



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Meadowlane Elementary School

4280 W 8TH AVE

Hialeah, FL 33012

305-822-0660

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 92%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Meadowlane Elementary School

##### Principal

Kevin Hart P

##### School Advisory Council chair

Ms. Maria Trujillo

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

Name	Title
Dr. Kevin Hart	Principal
Ms. Bisleixis Tejeiro	Assistant Principal
Ms. Marioly Guerra	Teacher
Ms. Maria Trujillo	EESAC Chairperson
Ms. Nancy Jacobs	UTD Steward
Ms. Debra Fischer	Media Specialist
Ms. Alexandria Roque	ESE Teacher
Ms. Gloria Vilasuso	ESOL Teacher
Ms. Maria Arguelles	Primary Teacher
Ms. Sandra Caballero	Teacher

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, UTD steward – 1, teachers – 6, parents – 5, educational support 2, student – 2, BCR – 3

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

The SAC presented recommendations for the 2013 – 2014 School Improvement Plan at the end of the 2012 – 2013 school year.

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

Meadowlane Elementary School Advisory Council works diligently to increase student achievement annually. The School Improvement Plan is prepared and evaluated by SAC. Recommendations are made for the use of technology, the school's budget, instructional and supplementary resources and other student support services in order to improve student achievement. This year's projected use of SAC funds are to increase teacher/parent communication and reading for literacy materials. The SAC is a vital, integral part of the school.

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

Curriculum support materials for McGraw Hill Reading Series - \$1500.00

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Kevin Hart P**

Principal

Years as Administrator: 18

Years at Current School: 9

**Credentials**

Elementary Education, School Principal

**Performance Record**

2013- School Grade A  
 Reading Levels 3-5, 58%  
 Math Levels 3-5, 67%  
 Reading Learning Gains- 80 points  
 Math Learning Gains-76 points  
 Reading Imp. of Lowest 25%-76 points  
 Math Imp. of Lowest 25%- 80 points  
 Reading Progress- 58%  
 Math Progress-63%  
 AMO Reading-  
 Hispanic 59%  
 ELL 49%  
 SWD 25%  
 ED 58%  
 AMO Mathematics-  
 Hispanic 69%  
 ELL 65%  
 SWD 29%  
 ED 69%  
 2012-School Grade A  
 Reading Levels 3-5, 54%  
 Math Levels 3-5, 63%  
 Reading Learning Gains- 72 points  
 Math Learning Gains-69 points  
 Reading Imp. of Lowest 25%-84 points  
 Math Imp. of Lowest 25%- 75 points  
 Reading Progress- 54%  
 Math Progress-60%  
 2011-School Grade A  
 Reading Levels 3-5, 69%  
 Math Levels 3-5, 77%  
 Reading Learning Gains- 68 points  
 Math Learning Gains-65 points  
 Reading Imp. of Lowest 25%-68 points  
 Math Imp. of Lowest 25%- 74 points  
 Reading Progress- 50%  
 Math Progress-56%  
 2010-School Grade A  
 Reading Levels 3-5, 74%  
 Math Levels 3-5, 81%  
 Reading Learning Gains- 69 points  
 Math Learning Gains-63 points  
 Reading Imp. of Lowest 25%-65 points  
 Math Imp. of Lowest 25%- 65 points  
 2009-School Grade A  
 Reading Levels 3-5, 74%



Math Levels 3-5, 79%  
Reading Learning Gains- 54 points  
Math Learning Gains-73 points  
Reading Imp. of Lowest 25%-73 points  
Math Imp. of Lowest 25%- 68 points



Reading Progress- 46%  
 Math Progress-52%  
 2009-School Grade C  
 Reading Levels 3-5, 50%  
 Math Levels 3-5, 51%  
 Reading Learning Gains- 58 points  
 Math Learning Gains-59 points  
 Reading Imp. of Lowest 25%-59 points  
 Math Imp. of Lowest 25%- 66 points

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

74

**# receiving effective rating or higher**

74, 100%

**# Highly Qualified Teachers**

76%

**# certified in-field**

56, 76%

**# ESOL endorsed**

52, 70%

**# reading endorsed**

3, 4%

**# with advanced degrees**

26, 35%

**# National Board Certified**

1, 1%

**# first-year teachers**

0, 0%

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

7, 9%

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

38, 51%

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

29, 39%

**Education Paraprofessionals****# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**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**

Providing Professional Development, Providing Mentoring program where new teachers are paired with veteran teachers and by providing Presentations by local universities about how to obtain advanced degrees

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

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

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

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

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

**Tier 2**

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

regularly (monthly is suggested) to:

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

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

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

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

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

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

Dr. Kevin Hart, Principal : Provide support and instructional leadership, set expectations, ensure commitment, allocate resources, actively participates in School-Based Leadership Team meetings, ensure that faculty is aware of MTSS through continuous professional development and support implementation.

Mrs. Bisleixis Tejeiro, Assistant Principal:

Provide support, set expectations, provide instructional leadership, ensure commitment, participate in School-Based Leadership Team meetings, and lead MTSS meetings.

Mrs. Maria Arguelles, General Primary Education Teacher:

Actively participate in MTSS meetings, provide information about core instruction at the primary level, participate in student data collection, ensure data are organized and displayed, assist with data interpretation, deliver Tier 1 instruction / intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials / instruction with Tier 2/3 activities.

Mr. Michael Helsper, General Intermediate Education Teacher:

Actively participate in MTSS meetings, provide information about core instruction at the intermediate level, participate in student data collection, ensure data are organized and displayed, assist with data interpretation, deliver Tier 1 instruction / intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials / instruction with Tier 2/3 activities.

Ms. Alexandria Roque, Exceptional Student Education (ESE) Teacher :

Actively participate in MTSS meetings, participate in student data collection and data analysis, integrate core instructional activities / materials into Tier 3 instruction, and collaborate with general education teachers through co-teaching activities and inclusionary participation.

Mrs. Gloria Vilasuso, English Language Learner Support Personnel:

Actively participate in MTSS meetings, participate in student data collection and data analysis, collaborate with general education teachers, provide assistance in problem solving and concerns that arise with English Language Learners regarding their academic achievement, impact students' achievement and delivery of instruction, utilize individual and subgroup ELL achievement data to plan, develop, evaluate and drive intervention programs.

Mrs. Patricia Gil-Diaz, School Psychologist –

Actively participate in MTSS meetings, participates in the collection, interpretation, and analysis of data;

facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection and analysis, intervention planning, and program evaluation.

Ms. Janice Simbob, Speech Language Pathologist :

Actively participate in MTSS meetings, educates team members in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Mrs. Patricia Darnaby, Student Services Personnel:

Actively participate in MTSS meetings, provides quality services and expertise on issues ranging from scheduling, program design, assessment and intervention with individual students, provides interventions, links child-serving and community agencies to the schools and families in order to support the child's academic, emotional, behavioral, and social success

The MTSS Leadership team will consider the following steps when we utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring:

MTSS Leadership team will meet once a week to engage in the following activities:

- Collect and analyze data
- Provide feedback to teachers and families
- monitor effectiveness of interventions for Tier 2 and Tier 3 students
- provide professional development to teachers on specific skill deficits
- focus on adequate yearly progress subgroups
- collaborate regularly to solve problems
- share effective best practices
- evaluate implementation, make decisions, and apply new processes and skills

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation with all school teams within the school.

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

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

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

Academic – Meadowlane Elementary uses Edusoft to summarize data in the following ways:

- FAIR assessments
- Baseline Benchmark Assessment
- Florida Comprehensive Assessment Test
- Success Maker
- Reading Plus
- District Interim Assessments.
- State/Local Math and Science assessments
- Student grades

Behavior –

- Student Case Management System
- Detentions

- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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
  - Drive decisions regarding the targeted professional development
- Adjust the allocation of school-based resources

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
  2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
  3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl.
- The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available on the school's web site.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 390

Before and after school tutorial programs will be established to address students' areas of needs.

#### **Strategy Purpose(s)**

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

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

The data will be collected Weekly and Biweekly through assessments.

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

Teachers and Administration will be responsible for monitoring implementation of this program.

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Dr. Kevin P. Hart	Principial
Ms. Bisleixis Tejeiro	Assistant Principial
Ms. Marioly Guerra	Teacher
Ms. Maria Trujillo	EESAC Chairperson
Ms. Nancy Jacobs	UTD Steward
Ms. Debra Fischer	Media Specialist
Ms. Alexandria Roque	ESE Teacher
Ms. Gloria Vilasuso	ESOL Teacher
Ms. Maria Arguelles,	Primary Teacher
Ms. Sandra Caballero	Intermediate Teacher

**How the school-based LLT functions**

The Literacy Leadership Team consists of selected team members based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year.

The Literacy Leadership Team oversees the implementation of the K-5 Reading Plan the Mathematics and Science curriculums, and the Writing program at the school. This team also monitors the use of instructional materials related to the reading, writing, mathematics, and science instruction, data analysis and interpretation, professional development, and technology.

The principal will:

- cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities.
- dialogue with the District team during school site visits and review the minutes from LLT meetings
- provide necessary resources to the LLT

This team will meet to:

- Review the school's implementation of the K-5 Reading Plan, the Mathematics/Science curriculums, and the Writing program:
- Review and discuss school-wide data at grade level meetings:
- Assess professional development needs of the staff related to the reading, writing, and mathematics/science instruction based on student performance data;

Provide new teachers with assistance and guidance as they teach the CRRP; and other curriculum related subject matter.

**Major initiatives of the LLT**

The major initiative of the LLT this year will be to:

- monitor the fidelity of the implementation of the Reading Plan, Mathematics/Science curriculums, and the Writing program.
- collect and analyze data in order to formulate professional development activities that will direct instruction.

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed for team members
- offering professional development opportunities for team members
- creating a collaborative environment that fosters sharing and learning



- developing a school-wide organizational model that supports literacy instruction in all classes encouraging the use of data to improve teaching and student achievement

## Preschool Transition

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

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Title I Administration assists Meadowlane Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Meadowlane Elementary School staff will distribute kindergarten preparation brochures and other documents to interested parents throughout the year. The school also provides incoming Kindergarten students and their parents with an orientation before the start of school. This eases the transition from home or other pre-school programs. Parents and children from neighboring programs are welcome to visit the Kindergarten classrooms and observe the instructional program.

At Meadowlane Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and measures of the Florida Assessments for Reading Instruction (FAIR) for kindergarten to gather information on a child's development in emergent literacy. Screening data will be collected and aggregated during the first thirty days of school. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	59%	Yes	63%
American Indian				
Asian				
Black/African American				
Hispanic	59%	63%	Yes	63%
White				
English language learners	43%	49%	Yes	48%
Students with disabilities	23%	25%	Yes	31%
Economically disadvantaged	58%	58%	Yes	62%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	165	28%	31%
Students scoring at or above Achievement Level 4	176	30%	31%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

#### 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)	306	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	170	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	131	22%	30%

**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	105	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	70%	Yes	67%
American Indian				
Asian				
Black/African American				
Hispanic	64%	69%	Yes	68%
White				
English language learners	52%	65%	Yes	57%
Students with disabilities	36%	29%	No	42%
Economically disadvantaged	63%	89%	Yes	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	27%	29%
Students scoring at or above Achievement Level 4	240	40%	41%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		80%	82%

**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	78	36%	39%
Students scoring at or above Achievement Level 4	48	22%	23%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	105		110
Participation in STEM-related experiences provided for students	1	100%	2%

**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	74	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	4	0%	0%
Students who are not proficient in reading by third grade	87	48%	43%
Students who receive two or more behavior referrals	14	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 59 percent of students at Meadowlane Elementary scored at proficiency. Our goal on the 2014 FCAT 2.0 Reading is for 63 percent of the students to be proficient an increase of 4 percentage points.
- G2.** On the 2013 FCAT Writing Test, 54 percent of students at Meadowlane Elementary scored a 3.5 and above. Our goal on the 2014 FCAT Writing Test is for 59 percent of the students to score at a 3.5 and above, an increase of 5 percentage points.
- G3.** On the 2013 FCAT 2.0 Science Assessment, 58 percent of the students at Meadowlane scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Assessment is for 62 percent of our students to score at a Level 3 or above, an increase of 4 percentage points
- G4.** On the 2013 FCAT 2.0 Mathematics, 70 percent of students at Meadowlane Elementary scored a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain the number of students who scored at a level 3 or above.
- G5.** Our goal for the 2014 school year is to increase the number of science related school-wide activities from 1 to 2 activities and the number of students in third through fifth grade by 10 percent who participate in the annual Science Fair activities.
- G6.** Our school will increase student attendance by decreasing the number of students who missed 10% or more days, decrease the number of student retention in 3rd, decrease non proficient in reading and the number of student referrals for behavior.

## Goals Detail

**G1.** On the 2013 FCAT 2.0 Reading, 59 percent of students at Meadowlane Elementary scored at proficiency. Our goal on the 2014 FCAT 2.0 Reading is for 63 percent of the students to be proficient an increase of 4 percentage points.

### **Targets Supported**

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

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

- Interim Assessments

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

- On the 2013 FCAT 2.0 Reading 28 percent of the students scored at level 3 or above. The goal for 2014 is 32 percent. The area of deficiency as noted was Reporting Category 2: Reading Application. Students demonstrated difficulty with comparisons of elements, topics, settings, characters, problems in single or multiple texts.
- On the 2013 FCAT 2.0 Reading 30 percent of the students scored at level 4 or above. The goal for 2014 is 32 percent. Although the target was met, the area that would require more exposure in order for students to maintain or improve performance as noted on the 2012-2013 administration of the FCAT Reading Test for students scoring a level 4 or above was Reporting Category 1: Vocabulary. Students need more practice and exposure to Shades of Meanings within and across texts.
- On the 2013 FCAT 2.0 Reading 80 percent of the students made learning gains. The goal for 2014 is 82 percent. Although the goal was met, a continuation of remediation and interventions can assist students making learning gains. In order to increase progress with this group of students, monitoring of interventions needs to be implemented with fidelity with a focus on Category 2: Reading Application.
- On the 2013 FCAT 2.0 Reading 76 percent of the students made learning gains in the lowest 25%. The goal for 2014 is 78 percent. Students need additional exposure to grade level vocabulary in context to make progress with the lowest 25%.
- On the 2013 CELLA assessment 53 percent of the students passed the Listening/Speaking portion of the CELLA. The goal for 2014 is 58 percent. Although the goal was met, lack of common background and experiences as other peers in order to establish a communication path between the speaker and listener in order to increase their listening/speaking scores in CELLA.
- On the 2013 CELLA assessment 30 percent of the students passed the Reading portion of the CELLA. The goal for 2014 is 37 percent. Although the goal was met, additional exposure to vocabulary and comprehension skills could have increased progress in this area.
- On the 2013 CELLA assessment 22 percent of the students passed the Writing portion of the CELLA. The goal for 2014 is 30 percent. Students will have additional exposure to the English language through the writing process.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, the administrator and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment to ensure fidelity.

#### Person or Persons Responsible

LLT.

#### Target Dates or Schedule:

Weekly

#### Evidence of Completion:

FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: Results from the 2014 FCAT Reading 2.0 Assessment

**G2.** On the 2013 FCAT Writing Test, 54 percent of students at Meadowlane Elementary scored a 3.5 and above. Our goal on the 2014 FCAT Writing Test is for 59 percent of the students to score at a 3.5 and above, an increase of 5 percentage points.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- District Writing Pre/Post Writing Test

#### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 was conventions and supporting details. Students are struggling with the narrative writing process.

### Plan to Monitor Progress Toward the Goal

Following the FCIM, Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

District Baseline data and monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment

**G3.** On the 2013 FCAT 2.0 Science Assessment, 58 percent of the students at Meadowlane scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Assessment is for 62 percent of our students to score at a Level 3 or above, an increase of 4 percentage points

**Targets Supported**

- Science

**Resources Available to Support the Goal**

- Scott Foresman Science Book

**Targeted Barriers to Achieving the Goal**

- On the 2013 FCAT 2.0 Science, 36 percent of the students scored a level 3. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test for students scoring a level 3 was Reporting Category: Nature of Science. Lack of exposure of effective conclusion writing in investigations and/or hands-on activities has hinder growth in this area.
- On the 2013 FCAT 2.0 Science, 22 percent of the students scored a level 4 or above. The goal for 2014 is 23 percent. Although the goal was met, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test for students scoring a level 4 or above was Reporting Category: Practice of Science. Lack of support in developing and analyzing independent projects and lack of incorporating inquiry-based virtual science experiments has hindered progress in this area.

**Plan to Monitor Progress Toward the Goal**

Administration will review the results of school-site assessment data to monitor student progress monthly. Science teachers will review data biweekly of benchmark assessments.

**Person or Persons Responsible**

LLT and Assistant Principal

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Bi-weekly assessments; District Interim data reports; student authentic work. Summative: 2014 FCAT 2.0 Science Assessment



**G4.** On the 2013 FCAT 2.0 Mathematics, 70 percent of students at Meadowlane Elementary scored a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain the number of students who scored at a level 3 or above.

### **Targets Supported**

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

- Interim Assessments, Go-Math Common Core

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

- On the 2013 FCAT 2.0 Mathematics, 29 percent of the Students with Disabilities scored a level 3 or above. The goal for 2014 is 42 percent. As noted Students with Disabilities subgroup did not make annual measurable progress (AMO). SWD needs multiple opportunities to use grade level mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.
- On the 2013 FCAT 2.0 Mathematics, 27 percent of the students scored a level 3 or above. The goal for 2014 is 29 percent. The area of deficiency for students scoring a level 3 in Grade 3 was Reporting Category Number: Fractions with 70%.
- On the 2013 FCAT 2.0 Mathematics, 27 percent of the students scored a level 3 or above. The goal for 2014 is 29 percent. The area of deficiency for students scoring a level 3 for Grade 5 was reporting category Geometry and Measurement.
- On the 2013 FCAT 2.0 Mathematics, 27 percent of the students scored a level 3 or above. The goal for 2014 is 29 percent. The area of deficiency for students scoring a level 3 for Grade 4 was reporting category Base Ten Fractions.
- On the 2013 FCAT 2.0 Mathematics, 40 percent of the students scored a level 4 or above. The goal for 2014 is 41 percent. Although the goal was met, additional opportunities to discuss and write about mathematics can assist students scoring a level 4 or above.
- On the 2013 FCAT 2.0 Mathematics, 76 percent of the students made learning gains. The goal for 2014 is 78 percent. The area of deficiency as noted for students making learning gains in third grade was reporting category Number: Fractions .
- On the 2013 FCAT 2.0 Mathematics, 80 percent of the students made learning gains in the lowest 25%. The goal for 2014 is 82 percent. Although the goal was met, the area of deficiency as noted in grades 4 and 5 was reporting category Geometry and Measurement for students scoring in the lowest 25%.

### **Plan to Monitor Progress Toward the Goal**

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

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

MTSS/Rtl Leadership Team ?

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

Monthly

#### **Evidence of Completion:**

District Interim Assessments Go-Math Biweekly and Monthly Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

**G5.** Our goal for the 2014 school year is to increase the number of science related school-wide activities from 1 to 2 activities and the number of students in third through fifth grade by 10 percent who participate in the annual Science Fair activities.

**Targets Supported**

- STEM

**Resources Available to Support the Goal**

- Scott Foresman

**Targeted Barriers to Achieving the Goal**

- During the 2013 school year, 55 percent of the students submitted a Science Fair project . The goal for 2014 is 65 percent participation in Science Fair. Although the goal was met, additional experiences with hands on projects throughout the school year that require activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design can assist in this area.
- During the 2013 school year our school hosted one science fair . The goal for 2014 is to increase to two or more science related school-wide activity. Although the goal was met, the increase in the number of activities with students conducting hands on projects throughout the school year that require activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design can assist in meeting this goal.

**Plan to Monitor Progress Toward the Goal**

Administrative team will monthly review the results of school-site assessment data to monitor student progress. Administration will also look for increased participation in school site science fair.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

District Interim Assessments and Science Fair Summative: 2014 FCAT 2.0 Science Test

**G6.** Our school will increase student attendance by decreasing the number of students who missed 10% or more days, decrease the number of student retention in 3rd, decrease non proficient in reading and the number of student referrals for behavior.

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

- Attendance Reports

**Targeted Barriers to Achieving the Goal**

- During the 2013 school year, 6 percent of students were absent 10 days or more. Our goal for the 2014 school year is to decrease the number of students missing 10 days to 5 percent of students. Students illnesses has caused an increase in student percents.
- During the 2013 school year, 48 percent of our students were not proficient in reading by third grade and 4 students were retained. Our goal for the 2014 school year is to decrease the percentage of students not proficient in reading to 43 percent. Students not being identified through the MTSS/Rtl process in sufficient time during the school year has hindered student placement in appropriate programs.
- During the 2013 school year, 1 percent of our students received two or more behavior referrals. Our goal for the 2014 school year is to decrease the percentage of students receiving behavior referrals to zero percent. Parents may be unfamiliar with the Student Code of Conduct and that may be the reason for possible student suspension.

**Plan to Monitor Progress Toward the Goal**

Monitor implementation of parent workshops

**Person or Persons Responsible**

Administration?

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Sign-in logs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading, 59 percent of students at Meadowlane Elementary scored at proficiency. Our goal on the 2014 FCAT 2.0 Reading is for 63 percent of the students to be proficient an increase of 4 percentage points.

**G1.B1** On the 2013 FCAT 2.0 Reading 28 percent of the students scored at level 3 or above. The goal for 2014 is 32 percent. The area of deficiency as noted was Reporting Category 2: Reading Application. Students demonstrated difficulty with comparisons of elements, topics, settings, characters, problems in single or multiple texts.

**G1.B1.S1** Students will have increased opportunities to identify cause/effect, compare/contrast, and chronological order throughout text

### Action Step 1

Using grade-level appropriate texts students should be able to identify casual relationships embedded in the text and be familiar with text structures such as cause/effect, compare/contrast, and chronological order while completing the cold reads each week. Teacher will also isolate strands in Success Maker for these benchmarks.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: Results from the 2014 FCAT Reading 2.0 Assessment

#### Facilitator:

Grade Level Chairperson

#### Participants:

All Teachers

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

Following the FCIM model, the administrator and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment to ensure fidelity.

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

Administrators and LLT.

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

Weekly

#### **Evidence of Completion**

FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: Results from the 2014 FCAT Reading 2.0 Assessment

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

Following the FCIM model, the administrator and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment to ensure fidelity.

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

Administrators and LLT.

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

Weekly

#### **Evidence of Completion**

MscGraw-Hill Skill bounded assessment Summative: Results from the 2014 FCAT Reading 2.0 Assessment

**G1.B2** On the 2013 FCAT 2.0 Reading 30 percent of the students scored at level 4 or above. The goal for 2014 is 32 percent. Although the target was met, the area that would require more exposure in order for students to maintain or improve performance as noted on the 2012-2013 administration of the FCAT Reading Test for students scoring a level 4 or above was Reporting Category1: Vocabulary. Students need more practice and exposure to Shades of Meanings within and across texts.

**G1.B2.S1** More instruction will be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

### **Action Step 1**

The teacher will provide more opportunities for the students to use sentences and word context to determine meaning through the use of novels and Time for Kids. Also, provide a variety of instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.

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

Teacher

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

Weekly

#### **Evidence of Completion**

Formative Assessment: FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2014 FCAT Reading 2.0 Assessment

#### **Facilitator:**

Rtl Leadership Team

#### **Participants:**

School-Wide

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

Following the FCIM model, the LLT and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

Administrators and LLT

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

Weekly

#### **Evidence of Completion**

Formative Assessment: FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2014 FCAT Reading 2.0 Assessment

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

Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

Administrators and LLT

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

Weekly

#### **Evidence of Completion**

Formative Assessment: FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2014 FCAT Reading 2.0 Assessment

**G1.B3** On the 2013 FCAT 2.0 Reading 80 percent of the students made learning gains. The goal for 2014 is 82 percent. Although the goal was met, a continuation of remediation and interventions can assist students making learning gains. In order to increase progress with this group of students, monitoring of interventions needs to be implemented with fidelity with a focus on Category 2: Reading Application.

**G1.B3.S1** Teachers will Implement intervention groups using McGraw Hill Intervention materials to monitor student progress in Reading Application during their guided reading groups (small group instruction). In addition students in the lowest 25% will increase the usage of Success Maker program by 15 minutes daily. Also, teachers will implement strategies learned in workshops attended at Meadowlane on PD days.

### **Action Step 1**

Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. Teachers will also monitor Intervention data to ensure student progress after every 5th and 10th lesson. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

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

Administrators and LLT.

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

Biweekly

#### **Evidence of Completion**

McGraw Hill Assessments, FAIR, Weekly Classroom assessments, Success Maker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.  
Summative: 2014 FCAT 2.0 Reading Assessment

#### **Facilitator:**

Grade Level Chairperson

#### **Participants:**

K-5



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

Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. Teachers will also monitor Intervention data to ensure student progress after every 5th and 10th lesson. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

Administrators and LLT.

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

Weekly and Biweekly

#### **Evidence of Completion**

McGraw Hill Assessments, FAIR, Weekly Classroom assessments, Success Maker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.  
Summative: 2014 FCAT 2.0 Reading Assessment

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

Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. Teachers will also monitor Intervention data to ensure student progress after every 5th and 10th lesson. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

Administrators and LLT

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

Weekly and Biweekly

#### **Evidence of Completion**

McGraw Hill Assessments, FAIR, Weekly Classroom assessments, Success Maker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.  
Summative: 2014 FCAT 2.0 Reading Assessment

**G1.B4** On the 2013 FCAT 2.0 Reading 76 percent of the students made learning gains in the lowest 25%. The goal for 2014 is 78 percent. Students need additional exposure to grade level vocabulary in context to make progress with the lowest 25%.

**G1.B4.S1** Students will be provided opportunities to use a variety of literature for vocabulary exposure

### **Action Step 1**

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students will develop and maintain a response journal. Teachers will provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

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

Teacher

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

Weekly and Biweekly

#### **Evidence of Completion**

McGraw Hill Assessments, FAIR, Weekly Classroom assessments, Success Maker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.  
Summative: 2014 FCAT 2.0 Reading Assessment

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

Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. Teachers will also monitor Intervention data to ensure student progress after every 5th and 10th lesson. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

Administrators and LLT

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

Weekly and Biweekly

#### **Evidence of Completion**

McGraw Hill Assessments, FAIR, Weekly Classroom assessments, Success Maker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.  
Summative: 2014 FCAT 2.0 Reading Assessment

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

Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. Teachers will also monitor Intervention data to ensure student progress after every 5th and 10th lesson. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

### Person or Persons Responsible

Administrators and LLT

### Target Dates or Schedule

Weekly and Biweekly

### Evidence of Completion

McGraw Hill Assessments, FAIR, Weekly Classroom assessments, Success Maker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2014 FCAT 2.0 Reading Assessment

**G1.B5** On the 2013 CELLA assessment 53 percent of the students passed the Listening/Speaking portion of the CELLA. The goal for 2014 is 58 percent. Although the goal was met, lack of common background and experiences as other peers in order to establish a communication path between the speaker and listener in order to increase their listening/speaking scores in CELLA.

**G1.B5.S1** More opportunities for speaking and listening will be provided during the school day for ELL students.

### Action Step 1

Teacher-led groups will be utilized in order to address Listening/Speaking. The Teacher-led groups will include whole-class, small group, and individual instruction introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction. The ESOL teacher will analyze data monthly obtained from school-wide and district assessments in order to differentiate instruction.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 CELLA Assessment

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

Ongoing classroom visitations by administration to ensure implementation of strategies. The ESOL teacher will analyze data monthly obtained from school-wide and district assessments in order to differentiate instruction.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 CELLA Assessment

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

Ongoing classroom visitations by administration to ensure implementation of strategies. The ESOL teacher will analyze data monthly obtained from school-wide and district assessments in order to differentiate instruction.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 CELLA Assessment

**G1.B6** On the 2013 CELLA assessment 30 percent of the students passed the Reading portion of the CELLA. The goal for 2014 is 37 percent. Although the goal was met, additional exposure to vocabulary and comprehension skills could have increased progress in this area.

**G1.B6.S1** Provide additional exposure to vocabulary in order to read and fully comprehend text

**Action Step 1**

Use a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom in order to support the teaching of important general principles about words and how they work, foster reading and writing, provide reference support for students during their reading and writing, promote independence on the part of young students as they work with words in writing and reading, provide a visual map to help students remember connections between words and the characteristics that will help them form categories, develop a growing core of words that become part of a reading and writing vocabulary.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 CELLA Assessment

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

Ongoing classroom visitations by administration to ensure implementation of interactive word walls. The ESOL teachers will utilize the data from the District Winter Interim Assessments and the FAIR to modify instruction on a monthly basis.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 CELLA Assessment

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

Ongoing classroom visitations by administration to ensure implementation of interactive word walls. The ESOL teachers will utilize the data from the District Winter Interim Assessments and the FAIR to modify instruction on a monthly basis.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 CELLA Assessment

**G1.B7** On the 2013 CELLA assessment 22 percent of the students passed the Writing portion of the CELLA. The goal for 2014 is 30 percent. Students will have additional exposure to the English language through the writing process.

**G1.B7.S1** Students will be given multiply opportunities to practice the writing process using the English Language.

### Action Step 1

Teachers will provide Instruction on the process of writing: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing will be implemented with the ELL Learners.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 CELLA Assessment and 2014 FCAT 2.0 Writing Assessment

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

Ongoing classroom visitations by administration to ensure implementation of process writing. Writing teachers will utilize the writing rubric to score students' writing and modify instruction on a monthly basis.

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

LLT

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

Monthly

#### **Evidence of Completion**

2014 CELLA Assessment and 2014 FCAT 2.0 Writing Assessment

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

Ongoing classroom visitations by administration to ensure implementation of process writing. Writing teachers will utilize the writing rubric to score students' writing and modify instruction on a monthly basis.

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

LLT

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

Monthly

#### **Evidence of Completion**

2014 CELLA Assessment and 2014 FCAT 2.0 Writing Assessment

**G2.** On the 2013 FCAT Writing Test, 54 percent of students at Meadowlane Elementary scored a 3.5 and above. Our goal on the 2014 FCAT Writing Test is for 59 percent of the students to score at a 3.5 and above, an increase of 5 percentage points.

**G2.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 was conventions and supporting details. Students are struggling with the narrative writing process.

**G2.B1.S1** Students will be given multiply opportunities to practice the narrative writing process with and without teacher and peer guidance.

### **Action Step 1**

During writing instruction, anchor papers, exemplar student writing, and mentor text will be utilized to model logical sequence beginning, middle, and end of an essay and the use of conventions and supporting details. Grade four students will take Monthly Writing Assessment. Detailed reports, provided by each classroom teacher, will be utilized for student-teacher conferencing, small-grouping, and differentiated instruction in areas of need. Students will be able to assist teachers as peer editors. Students will use print rich mentor texts to develop their writing. Students will elaborate ideas through the use of attributes. Include vivid descriptions and sizzling vocabulary.

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

Teacher

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

Monthly

#### **Evidence of Completion**

District Baseline data and monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment

#### **Facilitator:**

K-5 Teachers

#### **Participants:**

LLT and Grade Level Chairperson



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

Following the FCIM, Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

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

LLT

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

Monthly

#### **Evidence of Completion**

District Baseline data and monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment

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

Following the FCIM, Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

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

LLT

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

Monthly

#### **Evidence of Completion**

District Baseline data and monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment

**G3.** On the 2013 FCAT 2.0 Science Assessment, 58 percent of the students at Meadowlane scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Assessment is for 62 percent of our students to score at a Level 3 or above, an increase of 4 percentage points

**G3.B1** On the 2013 FCAT 2.0 Science, 36 percent of the students scored a level 3. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test for students scoring a level 3 was Reporting Category: Nature of Science. Lack of exposure of effective conclusion writing in investigations and/or hands-on activities has hindered growth in this area.

**G3.B1.S1** Encourage students to communicate verbally (accurate talk) and in writing. Increase the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### **Action Step 1**

Teachers will utilize journals daily to explore current issues in science. Teachers will attend PD in writing with evidence. Teachers will provide corrective feedback on assignments.

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

Teacher

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

Monthly

#### **Evidence of Completion**

Bi-weekly assessments; District Interim data reports; student authentic work. Summative: 2014 FCAT 2.0 Science Assessment

#### **Facilitator:**

Grade Level Chair Person

#### **Participants:**

5th Grade Teachers

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

Administration will review the results of school-site assessment data to monitor student progress monthly. Science teachers will review data biweekly of benchmark assessments.

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

LLT

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

Monthly

#### **Evidence of Completion**

Journal checks, Writing Samples/Student workfolders

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

Administration will review the results of school-site assessment data to monitor student progress monthly. Science teachers will review data biweekly of benchmark assessments.

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

LLT

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

Monthly

#### **Evidence of Completion**

Bi-weekly assessments; District Interim data reports; student authentic work. Summative: 2014 FCAT 2.0 Science Assessment

**G3.B2** On the 2013 FCAT 2.0 Science, 22 percent of the students scored a level 4 or above. The goal for 2014 is 23 percent. Although the goal was met, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test for students scoring a level 4 or above was Reporting Category: Practice of Science. Lack of support in developing and analyzing independent projects and lack of incorporating inquiry-based virtual science experiments has hindered progress in this area.

**G3.B2.S1** Ensure that all student participate in scientific enriched activities. Promote the use of instructional technology.

**Action Step 1**

The teacher will monthly provide a variety of hands-on-inquiry based learning opportunities for students to analyze, draw appropriate conclusions, apply key instructional concepts and to experience the scientific method incorporating the use of science journals to document findings. The teacher will Utilize FCAT Explorer in order to provide students with interactive simulations in science for teachers and students to utilize as a supplemental curriculum material that supports state standards.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Science Journals Summative: 2014 FCAT 2.0 Science Assessment

**Facilitator:**

Grade Level Chairs

**Participants:**

K-5 Teachers

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

Projects will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly assessments; District Interim data reports; student authentic work, and FCAT Explorer Reports Lab Reports Summative: 2014 FCAT 2.0 Science Assessment

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

Administration/LLT will review student work folders for evidence of the use of inquiry based learning activities and monitor school based assessment and Interims to ensure adequate progress and to adjust instruction.

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

LLT

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

Monthly

#### **Evidence of Completion**

Monthly assessments; District Interim data reports; student authentic work, and FCAT Explorer Reports Lab Reports Summative: 2014 FCAT 2.0 Science Assessment

**G4.** On the 2013 FCAT 2.0 Mathematics, 70 percent of students at Meadowlane Elementary scored a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain the number of students who scored at a level 3 or above.

**G4.B1** On the 2013 FCAT 2.0 Mathematics, 29 percent of the Students with Disabilities scored a level 3 or above. The goal for 2014 is 42 percent. As noted Students with Disabilities subgroup did not make annual measurable progress (AMO). SWD needs multiple opportunities to use grade level mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

**G4.B1.S1** Provide more opportunities for solving word problems related to real world situations.

### **Action Step 1**

The teacher will provide opportunities for Students to discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Daily use of math journals to answer questions about math operations.

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

Teacher?

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

Biweekly

#### **Evidence of Completion**

District Interim Assessments Go-Math Biweekly and Monthly Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

#### **Facilitator:**

Grade Level Chairperson

#### **Participants:**

K-5 Teachers?

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

MTSS/RtI Leadership Team will review data from the biweekly assessments at each grade level to determine that progress is being made and to help teachers adjust instructions as needed.

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

MTSS/RtI Leadership Team

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

Biweekly

#### **Evidence of Completion**

District Interim Assessments Go-Math Biweekly and Monthly Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

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

MTSS/RtI Leadership Team will review data from the biweekly assessments at each grade level to determine that progress is being made and to help teachers adjust instructions as needed.

### Person or Persons Responsible

MTSS/RtI Leadership Team ?

### Target Dates or Schedule

Biweekly

### Evidence of Completion

District Interim Assessments Go-Math Biweekly and Monthly Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

**G4.B2** On the 2013 FCAT 2.0 Mathematics, 27 percent of the students scored a level 3 or above. The goal for 2014 is 29 percent. The area of deficiency for students scoring a level 3 in Grade 3 was Reporting Category Number: Fractions with 70%.

**G4.B2.S1** Provide opportunities to develop conceptual understanding of fractions as equal parts of a whole.

### Action Step 1

The teacher will implement grade level appropriate utilization of Test Item Specification Problem of the Day will be implemented daily. Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; solve non-routine problems. More hands on activities using fractional pieces during small group instruction

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Biweekly

### Evidence of Completion

District Interim data reports; student authentic work. Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Following the FCIM model, the administration will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

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

MTSS/RtI Leadership Team

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

Biweekly

#### **Evidence of Completion**

District Interim data reports; student authentic work. Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Following the FCIM model, the administration will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

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

MTSS/RtI Leadership Team

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

Biweekly

#### **Evidence of Completion**

District Interim data reports; student authentic work. Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment



**G4.B3** On the 2013 FCAT 2.0 Mathematics, 27 percent of the students scored a level 3 or above. The goal for 2014 is 29 percent. The area of deficiency for students scoring a level 3 for Grade 5 was reporting category Geometry and Measurement.

**G4.B3.S1** Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations of understanding of area, volume, surface area including the selection of appropriate units.

### **Action Step 1**

Students will engage in weekly measurement and/ or geometry activity, recording measurements and results in their journals. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals.

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

Teacher

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

Biweekly

#### **Evidence of Completion**

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

#### **Facilitator:**

Math Liaison

#### **Participants:**

K-5 teachers

## Action Step 2

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments;, utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

### Facilitator:

Math Liaison

### Participants:

K-5 teachers

## Plan to Monitor Fidelity of Implementation of G4.B3.S1

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments;, utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

## Plan to Monitor Effectiveness of G4.B3.S1

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

MTSS/RtI Leadership Team

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

**G4.B4** On the 2013 FCAT 2.0 Mathematics, 27 percent of the students scored a level 3 or above. The goal for 2014 is 29 percent. The area of deficiency for students scoring a level 3 for Grade 4 was reporting category Base Ten Fractions.

**G4.B4.S1** Provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals, and to generate equivalent fractions and simply fractions.

### Action Step 1

Grade level appropriate utilization of Test Item Specification Problem of the Day will be implemented daily. Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; solve non-routine problems. More hands on activities using fractional pieces during small group instruction. Provide opportunities for students to compare and order fractions, mixed numbers and decimals in the same or different forms.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

## Action Step 2

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Leadership Team ?

### Target Dates or Schedule

Monthly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

## Plan to Monitor Fidelity of Implementation of G4.B4.S1

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Leadership Team ?

### Target Dates or Schedule

Monthly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

## Plan to Monitor Effectiveness of G4.B4.S1

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Leadership Team ?

### Target Dates or Schedule

Monthly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

**G4.B5** On the 2013 FCAT 2.0 Mathematics, 40 percent of the students scored a level 4 or above. The goal for 2014 is 41 percent. Although the goal was met, additional opportunities to discuss and write about mathematics can assist students scoring a level 4 or above.

**G4.B5.S1** Provide additional opportunities for students to write about mathematics. .

### Action Step 1

Teachers will engage students in journaling and discussion activities that center around such questions as why and how. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

District Interim data reports; student authentic work. Summative: 2014 FCAT Mathematics Assessment

### **Plan to Monitor Fidelity of Implementation of G4.B5.S1**

Following the FCIM model, the administration will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

Assistant principal

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

Weekly

#### **Evidence of Completion**

District Interim data reports; student authentic work. Summative: 2014 FCAT Mathematics Assessment

### **Plan to Monitor Effectiveness of G4.B5.S1**

Following the FCIM model, the administration will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

Assistant principal

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

Weekly

#### **Evidence of Completion**

District Interim data reports; student authentic work. Summative: 2014 FCAT Mathematics Assessment

**G4.B6** On the 2013 FCAT 2.0 Mathematics, 76 percent of the students made learning gains. The goal for 2014 is 78 percent. The area of deficiency as noted for students making learning gains in third grade was reporting category Number: Fractions .

**G4.B6.S1** Provide additional opportunities for hands on activities and for Real World problem solving.

**Action Step 1**

Teacher will use Grade level appropriate utilization of Test Item Specification and Problem of the Day will be implemented daily. Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; solve non-routine problems. More hands on activities using fractional pieces during small group instruction

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Edusoft Comparison Reports of District Interim Assessments, Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

**Plan to Monitor Fidelity of Implementation of G4.B6.S1**

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Edusoft Comparison Reports of District Interim Assessments, Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

## Plan to Monitor Effectiveness of G4.B6.S1

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments; utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Person or Persons Responsible

MTSS/RtI Leadership Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments, Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

**G4.B7** On the 2013 FCAT 2.0 Mathematics, 80 percent of the students made learning gains in the lowest 25%. The goal for 2014 is 82 percent. Although the goal was met, the area of deficiency as noted in grades 4 and 5 was reporting category Geometry and Measurement for students scoring in the lowest 25%.

**G4.B7.S1** Provide additional exposure to activities that promotes the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area.

### Action Step 1

Teachers will use Grade level appropriate utilization of Test Item Specification daily. Monitor Success Maker reports bi-weekly to ensure students are making progress. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Increase the implementation of Gizmos usage through-out the lesson.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Biweekly

### Evidence of Completion

District Interim data reports; student authentic work. Gizmo Reports SuccessMaker Report Go-Math Weekly and Monthly Assessment and GO Math End of Year Assessment. Summative: 2014 FCAT 2.0 Mathematics Assessment



### **Plan to Monitor Fidelity of Implementation of G4.B7.S1**

The administration will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

MTSS/Rtl Leadership Team

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

Biweekly

#### **Evidence of Completion**

District Interim data reports; student authentic work. Gizmo Reports SuccessMaker Report Go-Math Weekly and Monthly Assessment and GO Math End of Year Assessment. Summative: 2014 FCAT 2.0 Mathematics Assessment

### **Plan to Monitor Effectiveness of G4.B7.S1**

The administration will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data biweekly and make recommendations based on needs assessment.

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

MTSS/Rtl Leadership Team

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

Biweekly

#### **Evidence of Completion**

District Interim data reports; student authentic work. Gizmo Reports SuccessMaker Report Go-Math Weekly and Monthly Assessment and GO Math End of Year Assessment. Summative: 2014 FCAT 2.0 Mathematics Assessment

**G5.** Our goal for the 2014 school year is to increase the number of science related school-wide activities from 1 to 2 activities and the number of students in third through fifth grade by 10 percent who participate in the annual Science Fair activities.

**G5.B1** During the 2013 school year, 55 percent of the students submitted a Science Fair project . The goal for 2014 is 65 percent participation in Science Fair. Although the goal was met, additional experiences with hands on projects throughout the school year that require activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design can assist in this area.

**G5.B1.S1** Increase opportunities for students to design and develop Science projects by hands-on activities and fieldtrips.

### **Action Step 1**

The teacher will provide weekly activities for students 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.

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

Teacher

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

Monthly

#### **Evidence of Completion**

District Interim Assessments and Science Fair Summative: 2014 FCAT 2.0 Science Test

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

Administrative team will monthly review the results of school-site assessment data to monitor student progress. Administration will also look for increased participation in school site science fair.

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

LLT

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

Monthly

#### **Evidence of Completion**

District Interim Assessments and Science Fair Summative: 2014 FCAT 2.0 Science Test

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

Administrative team will monthly review the results of school-site assessment data to monitor student progress. Administration will also look for increased participation in school site science fair.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

District Interim Assessments and Science Fair Summative: 2014 FCAT 2.0 Science Test

**G5.B2** During the 2013 school year our school hosted one science fair . The goal for 2014 is to increase to two or more science related school-wide activity. Although the goal was met, the increase in the number of activities with students conducting hands on projects throughout the school year that require activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design can assist in meeting this goal.

**G5.B2.S1** Increase opportunities for students to develop and design projects in and out of class.

### Action Step 1

Teachers will provide weekly activities for students 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.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

District Interim Assessments and Science Fair Summative: 2014 FCAT 2.0 Science Test

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

Provide weekly activities for students 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.

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

LLT

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

Monthly

#### **Evidence of Completion**

District Assessments, Science FAIR Summative: 2014 FCAT 2.0 Science Test

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

Provide weekly activities for students 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.

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

LLT

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

Monthly

#### **Evidence of Completion**

District Assessments, Science FAIR Summative: 2014 FCAT 2.0 Science Test

**G6.** Our school will increase student attendance by decreasing the number of students who missed 10% or more days, decrease the number of student retention in 3rd, decrease non proficient in reading and the number of student referrals for behavior.

**G6.B1** During the 2013 school year, 6 percent of students were absent 10 days or more. Our goal for the 2014 school year is to decrease the number of students missing 10 days to 5 percent of students. Students illnesses has caused an increase in student percents.

**G6.B1.S1** Implement a reward system for classes with perfect attendance and minimal tardiness on a weekly basis. ?

**Action Step 1**

Teachers will implement a perfect attendance reward system

**Person or Persons Responsible**

Teachers?

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Attendance charts, Daily Attendance reports

**Facilitator:**

Administration

**Participants:**

K-5 teachers ?

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

Review classroom attendance reports

**Person or Persons Responsible**

Guidance Counselor, Community Involvement Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance charts, Parent Communication Log, Parent Sign-In Log, Parental Involvement Monthly School Report

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

Review the school's attendance reports monthly

**Person or Persons Responsible**

Administration ?

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance charts, Attendance School Report

**G6.B2** During the 2013 school year, 48 percent of our students were not proficient in reading by third grade and 4 students were retained. Our goal for the 2014 school year is to decrease the percentage of students not proficient in reading to 43 percent. Students not being identified through the MTSS/Rtl process in sufficient time during the school year has hindered student placement in appropriate programs.

**G6.B2.S1** Before and afterschool tutorial programs will be established to address students' areas of needs.

**Action Step 1**

The teacher will provide opportunities for tutoring for identified students

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student worksamples

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

Monitor attendance for before/afterschool programs and student progress with walk-throughs

**Person or Persons Responsible**

Administration, Guidance Counselor, Community Involvement Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance rosters

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

Monitor attendance for before/after school programs and student progress with walk-throughs

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Attendance rosters

**G6.B3** During the 2013 school year, 1 percent of our students received two or more behavior referrals. Our goal for the 2014 school year is to decrease the percentage of students receiving behavior referrals to zero percent. Parents may be unfamiliar with the Student Code of Conduct and that may be the reason for possible student suspension.

**G6.B3.S1** The school's Guidance Counselor and the Community Involvement Specialist will contact parents of students who are struggling to abide by the Student Code of Conduct. Parents will be provided with training on building and understanding of the Student Code of Conduct.

### Action Step 1

Guidance counselor and community Involvement specialist will conduct parent workshops related to the code of student conduct.

### Person or Persons Responsible

Guidance Counselor, Community Involvement Specialist

### Target Dates or Schedule

Monthly

### Evidence of Completion

Parent Communication Log, Parent Sign-In Log, Parental Involvement Monthly School Report

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

Monitor implementation of Parent Workshops

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Parent Communication Log, Parent Sign-In Log, Parental Involvement Monthly School Report

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

Guidance counselor and community Involvement specialist will monitor parent contact logs for evidence of communication with parents of students who have been identified as needing additional academic support

**Person or Persons Responsible**

Administration, Guidance Counselor, Community Involvement Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Parent Communication Log, Parent Sign-In Log, Parental Involvement Monthly School Report



## Coordination and Integration

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

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

#### Title I, Part A

Meadowlane Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Meadowlane Elementary 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, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Meadowlane Elementary reviews the services provided with Title III funds and select from the items listed

below for inclusion in the response. Please select services that are applicable to your school.

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

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

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy

of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

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

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training-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.** On the 2013 FCAT 2.0 Reading, 59 percent of students at Meadowlane Elementary scored at proficiency. Our goal on the 2014 FCAT 2.0 Reading is for 63 percent of the students to be proficient an increase of 4 percentage points.

**G1.B1** On the 2013 FCAT 2.0 Reading 28 percent of the students scored at level 3 or above. The goal for 2014 is 32 percent. The area of deficiency as noted was Reporting Category 2: Reading Application. Students demonstrated difficulty with comparisons of elements, topics, settings, characters, problems in single or multiple texts.

**G1.B1.S1** Students will have increased opportunities to identify cause/effect, compare/contrast, and chronological order throughout text

### PD Opportunity 1

Using grade-level appropriate texts students should be able to identify casual relationships embedded in the text and be familiar with text structures such as cause/effect, compare/contrast, and chronological order while completing the cold reads each week. Teacher will also isolate strands in Success Maker for these benchmarks.

#### Facilitator

Grade Level Chairperson

#### Participants

All Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: Results from the 2014 FCAT Reading 2.0 Assessment

**G1.B2** On the 2013 FCAT 2.0 Reading 30 percent of the students scored at level 4 or above. The goal for 2014 is 32 percent. Although the target was met, the area that would require more exposure in order for students to maintain or improve performance as noted on the 2012-2013 administration of the FCAT Reading Test for students scoring a level 4 or above was Reporting Category 1: Vocabulary. Students need more practice and exposure to Shades of Meanings within and across texts.

**G1.B2.S1** More instruction will be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

### **PD Opportunity 1**

The teacher will provide more opportunities for the students to use sentences and word context to determine meaning through the use of novels and Time for Kids. Also, provide a variety of instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.

#### **Facilitator**

RtI Leadership Team

#### **Participants**

School-Wide

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

Weekly

#### **Evidence of Completion**

Formative Assessment: FAIR, Weekly Classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2014 FCAT Reading 2.0 Assessment

**G1.B3** On the 2013 FCAT 2.0 Reading 80 percent of the students made learning gains. The goal for 2014 is 82 percent. Although the goal was met, a continuation of remediation and interventions can assist students making learning gains. In order to increase progress with this group of students, monitoring of interventions needs to be implemented with fidelity with a focus on Category 2: Reading Application.

**G1.B3.S1** Teachers will Implement intervention groups using McGraw Hill Intervention materials to monitor student progress in Reading Application during their guided reading groups (small group instruction). In addition students in the lowest 25% will increase the usage of Success Maker program by 15 minutes daily. Also, teachers will implement strategies learned in workshops attended at Meadowlane on PD days.

### **PD Opportunity 1**

Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. Teachers will also monitor Intervention data to ensure student progress after every 5th and 10th lesson. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

#### **Facilitator**

Grade Level Chairperson

#### **Participants**

K-5

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

Biweekly

#### **Evidence of Completion**

McGraw Hill Assessments, FAIR, Weekly Classroom assessments, Success Maker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.  
Summative: 2014 FCAT 2.0 Reading Assessment

**G2.** On the 2013 FCAT Writing Test, 54 percent of students at Meadowlane Elementary scored a 3.5 and above. Our goal on the 2014 FCAT Writing Test is for 59 percent of the students to score at a 3.5 and above, an increase of 5 percentage points.

**G2.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 was conventions and supporting details. Students are struggling with the narrative writing process.

**G2.B1.S1** Students will be given multiply opportunities to practice the narrative writing process with and without teacher and peer guidance.

### **PD Opportunity 1**

During writing instruction, anchor papers, exemplar student writing, and mentor text will be utilized to model logical sequence beginning, middle, and end of an essay and the use of conventions and supporting details. Grade four students will take Monthly Writing Assessment. Detailed reports, provided by each classroom teacher, will be utilized for student-teacher conferencing, small-grouping, and differentiated instruction in areas of need. Students will be able to assist teachers as peer editors. Students will use print rich mentor texts to develop their writing. Students will elaborate ideas through the use of attributes. Include vivid descriptions and sizzling vocabulary.

#### **Facilitator**

K-5 Teachers

#### **Participants**

LLT and Grade Level Chairperson

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

Monthly

#### **Evidence of Completion**

District Baseline data and monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment

**G3.** On the 2013 FCAT 2.0 Science Assessment, 58 percent of the students at Meadowlane scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Assessment is for 62 percent of our students to score at a Level 3 or above, an increase of 4 percentage points

**G3.B1** On the 2013 FCAT 2.0 Science, 36 percent of the students scored a level 3. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test for students scoring a level 3 was Reporting Category: Nature of Science. Lack of exposure of effective conclusion writing in investigations and/or hands-on activities has hinder growth in this area.

**G3.B1.S1** Encourage students to communicate verbally (accurate talk) and in writing. Increase the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### **PD Opportunity 1**

Teachers will utilize journals daily to explore current issues in science. Teachers will attend PD in writing with evidence. Teachers will provide corrective feedback on assignments.

#### **Facilitator**

Grade Level Chair Person

#### **Participants**

5th Grade Teachers

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

Monthly

#### **Evidence of Completion**

Bi-weekly assessments; District Interim data reports; student authentic work. Summative: 2014 FCAT 2.0 Science Assessment



**G3.B2** On the 2013 FCAT 2.0 Science, 22 percent of the students scored a level 4 or above. The goal for 2014 is 23 percent. Although the goal was met, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test for students scoring a level 4 or above was Reporting Category: Practice of Science. Lack of support in developing and analyzing independent projects and lack of incorporating inquiry-based virtual science experiments has hindered progress in this area.

**G3.B2.S1** Ensure that all student participate in scientific enriched activities. Promote the use of instructional technology.

### **PD Opportunity 1**

The teacher will monthly provide a variety of hands-on-inquiry based learning opportunities for students to analyze, draw appropriate conclusions, apply key instructional concepts and to experience the scientific method incorporating the use of science journals to document findings. The teacher will Utilize FCAT Explorer in order to provide students with interactive simulations in science for teachers and students to utilize as a supplemental curriculum material that supports state standards.

#### **Facilitator**

Grade Level Chairs

#### **Participants**

K-5 Teachers

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

Monthly

#### **Evidence of Completion**

Science Journals Summative: 2014 FCAT 2.0 Science Assessment

**G4.** On the 2013 FCAT 2.0 Mathematics, 70 percent of students at Meadowlane Elementary scored a level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is to maintain the number of students who scored at a level 3 or above.

**G4.B1** On the 2013 FCAT 2.0 Mathematics, 29 percent of the Students with Disabilities scored a level 3 or above. The goal for 2014 is 42 percent. As noted Students with Disabilities subgroup did not make annual measurable progress (AMO). SWD needs multiple opportunities to use grade level mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

**G4.B1.S1** Provide more opportunities for solving word problems related to real world situations.

### **PD Opportunity 1**

The teacher will provide opportunities for Students to discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations. Daily use of math journals to answer questions about math operations.

#### **Facilitator**

Grade Level Chairperson

#### **Participants**

K-5 Teachers?

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

Biweekly

#### **Evidence of Completion**

District Interim Assessments Go-Math Biweekly and Monthly Assessment Summative: 2014 FCAT 2.0 Mathematics Assessment

**G4.B3** On the 2013 FCAT 2.0 Mathematics, 27 percent of the students scored a level 3 or above. The goal for 2014 is 29 percent. The area of deficiency for students scoring a level 3 for Grade 5 was reporting category Geometry and Measurement.

**G4.B3.S1** Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations of understanding of area, volume, surface area including the selection of appropriate units.

### **PD Opportunity 1**

Students will engage in weekly measurement and/ or geometry activity, recording measurements and results in their journals. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals.

#### **Facilitator**

Math Liaison

#### **Participants**

K-5 teachers

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

Biweekly

#### **Evidence of Completion**

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

## PD Opportunity 2

Ongoing classroom visitations by administration to ensure implementation of the District Pacing Guide and utilization of Test Item Specifications. Review the data with students following the District Interim Assessments;, utilizing ThinkCentral interactive manipulative activities, and modify instruction as needed.

### Facilitator

Math Liaison

### Participants

K-5 teachers

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Edusoft Comparison Reports of District Interim Assessments Go-Math Weekly and Monthly Assessment , and Go-Math End of Year Assessment Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

**G6.** Our school will increase student attendance by decreasing the number of students who missed 10% or more days, decrease the number of student retention in 3rd, decrease non proficient in reading and the number of student referrals for behavior.

**G6.B1** During the 2013 school year, 6 percent of students were absent 10 days or more. Our goal for the 2014 school year is to decrease the number of students missing 10 days to 5 percent of students. Students illnesses has caused an increase in student percents.

**G6.B1.S1** Implement a reward system for classes with perfect attendance and minimal tardiness on a weekly basis. ?

## PD Opportunity 1

Teachers will implement a perfect attendance reward system

### Facilitator

Administration

### Participants

K-5 teachers ?

### Target Dates or Schedule

Weekly

### Evidence of Completion

Attendance charts, Daily Attendance reports

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 59 percent of students at Meadowlane Elementary scored at proficiency. Our goal on the 2014 FCAT 2.0 Reading is for 63 percent t of the students to be proficient an increase of 4 percentage points.	\$1,100
Total		\$1,100

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC Funds		\$1,100
Total		\$1,100

### Budget Details

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

**G1.** On the 2013 FCAT 2.0 Reading, 59 percent of students at Meadowlane Elementary scored at proficiency. Our goal on the 2014 FCAT 2.0 Reading is for 63 percent of the students to be proficient an increase of 4 percentage points.

**G1.B3** On the 2013 FCAT 2.0 Reading 80 percent of the students made learning gains. The goal for 2014 is 82 percent. Although the goal was met, a continuation of remediation and interventions can assist students making learning gains. In order to increase progress with this group of students, monitoring of interventions needs to be implemented with fidelity with a focus on Category 2: Reading Application.

**G1.B3.S1** Teachers will Implement intervention groups using McGraw Hill Intervention materials to monitor student progress in Reading Application during their guided reading groups (small group instruction). In addition students in the lowest 25% will increase the usage of Success Maker program by 15 minutes daily. Also, teachers will implement strategies learned in workshops attended at Meadowlane on PD days.

### **Action Step 1**

Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. Teachers will also monitor Intervention data to ensure student progress after every 5th and 10th lesson. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Professional Development Workshop provided by the Bag Ladies Incorporated Purchase of additional intervention materials for reading

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$1,100