2013-2014 SCHOOL IMPROVEMENT PLAN

Henry E.S. Reeves Elementary School

2005 NW 111TH ST
Miami, FL 33167
305-953-7243
http://henryreeves.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	95%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	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
Henry E.S. Reeves Elem. School

Principal
Julian Gibbs E

School Advisory Council chair
Angel Maloy

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

Name	Title
Julian E. Gibbs	Principal
Tania Jones	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The EESAC Committee is comprised of 1 School Principal, 1 EESAC Chairperson, 1 United Teachers of Dade Steward, 5 Teachers, 1 Alternate Teacher/Paraprofessional, 5 Parents,1 Alternate Parent, 7 Business/Community Representatives, 1 Educational Support Employee, 1 Alternate Educational Support, 1 Student and 1 Alternate Student.

Involvement of the SAC in the development of the SIP

The EESAC Committee is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level/department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC Committee carefully review the document and makes suggestions to the SIP Writing Team.The SIP is once again reviewed and approved by the EESAC Committee and implemented school-wide.

Activities of the SAC for the upcoming school year

The Educational School Advisory Council (EESAC) will participate in writing the school improvement plan, monitoring and reviewing the implementation. The EESAC will also analyze data from baseline,

midyear, and interim assessments. The EESAC will review causes for "at Risk" or low performing students and offer strategies for students and make sure all interventions are being implemented with fidelity. In addition, the EESAC will review the school's budget, Title I, Operations and all Academic programs. Monthly meetings will be held with parents, community members, and business stakeholders in relevant to the implementation of the School Improvement Plan and provide necessary updates.

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

The Educational School Advisory Council (EESAC) $2999.00 funds will be utilized to defray expenditures for student incentives, food snacks, and tutoring and materials for tutoring program. Title 1 $10,000 funds will be utilized to purchase Reading Rehearsals and Accelerated Reader books to enhance students in grades K-5 fluency and reading comprehension skills. Also, $4,000 Title 1 funds will be utilized to purchase Writing Folio Express to improve process and procedures for quality writing.

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

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

N/A

Highly Qualified Staff

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

Administrators

# of administrators
2

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

Administrator Information:

Julian Gibbs E		
Principal	Years as Administrator: 14	Years at Current School: 9

Credentials	B.S. in Elementary Education M.S. in Educational Leadership
Performance Record	2013 – School Grade C Rdg. Proficiency, 45% Math Proficiency, 59% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 77 points Rdg. AMO – 54% Math AMO– 66% 2012 – School Grade B Rdg. Proficiency, 42% Math Proficiency, 55% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 75 points Rdg. AMO – 49% Math AMO– 63% 2011 – School Grade A Rdg. Proficiency, 58 % Math Proficiency, 73% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 25% - 63 points Rdg. AMO – 44% Math AMO– 59% 2010 – School Grade C Rdg. Proficiency, 58% Math Proficiency, 70% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 57points Rdg. Imp. of Lowest 25% - 37 points Math Imp. of Lowest 25% - 52 points Rdg. AMO – 39% Math AMO– 55% 2009 – School Grade A Rdg. Proficiency, 54% Math Proficiency, 64% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% -

70 points
Meet AYP – Yes

Tania Jones		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	B.S. in Early Childhood and Elementary Education M.S. in Reading Specialist in Educational Leadership
Performance Record	2013 – School Grade C Rdg. Proficiency, 45% Math Proficiency, 59% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 77 points Rdg. AMO – 54% Math AMO– 66% 2012 – School Grade B Rdg. Proficiency, 42% Math Proficiency, 55% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 75 points Rdg. AMO – 49% Math AMO– 63% 2011 – School Grade A Rdg. Proficiency, 58% Math Proficiency, 73% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 25% - 63 points Rdg. AMO – 44% Math AMO– 59% 2010 – School Grade A Rdg. Proficiency, 84% Math Proficiency, 82% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 63 points Rdg. AMO - 39% Math AMO – 55% 2009 – School Grade A Rdg. Proficiency, 85% Math Proficiency, 81% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 78 points Math Imp. of Lowest 25% - 69 points Meet AYP - Yes

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lorena Belloso		
Full-time / School-based	Years as Coach: 10	Years at Current School: 15

Areas	Reading/Literacy
Credentials	Professional Educator's Certificate: Primary Education Elementary Education ESOL K-12;Reading K-12
Performance Record	2013 – School Grade C Rdg. Proficiency, 45% Math Proficiency, 59% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 77 points Rdg. AMO – 54% Math AMO– 66% 2012 – School Grade B Rdg. Proficiency, 42% Math Proficiency, 55% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 75 points Rdg. AMO – 49% Math AMO– 63% 2011 – School Grade A Rdg. Proficiency, 58 % Math Proficiency, 73% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 25% - 63 points Rdg. AMO – 44% Math AMO– 59% 2010 – School Grade C Rdg. Proficiency, 58% Math Proficiency, 70% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 57points Rdg. Imp. of Lowest 25% - 37 points Math Imp. of Lowest 25% - 52 points Rdg. AMO – 39% Math AMO– 55% 2009 – School Grade A Rdg. Proficiency, 54% Math Proficiency, 64% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% -

68 points
Math Imp. of Lowest 25% -
70 points
Meet AYP – Yes

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
49, 96%

 # Highly Qualified Teachers
76%

 # certified in-field
45, 88%

 # ESOL endorsed
25, 49%

 # reading endorsed
5, 10%

 # with advanced degrees
25, 49%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
5, 10%

 # with 6-14 years of experience
34, 67%

 # with 15 or more years of experience
12, 24%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher

(not entered because basis is < 10)

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

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

Communicate with local universities to increase the number of internships at Henry E.S. Reeves Elementary and consequently increasing the amount of highly qualified candidates for employment.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their common planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year.

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. It has been 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.
1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• administrator(s) who will ensure commitment and allocate resources;
• teacher(s) and reading coach who share the common goal of improving instruction for all students; and
• team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Instructional Coach
• School Guidance Counselor
• Special Education Personnel
• School Psychologist
• School Social Worker
• EESAC Chair
• Community Stakeholder
3. 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.

• 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 that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• 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.

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.

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

Team Members and their responsibilities:
Mr. Julian E. Gibbs, Ms. Tania L. Jones (Principal/Assistant Principal): Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/RtI skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/RtI functions, plans and projects.
Ms. Lorena Belloso, Ms. Barbara Rhodes, Ms. Alice Morning, Ms.Keishaunda Doe-Blanding, Ms. Selines Martinez, Ms. Nancy Rubin, Ms. Kamasia Wright, and Ms. Rose Mont'Ros (Grade Level Chairpersons, ELL Instructor/Bilingual Instructors and ESE Instructor): Share data and information pertinent to the instructional curriculum that accentuates the basic skills and core area subjects; retrieve and disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.
Ms. Lorena Belloso (Reading Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading, mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Ms. Nina Cambridge (Guidance Counselor): Prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available

information with MTSS/RtI.

Ms. Robin Fisher (School Psychologist): Conducts assessment of students; consults with teachers, parents and MTSS/RtI to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in collection and interpretation of data.

Ms. Jill Holand (Speech/Language Pathologist): Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

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

The principal, as the instructional leader of the school, coupled with the Leadership team will monitor the fidelity of the school's MTSS and SIP by meeting monthly to focus on developing and maintaining an ongoing system that will maximize student achievement. The team will meet once a month to engage in the following activities: review District and feeder pattern data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Students who are not meeting benchmarks will be identified and the MTSS will be implemented. Based on this information, the team will identify professional development and resources to be implemented as part of the intervention. The team will also collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

Data will be used to guide instructional decisions and system procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management system
• Adjust the allocation of school-based resources
• Data driven decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR/PMRN
• Interim assessments
• FCAT 2.0 Reading, Math, Writing and Science Assessments (grades 3-5)
• SESAT/SAT -10
• CELLA K-5
• Student grades
• School site specific assessments
• Edusoft Reports
Behavior
• Student Case Management System
• Alternate to Suspension Plan
• Indoor/outdoor suspensions
• Referrals by student behavior
• Office referrals per day/per month
• School Climate Surveys
• Attendance records

- Referrals to special education programs

Attendance
- Attendance Bulletin
- Teacher Referrals
- Tardy logs

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

Training for all staff and parents in the MTSS/RtI problem solving, data analysis process will be offered at the beginning of the school year by the Administrative Team and counselor. Additional parent workshops will be offered throughout the school year at different times of the day so that all parents may attend.

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: 960

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners. Title I funds are used to supplement and enhance the programs for students by providing funds to implement and/or provide before/after-school and Saturday tutorial programs. In addition, we offer Saturday Academy for students 8 weeks prior to the administration of the FCAT 2.0 Assessment. Also, all grade levels have common planning time allotted to facilitate collaborative planning across the curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data collected to ensure the effectiveness of the strategies discussed above include the administration of a pre and post test to determine student academic growth, web-based research program reports are generated by the instructional coach and assistant principal monthly. Data chats take place to discuss student progress. Instructional strategies are then aligned to drive instruction.

Who is responsible for monitoring implementation of this strategy?

Administration, instructional support personnel and teachers are responsible for ensuring Extended Learning is implemented successful.

Literacy Leadership Team (LLT)

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

Name	Title
Julian E. Gibbs	Principal
Tania Jones	Assistant Principal
Lorena Belloso	Literacy Coach
Nina Cambridge	Counselor
Rose Mont'Ros	ESOL Chair
Barbara Rhodes	First Grade Chair
Alice Morning	Second Grade Chair
Keishuanda Doe-Blanding	Third Grade Chair
Monique Bryant	Third Grade Chair
Selines Martinez	Fourth Grade Chair
Nancy Rubin	Fifth Grade Chair

How the school-based LLT functions

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, reading teachers, content area teachers, and other principal appointees should serve on this team meets at least once a month.

Major initiatives of the LLT

Henry E.S. Reeves' Literacy Leadership Team will develop, lead, and evaluate school core content standards and programs. Provide support for the implementation of the Common Core State Standards, identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches. Assist with whole school screening programs that provide early intervention services for children considered "at-risk" in reading, assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

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

The school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All in-coming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Kindergarten students are also screened on their English Language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and FAIR Assessments. Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Each year school tours for incoming kindergartens are conducted for students and their parents. Kindergarten transition packets are distributed at the conclusion of the tour. Orientation sessions are also held in order to prepare students and their parents and share expectations for the upcoming school year.

Expected Improvements

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	49%	45%	No	54%
American Indian				
Asian				
Black/African American	49%	45%	Yes	54%
Hispanic	50%	43%	No	55%
White				
English language learners	38%	41%	Yes	45%
Students with disabilities	34%	27%	No	41%
Economically disadvantaged	48%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	26%	34%
Students scoring at or above Achievement Level 4	70	17%	20%

Florida Alternate Assessment (FAA)

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

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)		70%	73%

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)	28	31%	38%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	17%	25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

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	70	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	59%	No	66%
American Indian				
Asian				
Black/African American	63%	58%	Yes	66%
Hispanic	62%	54%	No	66%
White				
English language learners	43%	59%	Yes	48%
Students with disabilities	40%	36%	No	46%
Economically disadvantaged	62%	58%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	34%	42%
Students scoring at or above Achievement Level 4	87	21%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		77%	79%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		0%	0%
Middle school performance on high school EOC and industry certifications		0%	0%

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	16	14%	19%
Students scoring at or above Achievement Level 4	13	11%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		0%	0%
Students scoring at or above Achievement Level 4		0%	0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	3	100%	100%

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	76	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	67	8%	7%
Students who are not proficient in reading by third grade	114	69%	62%
Students who receive two or more behavior referrals	87	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	52	6%	5%

Goals Summary

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 8 percentage points from 26% to 34%.

G2. Students scoring at or above achievement level 3.5 in 2014 FCAT 2.0 Writing Assessment will increase by 5 points from 53% to 58%.

G3. Student scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 7 percentage points from 59% to 66%.

G4. Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 5 percentage points from 14% to 19%.

G5. Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/ Rtl team.

G6. Emphasize and engage students in the problem solving process to increase the number of students participating in Project Based Learning in STEM.

Goals Detail

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 8 percentage points from 26% to 34%.

Targets Supported

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

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Successmaker, McGraw - Hill Wonders Reading Series, FCAT Reading Rehearsal, FCAT Coach, FCAT Explorer, Reading Plus, Vocabulary Workshop

Targeted Barriers to Achieving the Goal

- Barrier #1: On the 2013 Administration of the FCAT 2.0 Reading Assessment 45% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 9 percentage points from 45 to 54 percent.

- On the 2013 Administration of the FCAT 2.0 Reading Assessment 43% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 12 percentage points from 43 to 55 percent.

- On the 2013 Administration of the FCAT 2.0 Reading Assessment 43% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of ED students achieving Level 3 or above will increase by 11 percentage points from 43 to 54 percent.

- On the 2013 administration of the FCAT 2.0 Reading Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 3 or above will increase by 8 percentage points from 26 to 34 percent . Students require additional exposure in the areas of: Reading Application, Literary Analysis and Informational Text.

- On the 2013 administration of the FCAT 2.0 Reading Assessment, 17% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 4 or above will increase by 3 percentage points from 17 to 20 percent . Students require additional enrichment activities in the areas of: Reading Application, Literary Analysis and Informational Text.

- On the 2013 administration of the FCAT 2.0 Reading Assessment, 68% of students made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students making learning gains will increase by 3 percentage points from 68 to 71 percent . Students require interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

- On the 2013 administration of the FCAT 2.0 Reading Assessment, 70% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 3 percentage points from 70

to 73 percent . Students require intensive interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

- Students scoring proficient in Listening/Speaking portion of the 2014 CELLA Assessment will increase by 7 percentage points from 31% to 38%. Students require additional opportunities for Listening and Speaking.

- Students scoring proficient in Reading portion if the 2014 CELLA Assessment will increase by 7 percentage points from 26% to 33%.

- Students scoring proficient in Writing portion of the 2014 CELLA Assessment will increase by 8 percentage points from 17% to 25%.

Plan to Monitor Progress Toward the Goal

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
This will be monitored through Monthly Basal Assessments, Monthly Formative, Reading Benchmark Assessment, student work samples, data chats, and monitor weekly intervention plan. The Administrative Team and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.

Evidence of Completion:
2014 FCAT 2.0 Reading Assessment

G2. Students scoring at or above achievement level 3.5 in 2014 FCAT 2.0 Writing Assessment will increase by 5 points from 53% to 58%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Journals, Folio Writing Express, Four Square Writing literature and Third Party Scorers (Write Score)

Targeted Barriers to Achieving the Goal
- The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

Plan to Monitor Progress Toward the Goal

The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and observations. Moreover, writing students writing samples will be scored by a third party company to eliminate bias and instruction will be data driven to provide differentiated instruction according to the needs of students.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and weekly Student writing Samples

Evidence of Completion:

2014 FCAT 2.0 Writing Assessment

G3. Student scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 7 percentage points from 59% to 66%.

Targets Supported

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

Resources Available to Support the Goal

- HES Reeves Principal's Challenge assessments/data reports; GoMath Technology Correlations; FCAT Item Specifications; Dimension U, IXL Math and FCAT Explorer

Targeted Barriers to Achieving the Goal

- On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of Black students achieving Level 3 or above will increase by 8 percentage points from 58 to 66 percent.

- On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 54% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 12 percentage points from 54 to 66 percent.

- On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of ED students achieving Level 3 or above will increase by 8 percentage points from 58 to 66 percent.

- On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 34% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 3 or above will increase by 8 percentage points from 34 to 42 percent .

- On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 21% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 4 or above will increase by 3 percentage points from 21 to 24 percent .

- On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 71% of students made learning gains. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students making learning gains will increase by 3 percentage points from 71 to 74 percent .

- On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 77% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Mathematics assessment students in the lowest 25% making learning gains will increase by 2 percentage points from 77 to 79 percent .

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM the Administrative Team and Teachers will monitor for progress toward meeting gaol through teacher observation and continuous communication to monitor students' progress in Weekly Classroom Assessments, Bi-weekly Formative Math Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Classroom Walk Throughs (CWT) District assessments and Bi-weekly Principal's Challenge assessments/data reports, MDCPS Interim Assessments, student work samples (student data binders), Go Math Re-teach technology and 2014 FCAT 2.0 Mathematics Assessment

G4. Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 5 percentage points from 14% to 19%.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Discovery Education,MDCPS District Interim Assessments, Science Lab Reports

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring level 3 and above was in Reporting Category: Physical Science. Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding/

- According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring Level 4 and above was in Reporting Category: Physical Science. Students lacked the ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Plan to Monitor Progress Toward the Goal

Monthly assessments, District Interim Assessments, Science Lab Reports

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Monthly monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (student data binders).

Evidence of Completion:

2014 FCAT 2.0 Science Assessment

G5. Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/RtI team.

Targets Supported

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Connect Ed Reports, intervention logs, and Attendance rosters.

Targeted Barriers to Achieving the Goal

- The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 9% to 8%. Student academic development is correlated to students attendance. In monitoring the early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and the number of students retained in the third grade.

- The Number of students retained will decrease by 1 percentage point from 8% to 7%. We understand that student academic development is correlated to students retention. In monitoring the early Warning Systems, our school will decrease the number of students retained.

- Students who are not proficient in reading by third grade on the 2014 FCAT 2.0 Assessment will decrease by 7 percentage points from 69% to 62%.Student academic development is correlated to students who are non-proficient in reading by third grade. In monitoring the early Warning Systems, our school will focus on areas of literacy concern to assist third grade students who are not proficient in reading.

- Students who receive one or more behavior referrals and students who receive one or more behavior referral that lead to suspension will decrease by 1 percentage point from 6% to 5%.We understand that student academic development is correlated to students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension. In monitoring the early Warning Systems, our school will decrease the number of students who receive two or more behavior referrals.

- Students who receive two or more behavior referrals and students who receive two or more behavior referral that lead to suspension will decrease by 1 percentage point from 11% to 10%.We understand that student academic development is correlated to students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension. In monitoring the early Warning Systems, our school will decrease the number ofstudents who receive two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Monitor Connect Ed Reports, intervention logs, and Attendance rosters.

Person or Persons Responsible

Administrative Team will monitor daily attendance bulletins and intervention logs.

Target Dates or Schedule:

Monthly monitoring of attendance bulletins and intervention logs will be conducted.

Evidence of Completion:

2014 FCAT 2.0 test results will be used to determine the effectiveness of strategies.

G6. Emphasize and engage students in the problem solving process to increase the number of students participating in Project Based Learning in STEM.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Monthly assessments,District Interim Assessment data, Science labs and journals

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of experiences students are afforded opportunities to participate in Project Based Learning in STEM.

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

Monthly Edusoft Science Assessments /data reports

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Monthly data chats will be conducted in order to research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning in applied technology in math and science areas.

Evidence of Completion:

2014 FCAT 2.0 Mathematics and Science results will be used to determine the effectiveness of strategies.

Action Plan for Improvement

Problem Solving Key

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

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 8 percentage points from 26% to 34%.

G1.B1 Barrier #1: On the 2013 Administration of the FCAT 2.0 Reading Assessment 45% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 9 percentage points from 45 to 54 percent.

G1.B1.S1 Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Utilize graphic organizers to teach students how to identify the mainidea, cause and effect, compare and contrast and problem/solution. Provide supplemental instruction using Wonder Works and SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.

Action Step 1

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, MDCPS Interim Assessments and Student Work Samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

The Administrative Team and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.

Evidence of Completion

Monthly Basal Assessments, Monthly Formative, Reading Benchmark Assessment, student work samples, data chats, MDCPS Interim, FAIR, Monthly Assessments, and 2014 FCAT 2.0 Reading Assessment

Facilitator:

PD Facilitator and Reading Coach

Participants:

Literacy Leadership Team

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

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

This will be monitored through Monthly Basal Assessments, Monthly Formative, Reading Benchmark Assessment, student work samples, data chats, and monitor weekly intervention plan.The Administrative Team and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.

Evidence of Completion

Classroom Walk Throughs (CWT) District assessments and HES Reeves monthly Edusoft assessments/data reports, FAIR and 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

This will be monitored through Monthly Basal Assessments, Monthly Formative, Reading Benchmark Assessment, student work samples, data chats, and monitor weekly intervention plan. The Administrative Team and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

G1.B2 On the 2013 Administration of the FCAT 2.0 Reading Assessment 43% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 12 percentage points from 43 to 55 percent.

G1.B2.S1 Grade 3 students will focus on character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to letme know?" Students in grade 4 will use reading strategies with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Grade 5 students will use grade-level appropriate texts that include identifiable author's purpose for writing,including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

Grade 3 Provide students with opportunities to focus on character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Grade 4 Implement reading strategies with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will have the ability to make connections between the texts of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Grade 5 The students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Additionally students will be provided practice in making inferences and drawing conclusions within and across texts.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

LLT/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

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

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher observation notes, Student Work Samples

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly Basal Assessments, Bi-Weekly Formative, and Student Work Samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

LLT/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

G1.B3 On the 2013 Administration of the FCAT 2.0 Reading Assessment 43% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of ED students achieving Level 3 or above will increase by 11 percentage points from 43 to 54 percent.

G1.B3.S1 Provide instruction through a variety of approaches to identify and derive information from passages.

Action Step 1

Grade 3 Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Grade 4 Provide instruction through making connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will be provided with text feature chart and text feature analysis. Grade 5 Rewrite the weekly basal reading series questions using the updated task cards to provide practice answering questions that correlate to the NGSSS by using the question stems from the FCAT Item Specifications.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM the LLT will monitor for effectiveness by observing Lesson Plans, Teacher Observation, Lesson Demonstration by Reading Coach, Feedback Conferences, Assessment Data Chats

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Reading Assessment Data, Data Chat Intervention Logs,and Teachers Observation Notes

G1.B4 On the 2013 administration of the FCAT 2.0 Reading Assessment, 26% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 3 or above will increase by 8 percentage points from 26 to 34 percent . Students require additional exposure in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B4.S1 Teachers will implement reading strategies across content areas to target the areas of deficiency.

Action Step 1

Grade 3 The students will focus on character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Students will be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text Grade 4 Implement reading strategies with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will have the ability to make connections between the texts of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Grade 5: The students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Additionally students will be provided practice in making inferences and drawing conclusions within and across texts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observation

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples,Teacher observations and Bi-Weekly Assessment Data

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: FAIR, MDCPS Interim Assessments, Bi-Weekly Assessments and Summative Assessments: 2014 FCAT 2.0 Reading Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Reading Assessment Data, MDCPS Interim Assessment Data, Bi-Weekly Assessment Data and FAIR Assessment Data

G1.B5 On the 2013 administration of the FCAT 2.0 Reading Assessment, 17% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Reading assessment students scoring level 4 or above will increase by 3 percentage points from 17 to 20 percent . Students require additional enrichment activities in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B5.S1 Provide enrichment strategies which enhances and reinforces critical thinking and higher order questioning.

Action Step 1

Grade 3 Enrichment strategies including the use poetry to practice identifying descriptive language that defines moods and provides imagery. Students will be provided opportunities to note how authors use figurative language such as similes, metaphors, and personification. Additionally, students will use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information. Grade 4 Provide students with enrichment learning strategies which include but are not limited to practice in using how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information. Students will be provided enrichment opportunities to analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems Grades 5 Provide students with enrichment learning strategies which includes but are not limited to practice in making inferences and drawing conclusions within and across texts, practice identifying a correct summary statement, author's perspective should be recognizable in text and students will focus on what the author thinks and feels. Additionally, students will have practice in identifying causal relationships embedded in text and become familiar with text structures such as cause/effect, compare/contrast, and chronological order.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and Teacher Observations

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-Weekly Assessment Data, Student work samples, Teacher observations, and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: FAIR, MDCPS Interim Assessments, Bi-Weekly Assessments and Summative Assessments: 2014 FCAT 2.0 Reading Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Reading Assessment Data MDCPS Interim Assessment Data Bi-Weekly Assessment Data FAIR Assessment Data

G1.B6 On the 2013 administration of the FCAT 2.0 Reading Assessment, 68% of students made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students making learning gains will increase by 3 percentage points from 68 to 71 percent . Students require interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B6.S1 Provide intensive intervention utilizing SuccessMaker and Wonder Works targeting areas in Reading Application, Literary Analysis and Informational Text.

Action Step 1

Grade 3 Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Grade 4 Provide instruction through making connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Instruction will be provided with text feature chart and text feature analysis. Grade 5 Rewrite the weekly basal reading series questions using the updated task cards to provide practice answering questions that correlate to the NGSSS by using the question stems from the FCAT Item Specifications test.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Teacher Observations

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM the LLT will monitor for effectiveness by observing Lesson Plans, Teacher Observation, Lesson Demonstration by Reading Coach, Feedback Conferences, Assessment Data Chats

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Intervention Logs and Teachers Observation Notes

G1.B7 On the 2013 administration of the FCAT 2.0 Reading Assessment, 70% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Reading assessment students in the lowest 25% making learning gains will increase by 3 percentage points from 70 to 73 percent . Students require intensive interventions in the areas of: Reading Application, Literary Analysis and Informational Text.

G1.B7.S1 Provide supplemental instruction using Wonder Works/SuccessMaker intervention,three times per week for 30 minutes in order to enhance reading skills.

Action Step 1

Grade 3 Utilize graphic organizers to teach students how to construct meaning and interpret text when comparing and contrasting story elements, settings, characters and problems in multiple text. Grade 4 Utilize graphic organizers to teach students how to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Grade 5 Utilize graphic organizers to teach students how to identify the main idea, cause and effect, compare and contrast and problem/solution.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Intervention Logs and SuccessMaker Data

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Intervention Rosters and Students Work Samples

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, Student Work Samples, Data Chats, and monitoring Wonder Works and SuccessMaker data

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment Results, MDCPS Interim Assessment Data, Bi-Weekly Assessment Data, SuccessMaker Intrervention Data, and Wonder Works Intervention Data

G1.B8 Students scoring proficient in Listening/Speaking portion of the 2014 CELLA Assessment will increase by 7 percentage points from 31% to 38%. Students require additional opportunities for Listening and Speaking.

G1.B8.S1

Action Step 1

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, MDCPS Interim Assessments and Student Work Samples.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment Data 2014 FCAT 2.0 Assessment Data 2014 CELLA Data

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and constant communication during monthly data chats to debrief Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment.

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Student Work Folders, Bi-Weekly Formative, Reading Benchmark Assessment and Teacher Made Assessments.

Person or Persons Responsible

LLT\ MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA Assessment Data Bi-Weekly Assessment Data and Student Work Folders

G1.B9 Students scoring proficient in Reading portion if the 2014 CELLA Assessment will increase by 7 percentage points from 26% to 33%.

G1.B9.S1 The students will use the Reciprocal Teaching steps (predicting, questioning, clarifying and summarizing) to comprehend grade level text.

Action Step 1

The ELL teacher will utilize Task cards as visual aids that assist in demonstrating to students the specific skill being targeted.

Person or Persons Responsible

ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and Teacher Observation

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and constant communication during monthly data chats to debrief Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment.

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes and Data Chat Protocol Reports

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM the LLT will monitor for effectiveness through Student Work Folders, Bi-Weekly Formative, Reading Benchmark Assessment and Teacher Made Assessments.

Person or Persons Responsible

LLT\ MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA Assessment Data, Bi-Weekly Assessments Data and student work folders

G1.B10 Students scoring proficient in Writing portion of the 2014 CELLA Assessment will increase by 8 percentage points from 17% to 25%.

G1.B10.S1 Students will have the opportunity to write in the following steps: planning, drafting,revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.

Action Step 1

Student will have writing journals for planning, drafting, revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Samples

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

Utilizing the FCIM the LLT and MTSS/RtI will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Bi-Monthly Writing prompts.

Person or Persons Responsible

LLT MTSS/Rti

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes and Data chat Protocol Reports

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for effectiveness through Student Writing Journals and teacher made assessments.

Person or Persons Responsible

LLT MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 CELLA Assessment Data, Student Writing Journals, and Teacher observations.

G2. Students scoring at or above achievement level 3.5 in 2014 FCAT 2.0 Writing Assessment will increase by 5 points from 53% to 58%.

G2.B1 The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G2.B1.S1 During writing instruction students will use a graphic organizer to plan and write with a logical sequence of beginning, middle, and end using supporting details or providing facts and/or opinions through (concrete examples, statistic, comparison, real life examples, anecdotes and amazing facts) to develop focus and elaborate. Peer editing and outlining will be implemented during small group instruction. In addition, implement the Learning Express Folio Writing Program for process and procedures for quality writing.

Action Step 1

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: Scoring Rubric, Bi-Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and Student writing Samples and Summative Assessments: 2014 FCAT 2.0 Writing Assessment

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and weekly Student writing Samples.

Evidence of Completion

Teachers will monitor progress by using the Learning Express Writing Folio to measure the success for pre/post writing assessments and 2014 FCAT Writing Assessment.

Facilitator:

Fourth Grade Teachers

Participants:

K- 5 Teachers

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

Writing Teachers will graph their students' scores on a class line-graph in order to monitor the growth of the class and individual students. Monthly writing prompts will be used to monitor effectiveness of the writing instruction. Review and analyze results from Learning Express Folio Writing Program.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and weekly Student writing Samples

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will monitor progress by using the Learning Express Writing Folio to measure the success for pre/post writing assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and weekly Student writing Samples

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

G3. Student scoring at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment will increase by 7 percentage points from 59% to 66%.

G3.B1 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of Black students achieving Level 3 or above will increase by 8 percentage points from 58 to 66 percent.

G3.B1.S1 Increase the use of Mathematics journals in order to expose students to complex real-world problems, assist them in developing a problem solving strategy, and increase student vocabulary.

Action Step 1

Grade 3 - Provide opportunities for students to identify a fraction from an area or set model, or vice versa; compare and order fractions with like denominators using a model and identify an equivalent fraction for one-half and one-fourth using a model Grade 4 - Provide opportunities for students to determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape and identify acute, obtuse, right, or straight angles Grade 5 - Provide opportunities for students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly progress monitoring; conducting walkthroughs of all math teachers, meeting monthly and/ or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement and examining reports from specific technological programs.

Evidence of Completion

Classroom Walk Throughs (CWT) District assessments and HES Reeves monthly Edusoft assessments/data reports; MDCPS Interim; student work samples (student data binders); Go Math Re-teach technology ; 2014 FCAT 2.0 Assessment

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress on bi-weekly assessments and students work samples.

Person or Persons Responsible

Administration team and math teachers will monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk Throughs (CWT) District assessments and Bi-weekly Principal's Challenge assessments/data reports; MDCPS Interim; student work samples (student data binders); Go Math Re-teach technology ; 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM the Administrative Team and Teachers will monitor for effectiveness through Weekly Mathematics Assessments, Bi-Weekly Formative Assessments, and Student Work Sample.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk Throughs (CWT) District assessments and Bi-weekly Principal's Challenge assessments/data reports; MDCPS Interim; student work samples (student data binders); Go Math Re-teach technology ; 2014 FCAT 2.0 Assessment

G3.B2 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 54% of Hispanic students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of Hispanic students achieving Level 3 or above will increase by 12 percentage points from 54 to 66 percent.

G3.B2.S1 Teachers will plan and provide opportunities for hands on experience using appropriate manipulatives during instruction to develop a deeper understanding and application.

Action Step 1

Grade 3 Provide opportunities for students to:identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies and identify an equivalent fraction, excluding fractions greater than one, using a model. Grade 4 Provide opportunities for students to: compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms and relate halves, fourths, tenths, and hundredths to percents, and vice versa. Grade 5 Provide opportunities for students to: determine the volume of prisms and determine the surface area of prisms given a graphic or net, solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane and perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples Teacher Observations Classroom Walk Throughs

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

Utilizing the FCIM the LLT will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Classroom Assessments, Bi- Weekly Formative Math Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples, Data Chat Protocol Reports, and Bi-weeklyPrincipal's Challenge Assessment Data

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM the Administrative Team and Teachers will monitor for effectiveness through Weekly Classroom Assessments, Bi-weekly Formative Assessments, and Student Work Sample.

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment, Bi-Weekly FormativeAssessments and Student Work Samples

G3.B3 On the 2013 Administration of the FCAT 2.0 Mathematics Assessment 58% of ED students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Mathematics Assessment the percentage of ED students achieving Level 3 or above will increase by 8 percentage points from 58 to 66 percent.

G3.B3.S1 Teachers will use Mathematical practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Action Step 1

Grade 3 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. Grade 4 Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Grade 5 Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and Teacher Observation

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

Utilizing the FCIM the Administrative Team will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Classroom Assessments, Bi- Weekly Formative Mathematics Benchmark Assessment, and Student work samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples, Data Chat Protocol Reports, and Formative Assessment Data

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM the Administrative Team and Teachers will monitor for effectiveness through Weekly Assessments, Bi-Weekly Formative Assessments, and Student Work Sample

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment Data, Bi-Weekly Principal's Challenge Assessment Data, and Student work samples

G3.B4 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 34% of students scored at achievement Level 3. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 3 or above will increase by 8 percentage points from 34 to 42 percent .

G3.B4.S1 Provide grade students time for mathematical exploration and development of mathematical concepts through use of concrete and virtual manipulative during whole group instruction utilizing the Gizmos program.

Action Step 1

Grade 3 Student will be provided opportunities to identify fractions, including fractions greater than one, using area, set, and linear models, or vice versa. Additionally students will have opportunities to compare and order fractions, including fractions greater than one, using models or strategies identify an equivalent fraction, excluding fractions greater than one and using a model. Grade 4 Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms, generate equivalent fractions or simplify fractions to lowest terms relate halves, fourths, tenths, and hundredths to percent, and vice versa. Grade 5 Opportunities will be provided for students to determine the volume of prisms and determine the surface area of prisms given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements, of locations, of ordered pairs in the first quadrant of a coordinate plane. Students will also have opportunities to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and Teacher Observation

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

Utilizing the FCIM the Administrative Team will monitor for fidelity of implementation through constant communication during data chats and teacher observations.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat Protocol Reports and Teacher Observation Notes

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM the Administrative Team and Teachers will monitor for effectiveness through biweekly formative assessments.Assessment data will be used to determine the overall effectiveness of the strategy and to provide time for adjustments and feedback to teachers. Student work folders and journals will be reviewed to determine if manipulative were utilized. Gizmos reports will be used to monitor usage and overall success of the program's implementation. ThinkGate reports will be reviewed during grade level meetings to ensure progress, implementation, and to adjust instruction as needed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Math Assessment Data, Bi-Weekly Principal's Challenge Assessment Data, Student Work Samples, Gizmos Data and Grade Level Meeting Minutes

G3.B5 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 21% of students achieved Level 4 and higher. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students scoring level 4 or above will increase by 3 percentage points from 21 to 24 percent .

G3.B5.S1 Provide grade 3 students with increased time for conceptual development and understanding through use of the Dimension U Online Intervention program and hand-held study devices. Students in grade 4 will utilize Dimension U Online Intervention program and hand-held study devices provide enrichment opportunities for students to relate equivalent fractions and decimals with and without models. In order to address the deficiency of grade 5 students in dimensional shapes, volume, and surface, students will utilize the Gizmos software during differentiated instruction.

Action Step 1

Grade 3 Provide enrichment opportunities for students to represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, represent and identify equivalent fractions, including fractions greater than one, using models. Grade 4 Students will have increased opportunities to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations, rename fractions as mixed numbers, or vice versa. Grade 5 Provide enrichment opportunities for students to use different strategies to solve problems involving the volume and surface area of prisms, solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane. Moreover, students will have the opportunity to perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and Teacher Observation

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

Utilizing the FCIM the Administrative Team will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Math Benchmark Assessment, and Student Work Samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Protocol Reports and Teacher Observation Notes

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM the Adminstrative Team and Teachers will monitor for effectiveness through student assessment reports. Additionally, Gizmos reports will be used to monitor usage and overall success of the program's implementation. Individual student reports will be examined to determine if adjustments are needed.

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Math Assessment Data and Student Gizmo reports

G3.B6 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 71% of students made learning gains. On the 2014 administration of the FCAT 2.0 Mathematics Assessment students making learning gains will increase by 3 percentage points from 71 to 74 percent .

G3.B6.S1 Provide students with flexible pull-out remediation and differentiated instruction that utilizes the Go Math series Reteach Lessons for students who are not demonstrating mastery on weekly tests. Teachers will utilize the Wylie's Warm questions in order to increase the frequency in which students are engaged in activities that enable them to think critically and to be exposed to mathematically complex questions.

Action Step 1

Grade 3 Provide remediation opportunities for students to identify a fraction from an area or set model, or vice versa, compare and order fractions with like denominators using a model and identify an equivalent fraction for one-half and one-fourth using a model. Grade 4 Provide intervention opportunities for students to compare and order commonly used fractions, identify an equivalent fraction when the given fraction is in simplest form, relate halves and fourths to percent's and percent's to halves or fourths. Grade 5 Provide remediation opportunities for students to determine the volume of prisms; identify and plot ordered pairs in the first quadrant of a coordinate plane. Students will also have opportunities to perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Utilizing the FCIM the Administrative Teamand MTSS/RtI will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress in Bi- weekly Principal's Challenge Assessments, Bi-Weekly Formative Mathematics Benchmark Assessment, and Student work samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Notes, Data Chat Protocol Reports and Student Work Samples.

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM the Administartive Team and Teachers will monitor for effectiveness through conducting grade level discussions to desegregate and analyze the Biweekly Assessment data to attain teacher feedback. Review student work samples and data-chat protocol forms in their MTSS/RtI folders monthly. Student work folders and journals will be reviewed to determine if the student is consistently developing problem solving strategies for the problem of the day and to determine student progress and understanding.

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment Data

G3.B7 On the 2013 administration of the FCAT 2.0 Mathematics Assessment, 77% of students in the lowest 25% made learning gains. On the 2014 administration of the FCAT 2.0 Mathematics assessment students in the lowest 25% making learning gains will increase by 2 percentage points from 77 to 79 percent .

G3.B7.S1 Increase the frequency in which students are engaged in activities that use the IXL Online Intervention program as a means to create additional models, explore arduous math concepts, provide extra practice, and to progress monitor student performance.

Action Step 1

Grade 3 Support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Grade 4 Increase opportunities for students to compare and order commonly used fractions, identify an equivalent fraction when the given fraction is in simplest form and relate halves and fourths to percents and percents to halves or fourths. Grade 5 Provide opportunities for students to determine the volume of prisms identify and plot ordered pairs in the first quadrant of a coordinate plane; perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and Teacher Observation

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

Utilizing the FCIM the Administartive Team and MTSS/RtI will monitor for fidelity of implementation through teacher observation and continuous communication to monitor students' progress on bi-weekly assessments and students work samples.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Protocol Reports and Teacher Observation Notes

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the FCIM the Administrative Team and MTSS/RtI will monitor for effectiveness by reviewing Think Central Math Intervention reports and conducting grade level discussions that desegregate and analyze the Biweekly Assessment data to attain teacher feedback. Additionally, Voyager Math data will be used to monitor student progress and adjust instruction.

Person or Persons Responsible

Administrative and MTSS/RtI TEam

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Math Assessment Data, Think Central Math Intervention Data, VMath Intervention Data, and Bi- Weekly Assessment data.

G4. Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 5 percentage points from 14% to 19%.

G4.B1 According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring level 3 and above was in Reporting Category: Physical Science. Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding/

G4.B1.S1 Provide students the opportunity to work cooperatively in a small group setting to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Action Step 1

Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning in Physical Science. Along with developing guidelines for monitoring the use of scientific writing for grades K-5 by keeping and maintaining a science journal.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers progress monitoring reports and weekly collaborative conversation science journals meetings.

Facilitator:

Science Teachers

Participants:

Science Teachers

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

Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments, collaborative planning, and HES Reeves monthly ThinkGate Science Assessments /data reports.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Data conferences will be conducted after every monthly assessments and District Interim Assessments in order to desegregate data and develop differentiated lab activities to address the different needs through remediation and enrichment activities.

Evidence of Completion

2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments and HES Reeves Bi-weekly/monthly ThinkGate Science Assessments /data reports.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (student data binders).

Evidence of Completion

2014 FCAT 2.0 Science Assessment

G4.B2 According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring Level 4 and above was in Reporting Category: Physical Science. Students lacked the ability to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

G4.B2.S1 Provide enrichment activities with real world opportunities for students to conduct experiments and apply the various steps of the scientific process.

Action Step 1

Provide more visual and kinesthetic representations of scientific terminology, scientific investigations, and science concepts through the utilization of the Discovery Education online simulations and videos during whole group instruction.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Science Assessment Data and MDCPS Interim Assessment

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

Utilizing the FCIM the Administrative Team will monitor for fidelity of implementation through constant communication during monthly data chats and teacher observations.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (student data binders).

Evidence of Completion

2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM the LLT will monitor for effectiveness by reviewing student work and Science Journals. Biweekly benchmark assessments will be analyzed in order to monitor progress and adjust instruction. Data conferences will be conducted after every District Interim Assessment in order to desegregate data and develop differentiated lab activities to address the different needs through remediation and enrichment activities.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Science Assessment Data, MDCPS Interim Assessment Data, and Bi-Weekly Assessment Data

G5. Students who are deemed as developing a patters of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

G5.B1 The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 9% to 8%. Student academic development is correlated to students attendance. In monitoring the early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and the number of students retained in the third grade.

G5.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. • Identify and refer students who may be developing a pattern of nonattendance to the counselor and school social workerfor intervention services. • Provide parents with information to assist them in improving student attendance. • Provide health information through Health Connect in our school. • A reward system will be established to recognize students for perfect attendance. •Professional development for parents on improving student attendance.

Action Step 1

Utilize Connect Ed Reports, Intervention logs, and Attendance rosters to document parent, teacher and school communication encouraging and notification of attendance and punctuality in school.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly reports and each nine weeks grading period will be monitored.

Evidence of Completion

2014 Attendance report, Report Card and FCAT 2.0 test results will be used to determine the effectiveness of strategies.

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

Provide information in the parent handbook, student/parent conferences, Connect-Ed messages, and Open House.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monitor daily attendance bulletin and patterns of attendance/tardy.

Evidence of Completion

On-time attendance recognition incentives and recognition of 100% attendance at quarterly honor roll assembly.

Plan to Monitor Effectiveness of G5.B1.S1

Utilize Connect Ed Reports, Intervention logs, and Attendance rosters to document parent, teacher and school communication encouraging and notification of attendance and punctuality in school.

Person or Persons Responsible

Teachers, Attendance Clerk and Administrative Team

Target Dates or Schedule

Administrative Team will monitor weekly updates and intervention logs.

Evidence of Completion

Attendance rosters and Parental Involvement sign is sheets

G5.B2 The Number of students retained will decrease by 1 percentage point from 8% to 7%. We understand that student academic development is correlated to students retention. In monitoring the early Warning Systems, our school will decrease the number of students retained.

G5.B2.S1 Intensive Interventions will be established for retained students to address each students' weakest areas.

Action Step 1

Interventions will be established to retained third grade students to address students' areas of need.

Person or Persons Responsible

Teachers and Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Intervention Samples (Successmake and Reading Wonders)

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

Following the FCIM model the LLT and MTSS/RtI will review Intervention logs to ensure fidelity to the frequency of instruction.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Logs and Teacher Observation

Plan to Monitor Effectiveness of G5.B2.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for effectiveness through weekly updates and intervention logs.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Intervention Logs, Student Intervention Work Samples and Teacher Observation

G5.B3 Students who are not proficient in reading by third grade on the 2014 FCAT 2.0 Assessment will decrease by 7 percentage points from 69% to 62%.Student academic development is correlated to students who are non-proficient in reading by third grade. In monitoring the early Warning Systems, our school will focus on areas of literacy concern to assist third grade students who are not proficient in reading.

G5.B3.S1 Students who are deemed as developing a pattern of non-mastery on reading benchmarks will be referred to the MTSS/RtI team.

Action Step 1

Provide parents with information and strategies to assist them in improving students' progress. A reward system will be established to recognize students who show progress in district assessments. Interventions (Wonder Works) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Person or Persons Responsible

Classroom Teachers and MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonder Works Intervention Data, Bi-Weekly Principal's Challenge and District Interim Assessment Data

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for fidelity of implementation through Wonder Works intervention logs biweekly to ensure the fidelity of the interventions and progress of students.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Assessment Data, Bi-weekly Principal's Challenge and Wonder Works Intervention Logs

Plan to Monitor Effectiveness of G5.B3.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for effectiveness through weekly updates by analyzing data and intervention logs.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Logs, Student Intervention Work Samples and Teacher Observation

G5.B4 Students who receive one or more behavior referrals and students who receive one or more behavior referral that lead to suspension will decrease by 1 percentage point from 6% to 5%.We understand that student academic development is correlated to students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension. In monitoring the early Warning Systems, our school will decrease the number of students who receive two or more behavior referrals.

G5.B4.S1 Students who are deemed as developing a pattern of receiving two or more behavior referrals will be referred to the MTSS/RtI team.

Action Step 1

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through the Positive Behavior Plan Peer Mediation teams will be developed as a means of assisting with conflict resolution

Person or Persons Responsible

Administrative Team and MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

On-time attendance recognition incentives, report cards and recognition of 100% attendance at quarterly honor roll assembly.

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Utilizing the FCIM the Administrative Team and MTSS/RtI will monitor for fidelity of implementation by meeting monthly to monitor the progress of the students' behavior.

Person or Persons Responsible

Administrative Team and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS/RtI and LLT Meeting Agenda/Minutes

Plan to Monitor Effectiveness of G5.B4.S1

Utilizing the FCIM the Administrative Team will monitor for effectiveness through monthly meeting with the MTSS/RtI team to discuss the strategies implemented.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Assessment Data, MTSS/RtI and Administration Meeting Agenda/Minutes

G5.B5 Students who receive two or more behavior referrals and students who receive two or more behavior referral that lead to suspension will decrease by 1 percentage point from 11% to 10%.We understand that student academic development is correlated to students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension. In monitoring the early Warning Systems, our school will decrease the number ofstudents who receive two or more behavior referrals.

G5.B5.S1 Students who are deemed as developing a pattern of receiving two or more behavior referrals will be referred to the MTSS/RtI team.

Action Step 1

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through the Positive Behavior Plan Peer Mediation teams will be developed as a means of assisting with conflict resolution

Person or Persons Responsible

Administrative and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS/RtI Data Reports

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Utilizing the FCIM the LLT and MTSS/RtI will monitor for fidelity of implementation by meeting monthly to monitor the progress of the students' behavior.

Person or Persons Responsible

Administrative and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS/RtI and LLT Meeting Agenda/Minutes

Plan to Monitor Effectiveness of G5.B5.S1

Utilizing the FCIM the Administrative Team will monitor for effectiveness through monthly meeting with the MTSS/RtI team to discuss the strategies implemented.

Person or Persons Responsible

Administrative and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Assessment Data MTSS/RtI and Administration Meeting Agenda/Minutes

G6. Emphasize and engage students in the problem solving process to increase the number of students participating in Project Based Learning in STEM.

G6.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of experiences students are afforded opportunities to participate in Project Based Learning in STEM.

G6.B1.S1 Provide opportunities for students to experience the scientific method by participating in the school's Science Fair and Field Trips related to STEM.

Action Step 1

Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly to collectively desegregate data and determine the most effective strategy and appropriate use of STEM project based learning .

Person or Persons Responsible

Teachers will identify STEM objectives and schedule dates and activities on focus calendar.

Target Dates or Schedule

HES Reeves monthly Edusoft Science Assessments /data reports will be implemented to ensure to students are engaged and acquiring skills for increasing STEM intergration.

Evidence of Completion

2014 FCAT 2.0 results will be used to determine the effectiveness of strategies.

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

Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments, collaborative planning and HES Reeves monthly Edusoft Science Assessments /data reports

Person or Persons Responsible

Administrators will monitor Science teachers and encourage increased participation in school site STEM competitions that serve as a process for the district competitions.

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 results will be used to determine the effectiveness of strategies.

Plan to Monitor Effectiveness of G6.B1.S1

District assessments and HES Reeves monthly ThinkGate Science Assessments /data reports

Person or Persons Responsible

Administrators will monitor Science teachers and encourage increased participation in school site STEM competitions that serve as a process for the district competitions.

Target Dates or Schedule

The Administration Team and the classroom teacher will meet weekly to collectively desegregate data and determine the most effective strategy and appropriate use of the technology used.

Evidence of Completion

2014 FCAT 2.0 results will be used to determine the effectiveness of strategies.

G6.B2 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G6.B2.S1

Action Step 1

There is limited evidence of completed student projects in STEM (Science Fair, field trips, etc.) We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Science Fair, etc.) Provide opportunities for students to experience the scientific method by participating in experiments in the weekly science lab. Provide professional development to science teachers on the Scientific Method.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student Science Projects and Professional Development Agendas

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

Administrators will monitor STEM teachers and will look for increased participation in school site STEM competitions that serve as a process for the district competitions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation and Science Exploration Based Field Trip Rosters

Plan to Monitor Effectiveness of G6.B2.S1

Administrators will monitor over Science teachers and will look for increased participation in school site STEM competitions that serve as a process for the district competitions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Teacher Observations, Student Science Fair Projects and 2014 FCAT 2.0 Assessment Data

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
Henry E.S. Reeves Elementary provides services to ensure that the needs of all students are identified and met. Students requiring additional remediation are assisted through extended learning opportunities. The district coordinated with the Title II and Title III in ensuring staff development needs is provided. Support services are provided to students. The Literacy Leadership Team develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment as well as intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence –based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection and 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 involvement program.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.
Title II
The District uses supplemental funds for improving basic education as follows:
Training to certify qualified mentors for the New Teacher (MINT) Program
Training for add-on endorsement programs, such as Reading, Gifted, and ESOL
Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) 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)
• purchase of supplemental 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 students (K-12, RFP Process)
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Henry E.S. Reeves Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

1. Henry E.S. Reeves Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2. Nutrition education, as per state statue is taught through physical education.

3. The school Food Service Program, school breakfast, lunch and after- care snacks follows the Healthy Food Beverage Guideline as adopted in the District's Wellness Policy.

Head Start

N/A

Other

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 8 percentage points from 26% to 34%.

G1.B1 Barrier #1: On the 2013 Administration of the FCAT 2.0 Reading Assessment 45% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 9 percentage points from 45 to 54 percent.

G1.B1.S1 Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Utilize graphic organizers to teach students how to identify the mainidea, cause and effect, compare and contrast and problem/solution. Provide supplemental instruction using Wonder Works and SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.

PD Opportunity 1

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, MDCPS Interim Assessments and Student Work Samples.

Facilitator

PD Facilitator and Reading Coach

Participants

Literacy Leadership Team

Target Dates or Schedule

The Administrative Team and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.

Evidence of Completion

Monthly Basal Assessments, Monthly Formative, Reading Benchmark Assessment, student work samples, data chats, MDCPS Interim, FAIR, Monthly Assessments, and 2014 FCAT 2.0 Reading Assessment

G2. Students scoring at or above achievement level 3.5 in 2014 FCAT 2.0 Writing Assessment will increase by 5 points from 53% to 58%.

G2.B1 The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G2.B1.S1 During writing instruction students will use a graphic organizer to plan and write with a logical sequence of beginning, middle, and end using supporting details or providing facts and/or opinions through (concrete examples, statistic, comparison, real life examples, anecdotes and amazing facts) to develop focus and elaborate. Peer editing and outlining will be implemented during small group instruction. In addition, implement the Learning Express Folio Writing Program for process and procedures for quality writing.

PD Opportunity 1

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: Scoring Rubric, Bi-Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and Student writing Samples and Summative Assessments: 2014 FCAT 2.0 Writing Assessment

Facilitator

Fourth Grade Teachers

Participants

K- 5 Teachers

Target Dates or Schedule

Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and weekly Student writing Samples.

Evidence of Completion

Teachers will monitor progress by using the Learning Express Writing Folio to measure the success for pre/post writing assessments and 2014 FCAT Writing Assessment.

G4. Students scoring at Achievement Level 3 or above on the 2014 FCAT 2.0 Grade 5 Science Assessment will increase by 5 percentage points from 14% to 19%.

G4.B1 According to the 2013 FCAT 2.0 Science Assessment results, an area of difficulty for the students scoring level 3 and above was in Reporting Category: Physical Science. Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding/

G4.B1.S1 Provide students the opportunity to work cooperatively in a small group setting to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

PD Opportunity 1

Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning in Physical Science. Along with developing guidelines for monitoring the use of scientific writing for grades K-5 by keeping and maintaining a science journal.

Facilitator

Science Teachers

Participants

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers progress monitoring reports and weekly collaborative conversation science journals meetings.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 8 percentage points from 26% to 34%.	$10
G2.	Students scoring at or above achievement level 3.5 in 2014 FCAT 2.0 Writing Assessment will increase by 5 points from 53% to 58%.	$4,000
	Total	$4,010

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I Funds	$10	$10
Title 1 Funds	$4,000	$4,000
Total	$4,010	$4,010

Budget Details

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

G1. Students scoring a 3 or above on the 2014 FCAT 2.0 Reading Assessment will increase by 8 percentage points from 26% to 34%.

G1.B1 Barrier #1: On the 2013 Administration of the FCAT 2.0 Reading Assessment 45% of Black students scored at achievement level 3 or above. On the 2014 administration of the FCAT 2.0 Reading Assessment the percentage of Black students achieving Level 3 or above will increase by 9 percentage points from 45 to 54 percent.

G1.B1.S1 Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions. Utilize graphic organizers to teach students how to identify the mainidea, cause and effect, compare and contrast and problem/solution. Provide supplemental instruction using Wonder Works and SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.

Action Step 1

Utilizing the FCIM, the LLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, MDCPS Interim Assessments and Student Work Samples.

Resource Type

Evidence-Based Program

Resource

Reading Rehearsals and Accelerated Reader books

Funding Source

Title I Funds

Amount Needed

$10

G2. Students scoring at or above achievement level 3.5 in 2014 FCAT 2.0 Writing Assessment will increase by 5 points from 53% to 58%.

G2.B1 The area of deficiency, as noted from the administration of the 2013 FCAT 2.0 Writing Assessment was the writing process. There were limited opportunities to utilize narrative anchor papers which addressed support. Students required additional opportunities to write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.

G2.B1.S1 During writing instruction students will use a graphic organizer to plan and write with a logical sequence of beginning, middle, and end using supporting details or providing facts and/or opinions through (concrete examples, statistic, comparison, real life examples, anecdotes and amazing facts) to develop focus and elaborate. Peer editing and outlining will be implemented during small group instruction. In addition, implement the Learning Express Folio Writing Program for process and procedures for quality writing.

Action Step 1

Utilizing the FCIM the LLT will monitor progress towards this goal through Formative Assessments: Scoring Rubric, Bi-Monthly Writing Prompts, Baseline and Mid-Year District Writing Prompts and Student writing Samples and Summative Assessments: 2014 FCAT 2.0 Writing Assessment

Resource Type

Evidence-Based Program

Resource

Writing Folio Express

Funding Source

Title 1 Funds

Amount Needed

$4,000