levels 3-5, reflecting 19 percentage points below the AMO achievement target. Our current school goal is to increase the number of Students with Disabilities achieving proficiency on the 2014 FCAT 2.0 Reading test to 42%. As a result of data disaggregation and analysis, it is evident that Students with Disabilities require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B3.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

PD Opportunity 1

Provide professional development which aligns with vocabulary focus strategy, as it corresponds to Students with Disabilities: • strategies for identifying and tackling different types of vocabulary in text: from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • vocabulary tasks presented in computer-assisted instructional programs including Reading Plus, Successmaker or Imagine Learning (as appropriate to the student) and how to interpret the data generated by individual student performance.

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading and/or the Division of Exceptional Student Education • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning, etc.

Participants

Reading and content area teachers (math, science, social studies)

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom

G1.B4 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 50% of Economically Disadvantaged students met proficiency by scoring at achievement levels 3-5, reflecting 12 percentage points below the AMO achievement target. Our current school goal is to increase the number of Economically Disadvantaged students achieving proficiency on the 2014 FCAT 2.0 Reading test to 66%. As a result of data disaggregation and analysis, it is evident that Economically Disadvantaged students require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B4.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

PD Opportunity 1

Provide professional development which aligns with vocabulary focus strategy, as it corresponds to Economically Disadvantaged students: • strategies for identifying and tackling different types of vocabulary in text: from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • vocabulary tasks presented in computer-assisted instructional programs including Reading Plus, Successmaker or Imagine Learning (as appropriate to the student) and how to interpret the data generated by individual student performance.

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning, etc.

Participants

Reading and content area teachers (math, science, social studies)

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Computer-assisted instructional program reports (i.e. Reading Plus, Successmaker, etc.)

G1.B5 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 27% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Reading test to 40% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 2: Reading Application.

G1.B5.S1 Students will receive explicit instruction in reading application skills and be provided with opportunities to practice and apply those skills, in a variety of literary and informational texts.

PD Opportunity 1

Provide professional development which aligns our reading application skills focus with our new standards and our newly adopted core curriculum reading program. Through participation in PD, teachers will: • Understand the demands of the English Language Arts (ELA) Common Core State Standards (CCSS) as it impacts classroom instruction across the content areas (instructional shifts) and expectations for student achievement at each grade level. • Understand how to use the new McGraw-Hill Wonders core curriculum Reading program, which is aligned to CCSS, for students to read literature and informational texts that are complex. • Learn how to teach close reading strategies, or purposeful rereading of text, across all types of texts in various subjects/content areas. • Provide students with increased opportunities to refer to details and examples from a text and/or quote from a text when explaining what the text says explicitly (right there) and implicitly (drawing inferences from a text based on information provided as clues). • Implement individual student reading response journals as a method for students to practice comprehension strategies and analytical writing activities in which students respond to text-based higher order questions by justifying their answers with text evidence. • Utilize the Teacher Led Center (TLC) to scaffold instruction in needed reading application skills with focused lessons across a variety of leveled literary and informational texts. Comprehension lessons will include text coding; collecting, sorting and organizing text evidence using a graphic organizer as needed; and summarization activities. • Students will be assigned specific tasks on computer-assisted instructional programs that focus on reading application subskills. • Plan and implement classroom strategies involving cause and effect, chronological order, identifying themes and topics within and across texts, identifying author’s purpose and perspective, and ask and answer questions providing text evidence • Use science and social studies content-based informational texts to teach reading strategies • Teach reading strategies in mathematics, science and social studies classrooms

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading • Trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, etc.

Participants

All teachers

Target Dates or Schedule

August through February, during one or several of the following: • Large group workshop(s) (prior to opening of schools in August and during district-wide professional development teacher planning days in November and February) • Small group mini-PD sessions during grade level meetings/common planning time (ongoing) • After school hours (ongoing)

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Individual student reading response journals • Computer-assisted instructional program reports (i.e. Reading Plus, Successmaker, etc.)

G1.B6 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 22% of students met proficiency by scoring at or above achievement level 4. Our school goal is to increase the number of students achieving levels 4 and 5 on the 2014 FCAT 2.0 Reading test to 27% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 3: Literary Analysis-Fiction/Non-fiction.

G1.B6.S1 Students will be provided with instruction, strategies, routines and activities which reinforce and support the use of higher order literary analysis critical thinking skills, in order to enhance comprehension in a variety of literary and informational complex texts.

PD Opportunity 1

Provide professional development which aligns with literary analysis skills focus in fiction and non-fiction: -character development -character point of view -comparing and contrasting points of view, events or topics, first- and third-person narrations, first and secondhand accounts -narrator's/ speaker's point of view -elements of story structure across multiple genres of text (biographies, diaries, poetry, drama, etc.) -descriptive language that defines mood and provides imagery -figurative language (similes, metaphors, personification,etc.) -use of real world documents such as how-to articles, brochures and flyers, as well as other texts which include text features (headings, subheadings, charts, graphs, diagrams, etc.) to locate, interpret and organize information. -how to use a reading response journal -graphic organizers that support the application of literary analysis skills -Participate in professional development about the new Reading Plus 4.0

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading • Trainers from vendor, Reading Plus

Participants

All reading and content area teachers (math, science, social studies)

Target Dates or Schedule

Within the first semester of school (first half of the year), during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walk through observation checklists documenting implementation of learned PD strategies in the classroom • Students' reading response journals • 2014 FCAT 2.0 Reading assessment

G1.B7 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that: Students require greater opportunities beyond the rigor of the on-grade level Common Core-aligned McGraw-Hill Wonders complex texts to receive prescriptive quality instruction that meets and supports their academic needs. Students also require greater opportunities to develop the skills needed to comprehend non-fiction texts by being provided more systematic explicit instruction with cross-curricular texts in the reading and content area classrooms. Finally, research supports the idea that the very practice of reading frequently contributes to increases in reading achievement but students lack the motivation to do this independently beyond the school day. Continuous access to digital resources/tools for whole group instruction and computer-assisted instructional programs for individual student use is sometimes hindered due to small numbers of computers in classrooms, small numbers of classrooms with projectors or Smartboards, limited technical assistance on campus, as well as a possible lack of daily internet access in students' homes.

G1.B7.S1 In order to boost students' individual learning gains in reading, implement additional required independent reading activities which provide instructional support and/or additional practice, to enhance the action steps already in place.

PD Opportunity 1

Provide professional development which aligns with independent reading initiatives to support learning and meaningful practice. Train teachers in: • the new Reading Plus 4.0 computer-assisted instructional program [CAIP] (including how to interpret data reports regarding individual student performance) • the new Common Core State Standards-aligned Imagine Learning (used by ESOL level 1 and select level 2 students, as appropriate) • the new Successmaker 6.0 CAIP (including how to interpret data reports regarding individual student performance and how to customize courses) • a refresher course in the Accelerated Reader program (Renaissance Learning) and accompanying STAR leveling assessment • the new core-curriculum reading series, McGraw-Hill Wonders (with special focus on the differentiated instruction/leveled readers/scaffolded skills component)

Facilitator

Reading Coach and/or District personnel from the Division of Language Arts/Reading and/or trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning and school media specialist (for Accelerated Reader)

Participants

All reading teachers

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

Formative: • Reading Plus reports; • Successmaker reports; • Imagine Learning reports; • Accelerated Reader program reports; • reading logs; • student authentic work; • anecdotal records from small group instruction and/or observation of differentiated small group instruction while taking place • monthly assessments; • District Interim assessment data reports; • Florida Assessments in Reading (FAIR) assessment data reports; Summative: • 2014 FCAT 2.0 Reading

Assessment reports Other: • Sign-in sheets reflecting PD attendance/participation • Classroom walk through observation checklists documenting implementation of learned PD strategies in the classroom • computer lab schedule and visitation log • observation of DEAR during morning arrival • photos, flyers and sign-in sheets from reading events.

G1.B8 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students in the lowest 25% made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that there is an abundant number of students entering grades 3-5 who are having difficulty comprehending grade level text due to gaps in reading skills. This makes remediation critical and further individualized instruction necessary, in order to address their academic needs. Therefore, intervention must occur beyond the grade level and tiered differentiated instruction taking place during the 90-minute reading block.

G1.B8.S1 Provide regular individualized instruction to students performing in the lowest 25% of the population through in-class small group differentiated instruction at the teacher led center, daily sessions using appropriate computer-assisted instructional programs and through intervention during or after school.

PD Opportunity 1

Provide professional development which aligns with the evidence-based materials being used for the Response to Intervention model. Trainings will address: -the newly adopted Wonderworks intervention program (K-5) -how to analyze and interpret data to evaluate student progress and students needs -the tools used to diagnose students' immediate learning needs -how to utilize CAIP, such as Reading Plus and Successmaker, to prescribe specific lessons that individual students need

Facilitator

Reading Coach and/or District personnel from the Division of Language Arts/Reading and/or trainers from vendors including McGraw-Hill, Reading Plus, Successmaker, Imagine Learning

Participants

All reading teachers and interventionists

Target Dates or Schedule

Within the first 12 weeks of school, during one or several of the following: • Large group workshop(s) • Small group mini-PD sessions during grade level meetings/common planning time • After school hours

Evidence of Completion

Baseline data: 2013 FCAT 2.0 Reading test data, August 2013 baseline/pre-test data Formative: • student authentic work; • in-class assessments; • teacher observation during small group instruction • WonderWorks (or Voyager) lesson/unit checkpoints; • Tier 2 and Tier 3 weekly ongoing progress monitoring assessment data; • Florida Assessments in Reading (FAIR) assessment data reports, • quarterly District Interim assessment data reports; • Reading Plus reports; • Successmaker reports; • Imagine Learning reports .Summative: • 2014 FCAT 2.0 Reading Assessment Other • Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom

G1.B9 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Listening/Speaking test results, performance data indicates that 58% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Listening/Speaking test to 62% or more. ELL students generally have limited exposure to the English language and thus lack the receptive and expressive vocabulary necessary to communicate and understand English proficiently. Therefore, ELL students need a high level of support in understanding and applying correct conventions of English in listening and speaking. They also require many opportunities to listen to good models of spoken English and to practice speaking the language themselves. Meaningful language practice must be provided using a variety of ESOL instructional strategies and activities, in the context of listening and speaking.

G1.B9.S1 Provide explicit instruction in vocabulary and conventional English structures while implementing meaningful language practice, using a variety of ESOL instructional strategies and activities, in the context of listening and speaking.

PD Opportunity 1

Provide professional development which aligns with the digital resources that support the listening and speaking needs of ELL students - namely that of the new Imagine Learning web-based software program.

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Bilingual/World Languages • Trainers from Imagine Learning vendor

Participants

Reading teachers of ELL students

Target Dates or Schedule

Within the first 9 weeks of school, during one or several of the following: • District training • In-house large group workshop • Small group mini-PD sessions after school hours

Evidence of Completion

Formative: Informal observations of expressive language, Informal observations of receptive language, an informal teacher observation log, teacher-made assessments, rubrics with evaluation criteria for listening/speaking, Imagine Learning reports Summative: 2014 CELLA Listening and Speaking Assessment Other: • Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom

G1.B10 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Reading test results, performance data indicates that 28% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Reading test to 35% or more. ELL students have limited proficiency with the English language (vocabulary) and its structures (grammar/ conventions), which inhibits their ability to read fluently and comprehend well. Therefore, students require ongoing explicit scaffolded instruction in vocabulary and its components of English along with a high level of support in understanding the main idea, relevant supporting details, implied message, inference, chronological order and identifying text structures – especially with moderate and high complexity text. Additional strategies must be utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.

G1.B10.S1 Incorporate explicit, scaffolded instruction in text-based vocabulary and phrases with meaningful language practice and a high level of reading comprehension support, using a variety of ESOL instructional strategies and activities.

PD Opportunity 1

Provide professional development which aligns with the digital resources that support the reading needs of ELL students - namely that of the new Imagine Learning web-based software program.

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Bilingual/World Languages • Trainers from Imagine Learning vendor

Participants

Reading teachers of ELL students

Target Dates or Schedule

Within the first 9 weeks of school, during one or several of the following: • District training • In-house large group workshop • Small group mini-PD sessions after school hours

Evidence of Completion

Formative: Informal observation log, tiered reading assessments (primarily for ESOL Level 1 students), on-grade level assessments, Imagine Learning student performance reports
Summative: 2014 CELLA Reading Assessment

G2. Results from the 2013 FCAT Writing test indicate that 70% of 4th grade students achieved proficiency by scoring 3.5 or above. Our goal is to increase achievement on the 2014 FCAT Writing test by having 73% or more of students demonstrate proficiency.

G2.B1 Students in grade 4 require additional exposure to vocabulary in order to compose writing consisting of precise word choice and specificity of language, as evident in mature writing. Students also need to improve their skills in elaboration and support, revision, and editing, in order to become more proficient writers.

G2.B1.S1 Students will write informational/expository essays which focus on one main idea with ample development of supporting details/reasons, using ideas and content (concrete examples, real-life examples, anecdotes, statistics, comparisons, amazing facts, etc.) including a developed incidence to support each reason.

PD Opportunity 1

Provide "refresher" professional development or need-specific writing PD as it corresponds to informational/expository essays and ample development (elaboration and support), precise word choice, revision and editing stages of process writing: • Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety.

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading

Participants

All language arts teachers (with emphasis on 4th grade)

Target Dates or Schedule

Within the first semester of school, during small group mini-PD sessions at grade level meetings/ during common planning time

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Student writing samples • Students Writer's Notebooks • Classroom writing anchor charts • 2014 FCAT 2.0 Writing assessment

G2.B1.S2 Students will write narratives based on real or imagined ideas or events, applying narrative genre characteristics including characters, setting, plot and a logical sequence of events with ample development of sensory and supporting details and a context to enable the reader to imagine the world of the event or experience.

PD Opportunity 1

Provide "refresher" professional development or need-specific writing PD as it corresponds to narrative essays and ample development (elaboration and support), precise word choice, revision and editing stages of process writing: • Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety.

Facilitator

• School reading coach • District curriculum support specialists (or other personnel) from departments such as the Division of Language Arts/Reading

Participants

4th grade Language Arts teachers +

Target Dates or Schedule

Within the first semester of school, during small group mini-PD sessions at grade level meetings/ during common planning time

Evidence of Completion

• Sign-in sheets reflecting PD attendance/participation • Classroom walkthrough observation checklists documenting implementation of learned PD strategies in the classroom • Student writing samples • Students Writer's Notebooks • Classroom writing anchor charts • 2014 FCAT 2.0 Writing assessment

G3. Results from the 2013 FCAT 2.0 Mathematics test indicate that 53% of all students achieved proficiency by scoring levels 3-5. Our goal is to increase proficiency by 19 percentage points to 72% on the 2014 FCAT 2.0 Mathematics test.

G3.B1 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 54% of Hispanic students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of Hispanic students achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 72% or more, reflecting an increase of at least 18 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased Hispanic student achievement in any math skill is the time needed to acquire and fully understand grade level mathematics vocabulary in solving word problems and the ability to apply it further in real world situations.

G3.B1.S1 The use of mathematics vocabulary cards will be used to assist students in building and reinforcing background knowledge of concepts and skills that are introduced while the use of mathematics journals will be used to assist students in applying understanding of mathematics terms in the context of developing corresponding mathematics skills.

PD Opportunity 1

The teacher will build and reinforce students background knowledge with the use of mathematics vocabulary cards. Students will discuss mathematics and write about mathematics in their journals. Students will answer questions about mathematics operations including “how” and “why” to assist them in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. Students will practice reading, writing and solving word problems related to real world situations.

Facilitator

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants

All mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Mathematics vocabulary cards, students math journals

G3.B2 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 42% of English Language Learners students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of English Language Learners achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 64% or more, reflecting an increase of at least 22 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased English Language Learners achievement in any math skill is the time needed to acquire and fully understand grade level mathematics vocabulary in solving word problems and the ability to apply it further in real world situations.

G3.B2.S1 The use of mathematics vocabulary cards will be used to assist students in building and reinforcing background knowledge of concepts and skills that are introduced while the use of mathematics journals will be used to assist students in applying understanding of mathematics terms in the context of developing corresponding mathematics skills.

PD Opportunity 1

The teacher will build and reinforce students background knowledge with the use of mathematics vocabulary cards. Students will discuss mathematics and write about mathematics in their journals. Students will answer questions about mathematics operations including “how” and “why” to assist them in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. Students will practice reading, writing and solving word problems related to real world situations. Use carefully selected literature (picture books) in mathematics to provide necessary meaning for students to successfully grasp mathematical concepts and vocabulary, while making connections to real world situations.

Facilitator

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants

All mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Mathematics vocabulary cards, students math journals

G3.B5 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 29% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Mathematics test to 43% or more. As a result of data disaggregation and analysis, it is evident that 3rd grade students require additional time to acquire the skills identified in Reporting Category 2: Number: Fractions & 4th and 5th grade students require additional time to acquire the skills identified in the corresponding category Number: Base Ten and Fractions as well.

G3.B5.S1 Using mathematical practices of the Common Core State Standards, support mathematical problem solving proficiency and fluency in the areas of fractions, fraction equivalence and comparison. Provide students with opportunities to develop conceptual understanding of fractions.

PD Opportunity 1

Provide students with increased opportunities to identify and represent fractions, compare fractions, identify equivalent fractions, add and subtract fractions with both like and unlike denominators, add and subtract decimals and order fractions in real world contexts. (also in grade 5, multidigit division, mixed numbers, place value, properties, positive and negative numbers) Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives or models and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. Engage students in discussions and writing about why and how. Provide opportunities for students to verify the reasonableness of number operation results, including in problem solving situations. Engage students in activities which use technology which enable students to practice these math skills. Provide routine access to the internet resources and computer software in order to be able to do this. Provide support to students as they make sense of problems and persevere in solving them. Adjust instruction appropriately to meet students needs.

Facilitator

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants

All mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, mathematics journals, technology program reports (as applicable) including Successmaker

G3.B6 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 23% of students met proficiency by scoring at achievement level 4 and 5. Our school goal is to increase the number of students achieving level 4 (or higher) proficiency on the 2014 FCAT 2.0 Mathematics test to 29% or more. As a result of data disaggregation and analysis, it is evident that 3rd grade students require additional time to acquire the skills identified in Reporting Category 2: Number: Fractions & 4th and 5th grade students require additional time to acquire the skills identified in the corresponding category Number: Base Ten and Fractions as well.

G3.B6.S1 Using mathematical practices of the Common Core State Standards, support mathematical problem solving proficiency and fluency in the areas of fractions, fraction equivalence and comparison. Provide students with opportunities to develop conceptual understanding of fractions.

PD Opportunity 1

Provide students with increased opportunities to identify and represent fractions, compare fractions, identify equivalent fractions, add and subtract fractions with both like and unlike denominators, add and subtract decimals and order fractions in real world contexts. (also in grade 5, multidigit division, mixed numbers, place value, properties, positive and negative numbers) Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives or models and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. Engage students in discussions and writing about why and how. Provide opportunities for students to verify the reasonableness of number operation results, including in problem solving situations. Engage students in activities which use technology which enable students to practice these math skills. Provide routine access to the internet resources and computer software in order to be able to do this. Provide support to students as they make sense of problems and persevere in solving them. Adjust instruction appropriately to meet students needs.

Facilitator

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants

All mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, mathematics journals, technology program reports (as applicable) including Successmaker

G3.B7 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 62% of students made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Mathematics test to 66% or more. As a result of data disaggregation, observation and analysis, it is evident that the underlying barrier preventing all students from increased mathematics achievement is that they all require greater opportunities to develop the skills needed to focus on multiple step problem solving. Students also need to show the work that led to them to arrive at answers and be able to verbalize or explain that process.

G3.B7.S1 Provide explicit and scaffolded instruction in multiple step problem-solving techniques with ongoing opportunities to practice and apply.

PD Opportunity 1

Model and provide engaging opportunities or problem-solving practice through a "Show the Problem" technique which encourages students to draw a picture, make an organized list, make a table or graph, act it out or use objects/manipulatives to solve problems. Use graphic organizers to create a step-by-step plan to solve word problems. Model and provide engaging opportunities to use the "Solving a simpler problem" technique which teaches students how to break down complex, multi-step problems. Utilize available online resources. Maintain a mathematics journal with evidence of the above action steps. Model and provide students with engaging opportunities to explain (to the teacher or to a peer and in writing) how to solve a problem, making sure students identify steps used, the order in which steps were executed and how they arrived at their result.

Facilitator

Mathematics Department Chairperson/Lead Teacher and/or District personnel from the Department of Mathematics and Science

Participants

All mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, mathematics journals, classroom anchor charts on display, observable accountable talk

G4. Results from the 2013 FCAT 2.0 Science test indicate that 58% of 5th grade students achieved proficiency by scoring at levels 3-5. Our goal is to increase proficiency by 4 percentage points to 62% on the 2014 FCAT 2.0 Science test.

G4.B1 According to the 2013 FCAT 2.0 Science test results, performance data indicates that 26% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 29% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. Students experience difficulty following science processes completely.

G4.B1.S1 A routine of ongoing inquiry-based, hands-on activities will be conducted following the scientific method, in order to engage and enrich students' scientific thinking skills while using science journals to document observations and increase rigor in science writing. Students will complete individual projects and showcase their scientific knowledge at the school Science Fair.

PD Opportunity 1

- Providing students with more opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish observations and opinions and defend conclusions, while offering support and scaffolding as necessary. - Increase student note-taking during inquiry-based hands-on experiments done in class throughout the scientific process: hypothesis, observation, data analysis, variables, etc. Implement all essential laboratories developed by M-DCPS. • Encourage students to communicate using accountable talk before, during and after conducting experiments. • Increase rigor in scientific writing tasks as evidenced through the use of science journals with emphasis on laboratory conclusions (incorporating claims, evidence and reasoning), as delineated by the CCSS. • Utilize district-developed science resources to support NGSSS benchmarks and gap benchmarks. • Incorporate instructional technology resources into the classroom (GIZMOS, Discovery Education, PBS, FCAT Explorer, etc.) to enhance or remediate students conceptual understanding of topics addressed. • Integrate literacy in the science classroom so students can enhance scientific meaning through writing, talking and reading about science while promoting reading informational text, as delineated in the CCSS. • Use leveled readers to address different reading levels in the science classroom. • Place students in mixed ability groups when performing experiments or carrying out science activities. • Infuse strategies to address fair game principles. • Participate in a school Science Fair and other project-based scientific learning activities. • Provide all teachers with professional development in utilizing science journals and writing with evidence. • Develop science skills by: - Providing additional explicit instruction with Physical Science concepts including basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing relationships among mass, force and motion.

Facilitator

Science Lead Teacher/Department Chairperson and/or District personnel from the Department of Mathematics and Science

Participants

All science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom science journals, experiment logs, photos/evidence/data

G4.B2 According to the 2013 FCAT 2.0 Science test results, performance data indicates that 32% of students met proficiency by scoring at achievement levels 4 and 5. Our school goal is to increase the number of students achieving level 4 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 33% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. These students require continued support in developing higher order scientific thinking skills and more opportunities for enrichment.

G4.B2.S1 A routine of ongoing inquiry-based, hands-on activities will be conducted following the scientific method, in order to engage and enrich students' scientific thinking skills while using science journals to document observations and increase rigor in science writing. Students will complete individual projects and showcse their scientific knowledge at the school Science Fair.

PD Opportunity 1

- Providing students with more opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish observations and opinions and defend conclusions, while offering support and scaffolding as necessary. - Increase student note-taking during inquiry-based hands-on experiments done in class throughout the scientific process: hypothesis, observation, data analysis, variables, etc. Implement all essential laboratories developed by M-DCPS. • Encourage students to communicate using accountable talk before, during and after conducting experiments. • Increase rigor in scientific writing tasks as evidenced through the use of science journals with emphasis on laboratory conclusions (incorporating claims, evidence and reasoning), as delineated by the CCSS. • Utilize district-developed science resources to support NGSSS benchmarks and gap benchmarks. • Incorporate instructional technology resources into the classroom (GIZMOS, Discovery Education, PBS, FCAT Explorer, etc.) to enhance or remediate students conceptual understanding of topics addressed. • Integrate literacy in the science classroom so students can enhance scientific meaning through writing, talking and reading about science while promoting reading informational text, as delineated in the CCSS. • Use leveled readers to address different reading levels in the science classroom. • Place students in mixed ability groups when performing experiments or carrying out science activities. • Infuse strategies to address fair game principles. • Participate in a school Science Fair and other project-based scientific learning activities. • Provide all teachers with professional development in utilizing science journals and writing with evidence. • Develop science skills by: - Providing additional explicit instruction with Physical Science concepts including basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing relationships among mass, force and motion.

Facilitator

Science Lead Teacher/Department Chairperson and/or District personnel from the Department of Mathematics and Science

Participants

All science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom science journals, experiment logs, photos/evidence/data

G6. Our 2013-2014 Early Warning Systems goal is to increase our effectiveness in identifying students who require support in the areas of attendance, academics and discipline and provide appropriate interventions to ensure their success.

G6.B4 Students who are not proficient in reading by third grade require more individualized and systematic instruction in smaller group settings to meet their academic needs. These students often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. Teachers in the primary grades (K-2) need to target and address early identification of students in need of additional support. The assistance of the MTSS/RtI team will serve a critical purpose for identified students. Our 2014 school goal is to reduce the percentage of students who are non-proficient in reading by 3rd grade by 6% from 64% to 58%.

G6.B4.S1 Identify students who makeup the lowest performing 35% in each grade level and provide them with individualized instruction which targets their immediate academic needs to reduce the achievement gap. These students will be tracked and monitored throughout the course of the year to ensure academic progress is occurring; otherwise, each student's plan of action (PMP or SST intervention plan) will be revisited and revised with support.

PD Opportunity 1

• Target the students performing in the lowest 35% at each grade level and implement immediate intensive intervention. • Target retained students at each grade level and implement daily immediate intensive intervention. • Provide students with regular differentiated small group instruction during the 90-minute core reading block, based on diagnostic assessment data. • Provide students targeted reading intervention during and/or after school. • Provide students with increased internet access through use of the school computer lab before school and during school to complete sessions of computer-assisted instructional software programs including Successmaker, Reading Plus, Imagine Learning, Waterford or other programs. • Monitor academic progress in order to identify students in need of MTSS/RtI team assistance. Initiate request for assistance or continue RtI process with the MTSS team, if progress is not evident. • Monitor academic progress of targeted students to determine if interventions are working and make adjustments as necessary. • Schedule parent conferences to notify parents of status of progress. In cases of a lack of adequate growth or academic regression, develop an individualized instructional plan (PMP).

Facilitator

MTSS/RtI team leaders

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, MTSS/RtI forms such as requests for assistance, etc., Computer program reports. informal/formal observations, checklists, parent contact log Computer program reports. informal/formal observations, checklists, parent contact log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Results from the 2013 FCAT 2.0 Reading test indicate that 51% of all students achieved proficiency. Our goal is to increase achievement on the 2014 FCAT 2.0 Reading test by having 67% or more of all students demonstrate proficiency.	$28,822
G2.	Results from the 2013 FCAT Writing test indicate that 70% of 4th grade students achieved proficiency by scoring 3.5 or above. Our goal is to increase achievement on the 2014 FCAT Writing test by having 73% or more of students demonstrate proficiency.	$400
G3.	Results from the 2013 FCAT 2.0 Mathematics test indicate that 53% of all students achieved proficiency by scoring levels 3-5. Our goal is to increase proficiency by 19 percentage points to 72% on the 2014 FCAT 2.0 Mathematics test.	$11,200
G4.	Results from the 2013 FCAT 2.0 Science test indicate that 58% of 5th grade students achieved proficiency by scoring at levels 3-5. Our goal is to increase proficiency by 4 percentage points to 62% on the 2014 FCAT 2.0 Science test.	$528
G5.	In order to engage students in the problem-solving process, our goal is to increase the number of STEM project-based learning experiences we offer students and to increase the number of students who participate in these activities.	$220
G6.	Our 2013-2014 Early Warning Systems goal is to increase our effectiveness in identifying students who require support in the areas of attendance, academics and discipline and provide appropriate interventions to ensure their success.	$2,800
	Total	$43,970

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Personnel	Technology	Total
EESAC	$2,400	$0	$0	$0	$2,400
PTA	$0	$5,500	$0	$0	$5,500
Title I	$1,450	$0	$33,900	$500	$35,850
PTA/Community Resources	$0	$220	$0	$0	$220
Total	$3,850	$5,720	$33,900	$500	$43,970

Budget Details

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

G1. Results from the 2013 FCAT 2.0 Reading test indicate that 51% of all students achieved proficiency. Our goal is to increase achievement on the 2014 FCAT 2.0 Reading test by having 67% or more of all students demonstrate proficiency.

G1.B2 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 39% of English Language Learners met proficiency by scoring at achievement levels 3-5, reflecting 18 percentage points below the AMO achievement target. Our new school goal is to increase the number of English Language Learners achieving proficiency on the 2014 FCAT 2.0 Reading test to 61%. As a result of data disaggregation and analysis, it is evident that English Language Learners require additional time to acquire the skills identified in Reporting Category 1: Vocabulary.

G1.B2.S1 Students will receive ongoing systematic and explicit vocabulary instruction and be provided with opportunities to use context clues strategies in a variety of literary and informational texts, with teacher guidance and support.

Action Step 1

Explicit instruction: • using concept maps to build general knowledge of word meanings, multiple meanings of words and word relationships including synonyms, antonyms, examples and non-examples. • on how to tackle unfamiliar words and phrases by gathering information from surrounding print such as other words, phrases and sentences in the immediately surrounding text (context clues), pictures, captions, diagrams, etc. Practice opportunities with these unfamiliar words will range from general academic to domain-specific words/phrases to figurative language. Texts across the content areas and genres will be included. • using the DEA vocabulary routine in the McGraw-Hill Wonders Reading core curriculum reading program – Define the word, give an Example of the word, Ask a question using the word – for select words encountered in text. • on building skills in understanding connotative language as it relates to vocabulary. • and more systematic instruction in familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words, in grade 5. Computer-assisted instructional program activities (Reading Plus, Imagine Learning, Successmaker, as appropriate to the student) will address and support vocabulary needs as well.

Resource Type

Evidence-Based Materials

Resource

Supplementary materials for afterschool tutoring

Funding Source

EESAC

Amount Needed

$1,200

G1.B7 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that: Students require greater opportunities beyond the rigor of the on-grade level Common Core-aligned McGraw-Hill Wonders complex texts to receive prescriptive quality instruction that meets and supports their academic needs. Students also require greater opportunities to develop the skills needed to comprehend non-fiction texts by being provided more systematic explicit instruction with cross-curricular texts in the reading and content area classrooms. Finally, research supports the idea that the very practice of reading frequently contributes to increases in reading achievement but students lack the motivation to do this independently beyond the school day. Continuous access to digital resources/tools for whole group instruction and computer-assisted instructional programs for individual student use is sometimes hindered due to small numbers of computers in classrooms, small numbers of classrooms with projectors or Smartboards, limited technical assistance on campus, as well as a possible lack of daily internet access in students' homes.

G1.B7.S1 In order to boost students' individual learning gains in reading, implement additional required independent reading activities which provide instructional support and/or additional practice, to enhance the action steps already in place.

Action Step 1

Require independent reading activities which provide individualized needs-based instructional support: • Place and assign students to computer-assisted instructional programs including Reading Plus, Imagine Learning and Successmaker, which match their instructional needs. Students must complete sessions in their assigned CAIP 3 times per week (earning credit only by scoring an 80% proficiency rate during each task in Reading Plus - gr. 3-5, 70% in Successmaker - gr. 1-2). Performance will be monitored weekly. • Increase student access to computer-assisted instructional programs through utilization of the school-site computer lab before and during school. • Develop lab schedules in order to optimize access to the computer lab and increase usage of computer-assisted instructional programs. • Provide students with supervised access in the computer lab during morning arrival (30 minutes prior to the start of the school day). • Encourage use of (the aforementioned) assigned internet-based programs “beyond the bell” (outside of school hours), in order to increase learning and practice opportunities. Implement additional activities which motivate students to read independently: • Implement the Accelerated Reader program, with incentives schoolwide, in order to motivate and encourage independent reading. Texts will be selected by students themselves, at individually appropriate reading level ranges. Online quizzes corresponding to titles read will measure comprehension and vocabulary. Students will earn rewards for points earned through the program. • Upon daily morning classroom arrival (prior to the bell), implement a schoolwide Drop-Everything-And-Read (DEAR) routine where students read self-selected books independently until the instructional day begins. • Incorporate special reading events throughout the year, including the Ronald McDonald Principal's Reading Challenge and more. Maintain support for individual student reading needs: • Focus on high quality, effective, small group differentiated instruction to address individual academic needs weekly, as aligned with the Response to Intervention model. McGraw-Hill Wonders leveled readers and resources, as well as supplemental leveled readers and resources, will be used for this purpose. • Provide students with explicit direct instruction through skills-focused lessons in small groups, utilizing the FCRR, LEaRN (http://www.nefec.org/learn/, formerly Just Read, FL) and McGraw-Hill Wonders online resources, as well as others. Provide subsequent continued practice with application of skills and strategies in connected text through guided reading, in the same small group setting. • Utilize the Time for Kids Non-Fiction Kit: Reading in the Content Area supplemental resource in the reading classroom which uses high-interest non-fiction selections, written by the authors of Time Magazine, to develop 12 distinct skills for reading non-fiction text. Students will build vocabulary and comprehension skills through articles integrating content areas such as science, social studies, mathematics and language arts.

Resource Type

Other

Resource

Motivational reading program incentives (Accelerated Reader and CAIP)

Funding Source

PTA

Amount Needed

$3,200

G1.B8 According to the 2013 FCAT 2.0 Reading test results, performance data indicates that 68% of students in the lowest 25% made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 71% or more. As a result of data disaggregation, observation and analysis, it is evident that there is an abundant number of students entering grades 3-5 who are having difficulty comprehending grade level text due to gaps in reading skills. This makes remediation critical and further individualized instruction necessary, in order to address their academic needs. Therefore, intervention must occur beyond the grade level and tiered differentiated instruction taking place during the 90-minute reading block.

G1.B8.S1 Provide regular individualized instruction to students performing in the lowest 25% of the population through in-class small group differentiated instruction at the teacher led center, daily sessions using appropriate computer-assisted instructional programs and through intervention during or after school.

Action Step 1

• Identify the lowest performing students per classroom and provide them with immediate small group differentiated instruction at the teacher led center during the school day. • Identify the lowest performing students per grade level and provide them with immediate intensive intervention to address their academic needs during the school day or afterschool. • Utilize research-based or evidence-based reading programs (WonderWorks, Voyager, Successmaker) to work with small groups of students not meeting high standards to reteach, reinforce and reassess. • Implement WonderWorks RtI intervention models (as applicable to the grade level and needs of the student) where less-proficient readers receive teacher/tutor-led needs-based instruction daily, in a small group setting. • Less-proficient readers will also participate in daily prescriptive computer-assisted instruction sessions of 13-15 minutes each, utilizing Reading Plus, Successmaker and Imagine Learning (ELL) • Review formative assessment data (such as classroom ongoing assessments and quarterly interim assessments) to ensure progress is being made and adjust instruction accordingly. • Utilize resource teams, grade level meetings and professional learning communities for teachers to discuss effective strategies and activities that will challenge and support student progress.

Resource Type

Personnel

Resource

2 hourly part-time paraprofessionals to provide reading intervention (tutoring)/small group instruction to less-proficient readers during school hours -- 1 of whom also provides limited assistance with circulation (book checkout, book return and shelving) in the Media Center so students may have daily access to books for independent reading and research projects (supporting Goal 1, Barrier 7 learning gains, Strategy 1, Action step 1)

Funding Source

Title I

Amount Needed

$20,000

G1.B9 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Listening/Speaking test results, performance data indicates that 58% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Listening/Speaking test to 62% or more. ELL students generally have limited exposure to the English language and thus lack the receptive and expressive vocabulary necessary to communicate and understand English proficiently. Therefore, ELL students need a high level of support in understanding and applying correct conventions of English in listening and speaking. They also require many opportunities to listen to good models of spoken English and to practice speaking the language themselves. Meaningful language practice must be provided using a variety of ESOL instructional strategies and activities, in the context of listening and speaking.

G1.B9.S1 Provide explicit instruction in vocabulary and conventional English structures while implementing meaningful language practice, using a variety of ESOL instructional strategies and activities, in the context of listening and speaking.

Action Step 1

• Listening strategies and activities include: the Language Experience Approach; modeling; teacher-led groups; total physical response; use of simple and direct language; and the use of substitution, expansion, paraphrasing and repetition; in the context of visual literacy (use of illustrations, diagrams, labels, etc); • Speaking strategies and activities include: brainstorming, cooperative learning, discussions, rich and meaningful structured conversations, repetition, role play, teacher-led groups, modeling of language patterns in natural conversations and think alouds. • Explicit instruction in conventional English structures (at the sentence level such as subject-verb agreement and at the word level such as inflectional endings) and phonics components (including phonics patterns) will further support student engagement, oral development and language achievement, while gradually enhancing grammar and vocabulary usage. • The Imagine Learning web-based software program will be utilized with ESOL Level 1 and select ESOL Level 2 students to stimulate growth and understanding of oral language/vocabulary and acquisition of phonics and language patterns. • Utilize additional digital instructional resources such as Discovery Education, teacher resources such as ¡Colorín Colorado! and student resources such as starfall.com to enhance learning. • Participation in the grant-funded CANA program, Cultural Awareness for New Americans, will also provide new ELL students with scaffolded support in listening and speaking skills along with instruction in American cultural awareness concepts. • Conduct ongoing classroom observations and verbal assessments, focusing on the students' ability to use conventional English skills in verbal communication activities, to ensure progress is being made. Adjust instruction as needed.

Resource Type

Technology

Resource

Headphones to provide new language learners (ESOL Level 1 and select ESOL Level 2 ELL students) with access to the audio component of Imagine Learning software

Funding Source

Title I

Amount Needed

$500

G1.B10 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Reading test results, performance data indicates that 28% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Reading test to 35% or more. ELL students have limited proficiency with the English language (vocabulary) and its structures (grammar/ conventions), which inhibits their ability to read fluently and comprehend well. Therefore, students require ongoing explicit scaffolded instruction in vocabulary and its components of English along with a high level of support in understanding the main idea, relevant supporting details, implied message, inference, chronological order and identifying text structures – especially with moderate and high complexity text. Additional strategies must be utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.

G1.B10.S1 Incorporate explicit, scaffolded instruction in text-based vocabulary and phrases with meaningful language practice and a high level of reading comprehension support, using a variety of ESOL instructional strategies and activities.

Action Step 1

• Provide meaningful language practice using a variety of instructional strategies and activities for reading including: activating prior knowledge; picture walk; predictions; K-W-L (Know, Want to know, Learned); QAR (Question-Answer-Relationships); use of task cards; teacher-made questions; varying the complexity of the assignment (differentiated instruction); reading aloud; think alouds; choral reading; jump-in reading; reader's theater; cooperative learning; chunking; identifying and explaining key concepts while making reference to text; focusing on key vocabulary; vocabulary with context clues; use multiple meaning words; interactive word walls; use of cognates; use of word banks/ vocabulary notebooks; decoding/phonics/spelling; chunking words/multisyllabic word reading; sentence/word unscramble; chunking sentences for phrasing; graphic organizers; semantic mapping; timelines; PQP (Praise-Question-Polish), visualization; reciprocal teaching; verbal clues/pictures; schema stories; captioning; venn diagrams; story maps; structural analysis; reading for a specific purpose; dramatization; retelling; think-pair-share; dictation; cloze procedures; seed discussions; graphic representations; flexible grouping; anecdotal observations; portfolios; wordless/picture books; coding text; note-taking/outlining; SQ3R (Survey, Question, Read, Recite, Review); summarizing; reader response journals; partner reading; collaborative groups; pacing of lessons and sustained independent reading. • Systematic phonics instruction will be incorporated to facilitate decoding accuracy. • Fluency skills practice opportunities will be incorporated to enhance automaticity. • Focus on comprehension activities that include identifying main idea, making inferences, drawing conclusions, returning to text to support answers, analyzing stated vs. implied main ideas, interacting with text, text structures and summarizing text will develop reading skills when used hand-in-hand with instruction. • Conduct ongoing classroom observations and reading activities, focusing on the content of students' responses with the ELL reading strategies, to determine levels of comprehension. Administer tiered reading assessments to ensure progress is being made. Adjust instruction as needed. • The Imagine Learning web-based software program will be utilized with ESOL Level 1 and 2 students to stimulate growth and understanding of oral language/vocabulary and acquisition of phonics and language patterns. • Utilize additional digital instructional resources such as Discovery Education, teacher resources such as ¡Colorín Colorado! and student resources such as starfall.com to enhance learning. • Participation in the grant-funded CANA program, Cultural Awareness for New Americans, will also provide new ELL students with scaffolded support in listening and speaking skills along with instruction in American cultural awareness concepts.

Resource Type

Personnel

Resource

Hourly teachers to provide reading intervention to ELL students afterschool hours

Funding Source

Title I

Amount Needed

$3,000

G1.B11 According to the 2013 Comprehensive English Language Learning Assessment (CELLA) Writing test results, performance data indicates that 23% of students met proficiency. Our school goal is to increase the number of students achieving proficiency on the 2014 CELLA Writing test to 31% or more. ELL students have limited proficiency with the English language and its structures, which inhibits their ability to write fluently. Therefore, students require ongoing explicit scaffolded instruction in vocabulary and its English language structures at the word, sentence, paragraph and whole composition levels, in order to communicate in English through process writing and academic analytical writing (writing to sources/text). ELL students also require additional support in the development of ideas through the use of relevant details enhanced with mature vocabulary and the proper conventions of English. Thus, additional strategies must be utilized which address these needs.

G1.B11.S1 Incorporate explicit, scaffolded instruction in vocabulary and English language structures at the word, sentence, paragraph and whole composition levels, along with meaningful language practice and a high level of writing support in the development of ideas, relevant details and conventions, using a variety of ESOL instructional strategies and activities.

Action Step 1

• Effective writing will be modeled by the teacher. • Carefully selected mentor texts and exemplar papers/compositions will be used to provide writing models to students. • Conversations about ideas for writing will occur before, during and after writing. • Emphasize pre-writing activities (craft - generating ideas, planning, conversations, etc.; analytical – rereading and identifying key information in text, discussions, etc.) in order to support written application of ideas. • Develop writing pieces over time by applying tasks in each of the writing stages. • The use of graphic organizers will support planning writing that is logical, sequential and organized. • Grammar, spelling and punctuation lessons will support writing mechanics. • Rubrics will be used to measure individual progress at ongoing writing intervals and portfolios will be used to evaluate progress over time. • Utilize Writer's Notebooks and student writing portfolios as writing process tools which demonstrate application of the stages of writing, practice with writer's craft techniques to support the use of details, elaboration and voice and the development of writing over time. • Teacher-student conferences will support individual growth. • The use of journals (for home learning) will provide additional practice and serve the purpose of developing writing fluency. • Individual student writing resource folders, called Writer's Survival kits, will support ELL by existing as ongoing compiled references of specialized word lists and writing lessons that will facilitate transfer of effective writing skills. • Provide meaningful language practice using a variety of ESOL instructional strategies and activities for writing including: Dialogue journals, graphic organizers, illustrating and labeling, different modes of writing/writing for different purposes (lists, letters, to persuade, to inform, etc.), personal journals (author's craft), process writing, reading response journals (analytical writing), writing rubrics, spelling strategies/activities with patterned words, high frequency word lists, summarizing (analytical writing), picture dictionaries, Spanish/English dictionaries, topic-specific word walls, pre-writing conversations, mentor text (borrowed and adapted sentence frames for craft development), sentence elaboration (craft), attributes/vocabulary (descriptive details), determining important ideas/information in text (for analytical writing), highlighting, restating/rephrasing (for analytical writing).

Resource Type

Evidence-Based Materials

Resource

Intervention materials for afterschool ELL tutoring

Funding Source

Title I

Amount Needed

$922

G2. Results from the 2013 FCAT Writing test indicate that 70% of 4th grade students achieved proficiency by scoring 3.5 or above. Our goal is to increase achievement on the 2014 FCAT Writing test by having 73% or more of students demonstrate proficiency.

G2.B1 Students in grade 4 require additional exposure to vocabulary in order to compose writing consisting of precise word choice and specificity of language, as evident in mature writing. Students also need to improve their skills in elaboration and support, revision, and editing, in order to become more proficient writers.

G2.B1.S1 Students will write informational/expository essays which focus on one main idea with ample development of supporting details/reasons, using ideas and content (concrete examples, real-life examples, anecdotes, statistics, comparisons, amazing facts, etc.) including a developed incidence to support each reason.

Action Step 1

• Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. Multiple opportunities to apply strategies will be provided, evidenced in student writing drafts and accomplished through whole group, small group, and individual writing conferences. All writing will be dated in the students' Writer's Notebooks and/or placed in a portfolio for monitoring of growth over time. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety. • Students will be recognized for writing which demonstrates the skilled use of words and writer's craft through implementation of a school-developed Star Writers motivational/incentive program.

Resource Type

Other

Resource

Incentives for Star Writers school-developed writing achievement and recognition program

Funding Source

PTA

Amount Needed

$200

G2.B1.S2 Students will write narratives based on real or imagined ideas or events, applying narrative genre characteristics including characters, setting, plot and a logical sequence of events with ample development of sensory and supporting details and a context to enable the reader to imagine the world of the event or experience.

Action Step 1

Strategies for each stage of the writing process will be explicitly taught and modeled with emphasis on elaboration and revision. Multiple opportunities to apply strategies will be provided, evidenced in student writing drafts and accomplished through whole group, small group, and individual writing conferences. All writing will be dated in the students' Writer's Notebooks and/or placed in a portfolio for monitoring of growth over time. • Use carefully selected mentor texts, state rubrics and released exemplar anchor papers as writing models for students to increase their exposure to a variety of effective writing techniques, styles and precise vivid vocabulary, in addition to helping students become more familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress. • Students' writer's notebooks will serve as resources for support in mastering higher level writing skills. This notebook will contain ongoing compiled lists of categorized words, phrases and other writing tools, in addition to practice with taught writing techniques and written works in progress. • Develop writing techniques for a variety of purposes and audiences to enrich student writing by: -using descriptive and figurative language to convey style and tone (word choice), -expressing ideas vividly using a variety of language techniques (word choice), -understanding how word connotations/denotations impact meaning (word choice) -using supporting details or providing facts/opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts, etc.) -revising ideas and content (supporting details examples above, cause/effect, vivid descriptions, substituting general words for specific words, active verbs for common verbs, etc.) -applying transitional words appropriate to the genre to organize and connect ideas and details fluently -developing sentences that will enhance the clarity of the piece -deleting extraneous or repetitive sentences to maintain focus and clarity -using effective leads/grabbers and endings that appeal to the reader and provide a sense of completion and -incorporating sentence variety. • Students will be recognized for writing which demonstrates the skilled use of words and writer's craft through implementation of a school-developed Star Writers motivational/incentive program.

Resource Type

Other

Resource

Incentives for Star Writers school-developed writing achievement and recognition program

Funding Source

PTA

Amount Needed

$200

G3. Results from the 2013 FCAT 2.0 Mathematics test indicate that 53% of all students achieved proficiency by scoring levels 3-5. Our goal is to increase proficiency by 19 percentage points to 72% on the 2014 FCAT 2.0 Mathematics test.

G3.B2 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 42% of English Language Learners students met proficiency by scoring at achievement levels 3-5. These students did not meet their AMO target. Our new school goal is to increase the number of English Language Learners achieving proficiency on the 2014 FCAT 2.0 Mathematics test to 64% or more, reflecting an increase of at least 22 percentage points. As a result of data disaggregation and analysis, it is evident that the underlying barrier preventing increased English Language Learners achievement in any math skill is the time needed to acquire and fully understand grade level mathematics vocabulary in solving word problems and the ability to apply it further in real world situations.

G3.B2.S1 The use of mathematics vocabulary cards will be used to assist students in building and reinforcing background knowledge of concepts and skills that are introduced while the use of mathematics journals will be used to assist students in applying understanding of mathematics terms in the context of developing corresponding mathematics skills.

Action Step 1

The teacher will build and reinforce students background knowledge with the use of mathematics vocabulary cards. Students will discuss mathematics and write about mathematics in their journals. Students will answer questions about mathematics operations including “how” and “why” to assist them in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease. Students will practice reading, writing and solving word problems related to real world situations. Use carefully selected literature (picture books) in mathematics to provide necessary meaning for students to successfully grasp mathematical concepts and vocabulary, while making connections to real world situations.

Resource Type

Evidence-Based Materials

Resource

Supplementary mathematics materials

Funding Source

EESAC

Amount Needed

$1,200

G3.B8 According to the 2013 FCAT 2.0 Mathematics test results, performance data indicates that 62% of students in the lowest 25% made learning gains. Our school goal is to increase the number of students making learning gains on the 2014 FCAT 2.0 Reading test to 66% or more. As a result of data disaggregation, observation and analysis, it is evident that there is an abundant number of students entering grades 3-5 who are having difficulty working on grade level mathematics due to a lack of mastery and/or fluency with the prerequisite simple mathematical operations skills needed to solve more complex math problems. Also evident is a lack of problem-solving and/or higher order thinking skills. This requires the addition of fluency routines and bell ringer/opening routines to address students academic needs while increasing student accountability and motivation for practicing these skills.

G3.B8.S1 Support mathematics fluency by building routines that enable students to increase mastery and automaticity with basic skills that are necessary to solve grade-level appropriate and complex mathematics problems.

Action Step 1

Provide regular opportunities for students to develop quick recall of addition, subtraction, multiplication and division facts in order to develop fluency with whole numbers. Engage students in activities which use technology which enable students to practice these math skills. Provide regular access to the targeted internet resources and computer software. Implement a self-monitoring routine where students track their progress over time.

Resource Type

Personnel

Resource

Hourly part-time paraprofessional to provide in-classroom and resource small-group assistance/ intervention during school hours

Funding Source

Title I

Amount Needed

$10,000

G4. Results from the 2013 FCAT 2.0 Science test indicate that 58% of 5th grade students achieved proficiency by scoring at levels 3-5. Our goal is to increase proficiency by 4 percentage points to 62% on the 2014 FCAT 2.0 Science test.

G4.B1 According to the 2013 FCAT 2.0 Science test results, performance data indicates that 26% of students met proficiency by scoring at achievement level 3. Our school goal is to increase the number of students achieving level 3 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 29% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. Students experience difficulty following science processes completely.

G4.B1.S1 A routine of ongoing inquiry-based, hands-on activities will be conducted following the scientific method, in order to engage and enrich students' scientific thinking skills while using science journals to document observations and increase rigor in science writing. Students will complete individual projects and showcase their scientific knowledge at the school Science Fair.

Action Step 1

- Providing students with more opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish observations and opinions and defend conclusions, while offering support and scaffolding as necessary. - Increase student note-taking during inquiry-based hands-on experiments done in class throughout the scientific process: hypothesis, observation, data analysis, variables, etc. Implement all essential laboratories developed by M-DCPS. • Encourage students to communicate using accountable talk before, during and after conducting experiments. • Increase rigor in scientific writing tasks as evidenced through the use of science journals with emphasis on laboratory conclusions (incorporating claims, evidence and reasoning), as delineated by the CCSS. • Utilize district-developed science resources to support NGSSS benchmarks and gap benchmarks. • Incorporate instructional technology resources into the classroom (GIZMOS, Discovery Education, PBS, FCAT Explorer, etc.) to enhance or remediate students conceptual understanding of topics addressed. • Integrate literacy in the science classroom so students can enhance scientific meaning through writing, talking and reading about science while promoting reading informational text, as delineated in the CCSS. • Use leveled readers to address different reading levels in the science classroom. • Place students in mixed ability groups when performing experiments or carrying out science activities. • Infuse strategies to address fair game principles. • Participate in a school Science Fair and other project-based scientific learning activities. • Provide all teachers with professional development in utilizing science journals and writing with evidence. • Develop science skills by: - Providing additional explicit instruction with Physical Science concepts including basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing relationships among mass, force and motion.

Resource Type

Evidence-Based Materials

Resource

Materials for conducting hands-on scientific process-based experiments/projects (Science Resource Kit from JJ Educational Boot Camp)

Funding Source

Title I

Amount Needed

$264

G4.B2 According to the 2013 FCAT 2.0 Science test results, performance data indicates that 32% of students met proficiency by scoring at achievement levels 4 and 5. Our school goal is to increase the number of students achieving level 4 (or higher) proficiency on the 2014 FCAT 2.0 Science test to 33% or more. As a result of data disaggregation and analysis, it is evident that students require additional time to acquire the skills identified in Reporting Category 1: Nature of Science and Reporting Category 3: Physical Science. These students require continued support in developing higher order scientific thinking skills and more opportunities for enrichment.

G4.B2.S1 A routine of ongoing inquiry-based, hands-on activities will be conducted following the scientific method, in order to engage and enrich students' scientific thinking skills while using science journals to document observations and increase rigor in science writing. Students will complete individual projects and showcse their scientific knowledge at the school Science Fair.

Action Step 1

- Providing students with more opportunities to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish observations and opinions and defend conclusions, while offering support and scaffolding as necessary. - Increase student note-taking during inquiry-based hands-on experiments done in class throughout the scientific process: hypothesis, observation, data analysis, variables, etc. Implement all essential laboratories developed by M-DCPS. • Encourage students to communicate using accountable talk before, during and after conducting experiments. • Increase rigor in scientific writing tasks as evidenced through the use of science journals with emphasis on laboratory conclusions (incorporating claims, evidence and reasoning), as delineated by the CCSS. • Utilize district-developed science resources to support NGSSS benchmarks and gap benchmarks. • Incorporate instructional technology resources into the classroom (GIZMOS, Discovery Education, PBS, FCAT Explorer, etc.) to enhance or remediate students conceptual understanding of topics addressed. • Integrate literacy in the science classroom so students can enhance scientific meaning through writing, talking and reading about science while promoting reading informational text, as delineated in the CCSS. • Use leveled readers to address different reading levels in the science classroom. • Place students in mixed ability groups when performing experiments or carrying out science activities. • Infuse strategies to address fair game principles. • Participate in a school Science Fair and other project-based scientific learning activities. • Provide all teachers with professional development in utilizing science journals and writing with evidence. • Develop science skills by: - Providing additional explicit instruction with Physical Science concepts including basic forms of energy, identifying familiar forces, tracing the conversion of electric energy into other forms of energy and distinguishing relationships among mass, force and motion.

Resource Type

Evidence-Based Materials

Resource

Materials for conducting hands-on scientific process-based experiments/projects (Science Resource Kit from JJ Educational Boot Camp)

Funding Source

Title I

Amount Needed

$264

G5. In order to engage students in the problem-solving process, our goal is to increase the number of STEM project-based learning experiences we offer students and to increase the number of students who participate in these activities.

G5.B1 Students need to develop higher order thinking skills and be able to apply the scientific method independently. Therefore, more opportunities will be provided to engage students in scientific process project-based learning.

G5.B1.S1 Implement a variety of ongoing inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design and provide activities for students to design and develop projects to increase scientific thinking.

Action Step 1

• Students will work cooperatively in ongoing mini science experiments throughout the school year in which they will follow, identify and analyze the steps of the scientific method. During this process, scientific thinking and rigor in science writing will increase as students create testable questions, identify variables, test hypothesis, analyze investigations, interpret data and draw conclusions based on qualitative and quantitative observations. • Host an annual school-wide Science Fair in which students submit and exhibit their projects and share ideas with other students. Pre-K through 2nd grade will complete class projects. 3rd and 4th grade will complete small group projects. 5th grade students will complete individual projects. Students earning top achievements will participate in the District Science Fair. • Conduct a Science Family Night in which parents and students participate in teacher-led science stations which engage students in hands-on experiments to develop their science process skills. • Integrate STEM projects and activities that infuse mathematics, science and technology concepts into events and activities held throughout the school year so that students can make real world connections by: - Involving parents and community partners in our annual school science fair, Earth Day, career day and other STEM related activities. - Participating in more meaningful fieldtrips like the Biscayne Nature Center, Cordis, Museum of Science, Butterfly Garden, Jungle Island, Everglades National Park, Miami Metro Zoo, Miami Seaquarium, etc. • Establish a plan for participating in STEM competitions. • Students will participate in the school Science Fair. Pre-K through 2nd grade will complete class projects. 3rd and 4th grade will complete small group projects. 5th grade students will complete individual projects. • Students and their families will participate in the school's annual Science Family Night. • Students and their families will participate in the school's semi-annual math nights, in partnership with Winn Dixie. • Students and their families will also participate in the school's annual Math and Science Olympiad. • The school will host short term afterschool mini-science camps during the second semester, once a week. • STEM-related places in the community will be considered more often as destinations for fieldtrips and activities. • Implement more school-wide STEM-related events and activities.

Resource Type

Other

Resource

Materials to be utilized for STEM instruction and activities (Science Family Night, Math Family Night)

Funding Source

PTA/Community Resources

Amount Needed

$220

G6. Our 2013-2014 Early Warning Systems goal is to increase our effectiveness in identifying students who require support in the areas of attendance, academics and discipline and provide appropriate interventions to ensure their success.

G6.B1 Students who missed 10% or more of available instructional time display a pattern of absences. Communicable illnesses and the onset of related symptoms will keep students at home. Without proper care or good hygiene habits, illnesses can also be spread to others at school. Some parents and students need guidance in understanding the correlation between school attendance and student achievement. Some students require motivation to attend school everyday, arrive on time and thrive for perfect attendance. Our 2014 school goal is to reduce the percentage of students who miss 10% or more of available instructional time by 1% from 3% to 2%.

G6.B1.S1 Monitor individual student attendance closely to identify students developing a pattern of five or more absences or tardies, intervene immediately and implement an action plan.

Action Step 1

Teachers will monitor attendance on a daily basis. The main office will run attendance reports. When students develop a pattern of five or more absences or tardies, it will be documented on a SCAM form, an attendance intervention meeting will be conducted with the students' parents to educate them on the correlation between attendance and student achievement and an attendance intervention plan will be developed. Implement a school-developed incentive program called "Be Here or Lose Out" in which top classes at each grade level will be rewarded for perfect attendance on a monthly basis and individual students will be recognized for perfect attendance at quarterly assemblies and at the end-of-the-year awards ceremonies. Maintain a weekly attendance bulletin board in the main hallway for all key stakeholders to see.

Resource Type

Other

Resource

Incentives for perfect attendance ("Be Here or Lose Out") -- monthly & quarterly rewards and end-of-year perfect attendance achievement awards

Funding Source

PTA

Amount Needed

$1,000

G6.B2 Students who are retained as a result of a lack of proficiency in reading often have foundational skills needs and wide skill gaps that need to be addressed in order for them to be able to read and comprehend at grade level. These students require individualized, systematic instruction in smaller group settings to meet their academic needs and close learning gaps. Parents also require additional support and strategies to improve student academic progress. Our 2014 school goal is to reduce the percentage of students who are retained in grades Pre-K through grade 5 by 1% from 4% to 3%.

G6.B2.S1 Identify students who make-up the lowest performing 35% in each grade level and provide them with individualized instruction which targets their immediate academic needs to reduce the achievement gap. Teachers will monitor student academic progress and identify students who are in danger of being retained. School support will be provided directly to the teachers of these students, the students themselves and their parents, in order to develop and implement a plan of action to reduce possibilities of retention.

Action Step 1

• Target the students performing in the lowest 35% at each grade level and implement immediate intensive intervention. • Target retained students at each grade level and implement daily immediate intensive intervention. • Provide students with differentiated small group instruction during the 90-minute core reading block based on diagnostic assessment data. • Provide students targeted reading intervention during and/or after school. • Provide students with increased internet access through use of the school computer lab before school and during school to complete sessions of computer-assisted instructional software programs including Successmaker, Reading Plus, Imagine Learning, Waterford or other programs. • Monitor academic progress in order to identify students in need of MTSS/RtI team assistance and/or in danger of being retained. Initiate request for assistance or continue RtI process with the MTSS team, if progress is not evident. • Monitor academic progress of retained students to determine if interventions are working and make adjustments as necessary. • Schedule parent conferences to notify parents of status of progress. In cases of a lack of adequate growth or academic regression, develop an individualized instructional plan (PMP).

Resource Type

Personnel

Resource

Hourly teacher to provide reading intervention to retained/at-risk students afterschool hours

Funding Source

Title I

Amount Needed

$900

G6.B3 Students with behavior referrals require more opportunities to be recognized when positive behavior is shown. Some students also need continued support in understanding alternative methods to resolve conflict. Our 2014 school goal is to reduce the percentage of students who receive two or more behavior referrals by 1% from 14% to 13% and to maintain the percentage of students who receive one or more behavior referrals that lead to suspension at 0%.

G6.B3.S1 Implement the Code of Student conduct and schoolwide discipline plan. Monitor student behavior. Identify and recognize students who demonstrate good citizenship or good character values, in order to encourage habits of positive behavior.

Action Step 1

• Familiarize students and parents with the Code of Student Conduct and Schoolwide Discipline Plan, during the first few weeks of school. The Code of Student Conduct describes the rules of acceptable behavior. The Schoolwide Discipline Plan involves the following consequence protocol for lack of compliance to the Code of Student Conduct: 1. Warning, 2. Parent phone call, 3. Lunch detention, 4. Parent conference, 5. Referral to guidance counselor, 6. Referral to administrator or Suspension for severe infractions • Provide an alternative setting within the school to complete classwork assignments when students must be removed from the classroom (level 6 discipline protocol). • Utilize the Learning Discipline packet system from Discipline Advantage to provide students with alternative ways to respond to altercations. • Promote and reward good behavior monthly through the school-developed “Got Caught” program which encourages positive character values. • Provide students with mini-lessons on character values through the Healthy Me program, in conjunction with the local Citrus Health Organization. • Offer students counseling in school to promote good behavior.

Resource Type

Other

Resource

Incentives for “Got Caught” school-based character values program

Funding Source

PTA

Amount Needed

$900