



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Arcola Lake Elementary School

1037 NW 81ST ST

Miami, FL 33150

305-836-2820

<http://arcolalake.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> 98%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> D
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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
Focus Year 3 or more	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Arcola Lake Elementary School

##### Principal

Cynthia Williams C

##### School Advisory Council chair

Aurelia Goodman

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

##### Name

##### Title

#### 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

Cynthia C. Williams PA

Lavances Wright-Rolle APA

Jacqueline A. Wright UTD

Denise Juanico T Sep 04,2012 Female Hispanic No Yes Yes

Latosha O. Vasque T Oct 07,2012 Female Black No Yes No

Veronica Fascie T Jan 26,2012 Female Hispanic No Yes No

Aurelia Goodman (EESAC Chairperson) T Sep 04,2012 Female Black No Yes No

Raynier Sigler T Sep 13,2011 Male Hispanic No Yes No

Jacquelin Gil-Arbarzua AT Apr 30,2012 Female Hispanic No Yes No

Cecilia Valentin AT May 04,2010 Female Hispanic No Yes Yes

Adrienne Daniels E Apr 30,2012 Female Black No Yes No

Jeannie Brown AE Sep 07,2010 Female Black No Yes No

Veronica Jones P Apr 30,2012 Female Black No No No

Alina Stanley P Jan 26,2012 Female Black No Yes No

Joan Taylor P Apr 30,2012 Female Black No No No

Henry Silva P Sep 04,2008 Male Hispanic Yes No No

Pamela Brown P Jan 26,2012 Female Black No No No

Tiffany Ferguson P Apr 30,2012 Female Black No No No

Sonya Merritt P Apr 30,2012 Female Black No No No

Maude Alce P Sep 04,2012 Female Black No No No  
 Winston Collins P Apr 30,2012 Male Black No No No  
 Terry Avera AP Oct 12,2012 Male Black No No No  
 Kimberly Wilson-Clark AP Apr 30,2012 Female Black No No No  
 Colesta Gonzalez AP Sep 23,2010 Female Hispanic Yes No No  
 Heisy Julin AP Sep 23,2010 Female Hispanic Yes No No  
 Maybel Barrios AP Sep 23,2010 Female Hispanic Yes No No  
 Steve Silva S Aug 27,2010 Male Hispanic No No No  
 Celeste White AS Oct 06,2011 Female Black No No No  
 Jekyra Culbreth AS Apr 30,2012 Female Black No No No  
 Susie Robinson BCR ----- Female Black No No No  
 Shirley Sparks BCR ----- Female Black No No No  
 Mary P. Olarte BCR ----- Female Black No Yes No

**Involvement of the SAC in the development of the SIP**

The team will monitor the implementation of the instructional strategies identified in the SIP during the course of the school year.

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

The EESAC will conduct monthly meetings to provide school wide data and information to the council. Council members will take an active role by assisting with the writing and monitoring of the School Improvement Plans.

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

ESSAC funds

¼ Music Department ¼ Art Department ½ to the 0#2 Account for 5th Grade

**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:**





**Gwendolyn Richards- Stewart**

Full-time / School-based                      Years as Coach: 3                      Years at Current School: 5

<b>Areas</b>	Reading/Literacy
<b>Credentials</b>	Bachelor of Science Degree in Elementary Education/Masters of Education in Education Leadership/Certified in Educational Leadership and Primary Education/ ESOL Endorsed/Reading Endorsed
<b>Performance Record</b>	2013 – School Grade YEAR '13 '12 '11 '10 School Grades D C B D AMO High Standards Rdg.33 41 56 72 High Standards Math 43 44 64 80 Lrng Gains-Rdg. 61 70 67 66 Lrng Gains-Math 62 63 73 58 Gains-Rdg-25% 80 69 55 55 Gains-Math-25% 74 65 79 52

<b>Aurelia Goodman</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Aurelia Goodman Bachelors of Science in Elementary Education/ESOL Endorsed/Autism Endorsed	
<b>Performance Record</b>	2013 – School Grade YEAR '13 '12 '11 '10 School Grades D C B D AMO High Standards Rdg.33 41 56 72 High Standards Math 43 44 64 80 Lrng Gains-Rdg. 61 70 67 66 Lrng Gains-Math 62 63 73 58 Gains-Rdg-25% 80 69 55 55 Gains-Math-25% 74 65 79 52	

<b>Milagro Ruiz</b>		
Part-time / District-based	Years as Coach: 4	Years at Current School: 1
<b>Areas</b>	[none selected]	
<b>Credentials</b>	Elementary Education Bachelors Certification: Elementary Education and ESOL Endorsement	
<b>Performance Record</b>	School Grade 13-F'12-D*'11-C,'10-NA, '09-C, '08-C, '07-C; AYP 13-N'12 -N'11-N, '10-N, '09-N, '08-N, '07-N; High Standards Rdg.13-23'12-34' '11-57, '10-61, '09-63, '08-63, '07-51; High Standards Math 13-33'12-29'11-55, '10-61, '09-57, '08-52, '07-41; Lrng Gains - Rdg.13-57' 12-60''11-62, '10-67, '09-32, '08-65, '07-63; Lrng - Gains Math –13-43'12-50' '11-56, '10-69, '09-50,'08-61, '07-52,; Gains-Rdg.-25%'13-65'12-54,'11-53, '10-71, '09-61- '08-68, '07-65; Gains-Math-25% -13'38-12-55''11-50, '10-71, '09-47, '08-76,'07-70	

**Classroom Teachers**

**# of classroom teachers**

45

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

51%

**# certified in-field**

23, 51%

**# ESOL endorsed**

23, 51%

**# reading endorsed**

5, 11%

**# with advanced degrees**

18, 40%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 4%

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

15, 33%

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

18, 40%

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

10, 22%

**Education Paraprofessionals**

**# of paraprofessionals**

11

**# Highly Qualified**

2, 18%

**Other Instructional Personnel**

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

11

**# receiving effective rating or higher**

0%

**Teacher Recruitment and Retention Strategies**

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

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

1. Provide professional development on site facilitated by Reading, Math and Science Coaches;

Bi-Weekly in-class support by District Curriculum Support Specialists; Administrative Walkthroughs and Feedback.

### **Teacher Mentoring Program/Plan**

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

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Latosha Vasque SaraWellish

Ms. Wellish

is a second year teacher.

The mentor is an experienced Reading teacher with favorable student achievement results.

Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices .

Althea Ricketts Brittney Matthews

Ms. Matthew is a first year

Head Start teacher. The

mentor is an experienced

Science teacher with favorable student achievement

results. Assist with planning and preparation of lessons; visit

classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices .

Wendy Brown Amanda Ratigan

Ms. Ratigan is a second year teacher.

The mentor is an experienced

Math teacher with favorable student achievement results.

Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices .

#### **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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis and monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will also provide levels of support and interventions to students based on data. The MTSS/RTI Leadership Team will meet with the administrative team in order to analyze pertinent student data and develop a SIP to address the needs of the students. The MTSS/RTI Leadership Team identifies a need for a more rigorous core instructional program in order to increase student achievement.

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

Dr. Williams -Principal:

The principal will provide instructional leadership to staff regarding student placement, Intervention, data analysis, and student services; meet bi-weekly with MTSS/RTI team to review student performance assessment data; assist in the development of plans of action for intervention to include attendance reviews, monitoring of the SST process and Special Education Services. The principal will also conduct classroom walkthroughs and provide feedback to teachers; communicate with parents regarding school-based MTSS/RTI plans and activities through Connect Ed messages, open houses, conferences, and parent meetings.

Ms. Wright-Rolle Assistant Principal:

The assistant principal will assist the principal with monitoring the implementation of the instructional program; conducting data conferences with teachers, implementing classroom walkthroughs and providing feedback to teachers. The assistant principal will also assist in monitoring the implementation of intervention and differentiated groups; facilitate Student Support Team (SST) meetings and meet with parents and staff to communicate school information.

Ms. Juanico Special Education Chairperson:

The chairperson will participate in student data collection and conferences; collaborate with general education teachers to provide the appropriate materials and strategies for students with disabilities. The chairperson will also monitor IEP meetings and staffing to ensure that appropriate services and instruction are provided to students with disabilities.

Ms. Goodman Mathematics Coach and Ms. Steward Reading Coach:

The reading and mathematics coaches will support and assist classroom teachers in the delivery of instruction. Coaches will provide in-class modeling and assistance in identifying and organizing differentiated intervention in skill-based groups. Coaches will also assist with the coordination of school wide assessments and data collection; participate in data conferences with teachers and administrators. The coaches will also provide professional development to teachers.

Mr. Coyle School Psychologist:

The school psychologist will assist with the coordination of SST meetings and assessment services to meet the needs of students; work closely with the counselor to ensure that students acquire support in behavioral, emotional and social services. The psychologist will administer appropriate testing and assessments, collect, interpret, analyze and report student data.

Ms. Clasp Counselor:

The counselor will assist in locating internal and external resources of social services to support the, emotional, behavioral, and social success of students. The counselor will spearhead the SST referrals and meetings in order to identify students in need of additional instruction and/or assessments. The counselor will assist with the administering of reading assessments, participate in data conferences with the administrators and assist with development of intervention plans.

Social Worker: The social worker will recommend internal and external social services to students and their families as needed. The social worker conducts social history of students, and provides information to the SST to determine student needs and support.

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

1. training for all administrators in the MTSS/RTI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
  2. providing support for school staff to understand basic MTSS/RTI principles and procedures; and
  3. providing a network of ongoing support for MTSS/RTI organized through feeder patterns.
- The MTSS/RTI team members will coordinate appropriate and necessary MTSS/RTI information for staff as

identified through monthly faculty and grade level meetings. Staff will also participate in District-sponsored

MTSS/RTI workshops throughout the school year.

Additionally, Edusoft is used to disaggregate and summarize student performance data. At the beginning of the year, baseline data is collected in the areas of reading, mathematics, writing, and science.

Through utilization of progress monitoring and Reporting Network (PMRN) system, Florida Assessments for Instruction in Reading (FAIR), during the beginning of year, midyear, and end of year are documented. During the school year, interim tests are administered during midyear and end-of-the-year periods to monitor student progress in reading, mathematics, writing, and science. The EDUSOFT data management system is utilized to disaggregate and analyze student performance data.

1. Training for all administrators in the MTSS/RTI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
  2. providing support for school staff to understand basic MTSS/RTI principles and procedures; and
  3. providing a network of ongoing support for MTSS/RTI organized through feeder patterns.
- The MTSS/RTI team members will coordinate appropriate and necessary MTSS/RTI information for staff as

identified through monthly faculty and grade level meetings. Staff will also participate in District-sponsored

MTSS/RTI workshops throughout the school year.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

11. Managed data will include:

Academic

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- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Referrals to special education programs

Additionally, Edusoft is used to disaggregate and summarize student performance data. At the beginning of the year, baseline data is collected in the areas of reading, mathematics, writing, and science.

Through utilization of progress monitoring and Reporting Network (PMRN) system, Florida Assessments for Instruction in Reading (FAIR), during the beginning of year, midyear, and end of year are documented. During the school year, interim tests are administered during midyear and end-of-the-year periods to monitor student progress in reading, mathematics, writing, and science. The EDUSOFT data management system is utilized to disaggregate and analyze student performance data.

**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**

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

11. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic

Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory

- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Referrals to special education programs

Additionally, Edusoft is used to disaggregate and summarize student performance data. At the beginning of the year, baseline data is collected in the areas of reading, mathematics, writing, and science.

Through utilization of progress monitoring and Reporting Network (PMRN) system, Florida Assessments for Instruction in Reading (FAIR), during the beginning of year, midyear, and end of year are documented. During the school year, interim tests are administered during midyear and end-of-the-year periods to monitor student progress in reading, mathematics, writing, and science. The EDUSOFT data management system is utilized to disaggregate and analyze student performance data.

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

Leadership is an integral part to successful implementation of large-scale innovations and the effective management of change. The building principal is critical to the implementation of any process introduced at the school level. The general leadership skills of building principals have been identified through school based research over many years. These general leadership skills include: effective communication, facilitation of relationships and a positive, collaborative climate, inclusion of school and

community based stakeholders, and a focus on celebrating positive outcomes. The implementation of a MTSS/RTI system requires these, and additional skills, to ensure consistent implementation of the process and positive student outcomes.

Building Principal Leadership skills specific to the implementation and support of MTSS/RTI include:

1. Models a problem-solving process: understands the 4-step process and uses the process to guide staff problem solving.
2. Communicates and reinforces the expectation for data-based decision-making: guides the school staff to frame their decisions within the context of student or other relevant data.
3. Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
4. Schedules “Data Days” throughout the year to ensure that instruction/interventions are informed by student data.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

**Strategy Purpose(s)**

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

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

**Literacy Leadership Team (LLT)**

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

Name	Title
Dr. Cynthia Williams	Principal
Ms. Lavances Wright-Rolle	Assistant Principal
Ms. Aurelia Goodman	Mathematics Coach
Ms. Althea Ricketts-Burke	Science Coach
Denise Juanico	Special Education Teacher
Delores Clasp	Counselor
Marjorie Williams	Social Worker



## How the school-based LLT functions

The Literacy Leadership Team (LLT) is comprised of administrators, reading coach, math coach, science coach, counselor, and psychologist. The team meets to analyze student performance data, discuss/plan professional development for teachers, develop a plan of action for students in need of additional services and academic support, and monitor the effectiveness of the Response to Intervention.

Dr. Cynthia Williams, Principal: The principal will provide instructional leadership to staff regarding student placement, intervention, data analysis, and student services; meet bi-weekly with MTSS /RTI team to review student performance assessment data; assist in the development of plans of action for intervention to include attendance reviews, monitoring of the SST process and Special Education Services. The principal will also conduct classroom walk through and provide feedback to teachers; communicate with parents regarding school-based MTSS/RTI plans and activities through Connect Ed messages, open houses, conferences, and parent meetings.

Lavances Wright-Rolle, Assistant Principal: The assistant principal will assist the principal with Monitoring the implementation of the instructional program; conducting data conferences with teachers, implementing classroom walk through and providing feedback to teachers. The assistant principal will also assist in monitoring the implementation of intervention and differentiated groups; facilitate Student Support Team (SST) meetings and meet with parents and staff to communicate school information.

Aurelia Goodman, Mathematics Coach: The mathematics coach will support and assist classroom teachers in the delivery of instruction. The mathematics coach will provide in-class modeling and assistance in identifying and organizing differentiated intervention in skill-based groups. The math coach will also assist with the coordination of school wide assessments and data collection; participate in data conferences with teachers and administrators. She will also provide professional development to teachers.

Althea Ricketts-Burke, Science Coach: The science coach will support and assist classroom teachers in the delivery of instruction. The science coach will provide in-class modeling and assistance in identifying and organizing differentiated intervention in skill-based groups. The science coach will also assist with the coordination of school wide assessments and data collection; participate in data conferences with teachers and administrators. She will also provide professional development to teachers.

Denise Juanico, Special Education Chairperson: The chairperson will participate in student data collection

and conferences; collaborate with general education teachers to provide the appropriate materials and strategies for students with disabilities. The chairperson will also monitor IEP meetings and staffings to ensure that appropriate services and instruction are provided to students with disabilities.

Stephen Coyle, School Psychologist: The school psychologist will assist with the coordination of SST meetings and assessment services to meet the needs of students; work closely with the counselor to ensure that students acquire support in behavioral, emotional and social services. The psychologist will administer appropriate testing and assessments, collect, interpret, analyze and report student data.

Delores Clasp, Counselor: The counselor will assist in locating internal and external resources of social services to support the, emotional, behavioral, and social success of students. The counselor will spearhead the SST referrals and meetings in order to identify students in need of additional instruction and/or assessments. The counselor will assist with the administering of reading assessments, participate in data conferences with the administrators and assist with development of intervention plans.

Williams, Social Worker: The social worker will recommend internal and external social services to students and their families as needed. The social worker conducts social history of students, and provides information to the SST to determine student needs and support.

The purpose of the Arcola Lake Elementary School Literacy Leadership Team is to build a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership team will meet twice a month to discuss data trends and receive instructional strategies that can be implemented into the content areas. Plans are developed to create school-wide reading incentives and events to promote literacy. The meetings are collaborative efforts. Although the Reading Coach initiates these meetings and conducts them; all members are invested in the process and have the autonomy to initiate and conduct meetings with information that will be beneficial to the

school. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RTI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The 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. The principal will provide necessary resources to the LLT. The reading coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions.

The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

In addition, the LLT will review universal screening data and link information to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The LLT will meet twice a month to analyze student performance data, discuss/plan professional development for teachers, develop a plan of action for students in need of additional services and academic support, and monitor the effectiveness of the Multi-Tiered System of Supports (MTSS) /Response to instruction/Intervention (RTI).

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

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

- Identify students in subgroups who are in need of intervention and are classified as struggling readers
- Provide morning and afternoon tutoring sessions
- Utilize Diagnostic Assessments to determine progression of student learning gains
- Empower students with their own data
- Discuss interventions and strategies with students individually
- Train teachers in data disaggregation
- Provide time during faculty meetings to discuss reading best practices
- Ensure Differentiated Instruction is used effectively in the classroom
- Monitor implementation of reading strategies in all content areas
- Create professional development that focuses on student needs and teacher needs
- Increase the frequency of technology as a reading instructional tool
- Provide enrichment for students performing at mastery in reading
- Encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests

fairs, Accelerated Reader and reading contests

- Work collaboratively with teachers to identify and provide targeted, customized professional development

in alignment with progress monitoring data to promote and assist teachers with the integration of higher order thinking skills in learning activities and student progress in third grade reading classes.

- to ensure that students in K-2 grade students are receiving appropriate instruction;
- Acquire appropriate support during implementation of the Common Core Standards in reading, language arts and mathematics. Provide a research based curriculum that will be effective across the curriculum

### **Every Teacher Contributes to Reading Instruction**

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

### **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**

Prekindergarten Early Growth Indicators Benchmark Assessment is administered to all preschoolers as an initial, mid-year diagnostic and a final assessment. Early intervention is provided for low performing students who are targeted. Once identified, certified teachers work with low-performing students using the Houghton Mifflin Curriculum and High/Scope strategies. Arcola Lake Elementary provides strategies to be utilized by the parents at home to prepare their children to make a smooth transition to kindergarten.

A kindergarten orientation and tour of the school was offered to parents and neighboring preschool/daycare facilities.

Federal and local services will be coordinated to provide a Voluntary Pre K program to prepare 4 year olds for Kindergarten. Arcola Lake will partner with a local child development center of 3-4 year olds in order to provide an ongoing Kindergarten orientation for parents and students. During the last nine weeks of the school year, students of local VPK facilities are invited to tour and participate in Kindergarten activities

for approximately 2 hours of the school day.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in 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 (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four-year old children.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

#### **Strategies for improving student readiness for the public postsecondary level**

## 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	50%	33%	No	55%
American Indian				
Asian				
Black/African American	48%	34%	No	53%
Hispanic	54%	32%	No	59%
White				
English language learners	44%	18%	No	50%
Students with disabilities	44%	26%	No	50%
Economically disadvantaged	49%	32%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	20%	37%
Students scoring at or above Achievement Level 4	25	11%	18%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	82%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	34%	41%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	14%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		19%

**Postsecondary Readiness**

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

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	15	23%	31%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%		No	60%
American Indian				
Asian				
Black/African American	50%		No	55%
Hispanic	65%		No	69%
White				
English language learners	53%		No	58%
Students with disabilities	57%		No	61%
Economically disadvantaged	54%		No	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	26%	41%
Students scoring at or above Achievement Level 4	27	13%	19%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		74%	77%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

**High School Mathematics****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			

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

**Postsecondary Readiness**

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

**Algebra I End-of-Course (EOC) Assessment**

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

**Geometry End-of-Course (EOC) Assessment**

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

**Area 4: Science**

**Elementary School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	19%	23%
Students scoring at or above Achievement Level 4	15	18%	20%

**Florida Alternate Assessment (FAA)**

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

**Middle School Science**

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

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

**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			

**High School Science**

**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			

**Biology I End-of-Course (EOC) Assessment**

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

**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)			
Participation in STEM-related experiences provided for students			

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			



**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

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

**Civics End-of-Course (EOC) Assessment**

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

**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	95	16%	15%
Students retained, pursuant to s. 1008.25, F.S.	75	14%	13%
Students who are not proficient in reading by third grade	55	80%	72%
Students who receive two or more behavior referrals	69	13%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	7%	6%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school****Parental**

Arcola Lake Elementary School involves parents in the planning and implementation of the Title I Program

and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our school's

Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We conduct informal parent

surveys to determine specific needs of our parents, and schedule workshops, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Teachers will infuse Reading Comprehesion Strategies in all content areas
- G2.** Elementary Reading -Teachers will implement effective writing instruction to ELL students in order to achieve proficiency in writing on the 2013-2014 FCAT 2.0 in Writing.
- G3.** Elementary Reading -Our goal for the 2013-2014 school year is to increase student proficiency in Reading by implementing effective reading strategies aligned to standards through the use of the Gradual Release Model with accommodations for ELL students
- G4.** Elem Reading - Our goal for the 2013-2014 school year is to increase student proficiency in Listening/Speaking by providing students with opportunities to engage in listening and speaking activities in formal and informal settings.
- G5.** Elementary Reading -The goal for the 2013-2014 school year for our students in the lowest 25% is to increase their achievement through the implementation of differentiated instruction, intervention and explicit instruction in reading.
- G6.** Elementary Reading- Our goal for the 2013-2014 school year is to increase students achieving learning gains through the implementation of differentiated instruction, intervention and explicit instruction in reading.
- G7.** Math- Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3 by delivering lessons utilizing the Gradual Release of Responsibility Model.
- G8.** Math- Our goal for our students scoring at Achievement Level 4 or above on the 2013-2014 school year is to increase proficiency by implementing enrichment activities and utilizing Higher Order Thinking Strategies.
- G9.** Math- 6. Our goal for the 2013-2014 school year is to increase the percentage of our students making learning gains on the FCAT 2.0 by utilizing data to set goals and differentiate instruction.
- G10.** Our goal for the 2013-2014 school year for our students in the lowest 25% making learning gains is to increase in proficiency by the implementation of tutorial services and intervention.
- G11.** Science- Our goal for the 2013-2014 school year for students scoring at Achievement Level 3 is to increase student proficiency by the implementation of essential labs to apply analyze and explain science concepts.
- G12.** Science - Our goal for the 2013-2014 school year for students scoring at Achievement Level 4 is to increase student proficiency by the implementation of interactive journals with increased rigor in writing in science.

- G13.** Elementary Reading - Our goal for the 2013-2014 school year is to increase the proficiency of students in the subgroups scoring at Achievement level 3 or above by implementing the Gradual Release Model of instruction.
- G14.** Elementary Reading - Our goal for the 2013-2014 school year is to increase the percentage points of Level 3 students by implementing differentiated instruction and tutorial services.
- G15.** Elementary Reading- Our goal for the 2013-2014 school year is to increase Level 4 and 5 student proficiency by implementing enrichment activities using Reading Plus and Junior Great Books.
- G16.** Writing - Our goal for the 2013-2014 school year is to increase the percentage students in grades 4 scoring a Level 4 or higher by implementing a writing camp and conducting conferences with students.
- G17.**
- G18.**
- G19.** STEM
- G20.** Our goal for Early Warning Systems is to increase our effectiveness in identifying students who are falling behind early enough to provide appropriate interventions and supports.

## Goals Detail

### G1. Teachers will infuse Reading Comprehension Strategies in all content areas

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

#### Resources Available to Support the Goal

- NGSS/CCCS Curriculum Reading coach Content area teachers ETO support Common planning PD support

#### Targeted Barriers to Achieving the Goal

- Some teachers are self-contained. There is also a need for rigorous instruction aligned to standards. Unfamiliarity with the Gradual Release Model of instruction.

### Plan to Monitor Progress Toward the Goal

Classroom assessment, Interim assessments

#### Person or Persons Responsible

Teachers, reading coach, CSS, administrators

#### Target Dates or Schedule:

Classroom assessments are done weekly, interim assessments are done in October and January

#### Evidence of Completion:

Progress towards meeting goal will be evidenced by an increase in student achievement

**G2. Elementary Reading -Teachers will implement effective writing instruction to ELL students in order to achieve proficiency in writing on the 2013-2014 FCAT 2.0 in Writing.**

#### Targets Supported

#### Resources Available to Support the Goal

- NGSSS/CCSS curriculum ESOL teacher Reading coach MTSS/Rtl team

#### Targeted Barriers to Achieving the Goal

- Our main barrier is that our ELL students had infrequent opportunities to engage in functional and interactive writing development. There are multiple languages and dialects among our ELL students which hinder transference to writing skills. Students lack the vocabulary needed for effective communication in writing

### Plan to Monitor Progress Toward the Goal

Teachers will incorporate the use of dialogue journals in the classroom for written conversation that allow the student and teacher to communicate regularly and carry on conversations in order to provide communicative context for language and writing development. Students will be given multiple opportunities to engage in collaborative oral discussions to build on each other's thoughts and ideas before engaging in writing activities. Teachers will utilize task cards, reading response logs, and the Think/Pair/Share strategies.

#### Person or Persons Responsible

The MTSS/RTI Team will monitor implementation of these strategies for fidelity

#### Target Dates or Schedule:

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

#### Evidence of Completion:

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals. Our summative assessment will be the 2014 CELLA.

**G3. Elementary Reading** -Our goal for the 2013-2014 school year is to increase student proficiency in Reading by implementing effective reading strategies aligned to standards through the use of the Gradual Release Model with accommodations for ELL students

**Targets Supported**

**Resources Available to Support the Goal**

- NGSSS/CCSS Curriculum

**Targeted Barriers to Achieving the Goal**

- Minimal opportunities to engage in listening, speaking and collaborative strategies.

**Plan to Monitor Progress Toward the Goal**

We will be monitoring the progress students are making through the use of journals, reviewing work samples and folders.

**Person or Persons Responsible**

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule:**

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted on a daily basis. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

**Evidence of Completion:**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals. Our summative assessment will be the 2014 CELLA.

**G4. Elem Reading** - Our goal for the 2013-2014 school year is to increase student proficiency in Listening/ Speaking by providing students with opportunities to engage in listening and speaking activities in formal and informal settings.

**Targets Supported**

**Resources Available to Support the Goal**

- NGSS/Common Core curriculum ESOL teacher Bilingual department

**Targeted Barriers to Achieving the Goal**

- The main barrier to our students' success is that students primarily engage in conversations in their native language instead of English, which limits their English language acquisition.

## Plan to Monitor Progress Toward the Goal

Students' response to the use of the Language Experience Approach (LEA), explicit modeling, Total Physical Response (TPR) and Repetition during whole and small group instruction will be monitored for progress towards goal. Students' engagement in role-playing to develop speaking skills will also be monitored.

### Person or Persons Responsible

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

### Target Dates or Schedule:

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted daily. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### Evidence of Completion:

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, as well as improvement shown in their listening and speaking abilities. Our summative assessment will be the 2014 CELLA.

**G5. Elementary Reading** -The goal for the 2013-2014 school year for our students in the lowest 25% is to increase their achievement through the implementation of differentiated instruction, intervention and explicit instruction in reading.

### Targets Supported

- Reading (Learning Gains)

### Resources Available to Support the Goal

- NGSS/Common Core Standards curriculum WonderWorks intervention SuccessMaker Instructional technology

### Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT results, students demonstrated deficiency in the following categories  
3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis  
Fiction/Non Fiction  
4th Grade – Information Text/Research Process  
5th Grade – Vocabulary  
These deficiencies are due to students' lack of exposure and practice to gain mastery with grappling with difficult text and their inability to use context clues to discover the meaning of unknown words.



## Plan to Monitor Progress Toward the Goal

Progress will be monitored through the implementation of the gradual release lesson plan format to allow for explicit and guided instruction as indicated on lesson plans. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

### Person or Persons Responsible

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

### Target Dates or Schedule:

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted daily. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### Evidence of Completion:

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**G6. Elementary Reading-** Our goal for the 2013-2014 school year is to increase students achieving learning gains through the implementation of differentiated instruction, intervention and explicit instruction in reading.

### Targets Supported

- Reading (Learning Gains)

### Resources Available to Support the Goal

- NGSS/Common Core Curriculum

### Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT results, students demonstrated deficiency in the following categories  
3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis  
Fiction/Non Fiction  
4th Grade – Information Text/Research Process  
5th Grade – Vocabulary  
These deficiencies are due to students' lack of exposure and practice to gain mastery with grappling with difficult text and their inability to use context clues to discover the meaning of unknown words.

## Plan to Monitor Progress Toward the Goal

Progress will be monitored through the implementation of the gradual release lesson plan format to allow for explicit and guided instruction as indicated on lesson plans. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

### Person or Persons Responsible

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

### Target Dates or Schedule:

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted daily. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done weekly to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### Evidence of Completion:

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**G7. Math-** Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3 by delivering lessons utilizing the Gradual Release of Responsibility Model.

### Targets Supported

- Math (Elementary and Middle FCAT 2.0)

### Resources Available to Support the Goal

- NGSS/ Common Core Standards, Writing and Technology and Manipulatives

### Targeted Barriers to Achieving the Goal

- Based upon the 2013 FCAT results, students demonstrated a deficiency in the following categories: 3rd Grade: Fractions, 4th Grade: Geometry & Measurement, and 5th Grade Geometry & Measurement.

### Plan to Monitor Progress Toward the Goal

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives.

#### Person or Persons Responsible

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

#### Target Dates or Schedule:

Weekly classroom assessments and Interim assessments

#### Evidence of Completion:

Classroom assessments, Interim assessments, Student work samples

**G8. Math-** Our goal for our students scoring at Achievement Level 4 or above on the 2013-2014 school year is to increase proficiency by implementing enrichment activities and utilizing Higher Order Thinking Strategies.

#### Targets Supported

- Math (Elementary and Middle FCAT 2.0)

#### Resources Available to Support the Goal

- NGSSS/Common Core Curriculum Math coach CSS

#### Targeted Barriers to Achieving the Goal

- Based upon the 2013 FCAT results, students demonstrated a deficiency in the following categories: 3rd Grade: Fractions, 4th Grade: Geometry & Measurement, and 5th Grade Geometry & Measurement.

### Plan to Monitor Progress Toward the Goal

Our school will utilize the FCIM Model to provide higher order thinking skill activities during small group instruction for enrichment.

#### Person or Persons Responsible

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

#### Target Dates or Schedule:

Grade level meeting discussing effectiveness of strategies and resulting Interim Assessment

#### Evidence of Completion:

Classroom assessments, Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

**G9.** Math- 6. Our goal for the 2013-2014 school year is to increase the percentage of our students making learning gains on the FCAT 2.0 by utilizing data to set goals and differentiate instruction.

**Targets Supported**

- Math (High School FAA)

**Resources Available to Support the Goal**

- FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Computer Technology

**Targeted Barriers to Achieving the Goal**

- Based upon the 2013 FCAT results, students demonstrated a deficiency in the following category: Fractions and Geometry and Measurement.

**Plan to Monitor Progress Toward the Goal**

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

**Person or Persons Responsible**

Adm Team, Math Coach and MTSS/RtI Team

**Target Dates or Schedule:**

Grade level meeting and after Interim Assessments

**Evidence of Completion:**

Classroom assessments, Interim assessments, Student work samples, SuccessMaker, and GIZMOS Summative: 2014 FCAT 2.0

**G10.** Our goal for the 2013-2014 school year for our students in the lowest 25% making learning gains is to increase in proficiency by the implementation of tutorial services and intervention.

**Targets Supported**

- Math (Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Computer assisted programs (SuccessMaker, Think Central, Riverdeep, and GIZMOS), and tutorial services. Teachers along with the support of the Math Coach will provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

**Targeted Barriers to Achieving the Goal**

- Based upon the 2013 FCAT results, students demonstrated a deficiency in the following category: Fractions and Geometry and Measurement.

### Plan to Monitor Progress Toward the Goal

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

**Person or Persons Responsible**

Administrative Team and Math Coach

**Target Dates or Schedule:**

After Interim Assessment and Grade Level Meetings

**Evidence of Completion:**

Assessments and Student Work Folder

**G11. Science-** Our goal for the 2013-2014 school year for students scoring at Achievement Level 3 is to increase student proficiency by the implementation of essential labs to apply analyze and explain science concepts.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Hands-on Lab experiences and Teacher Led demonstrations focused on life experiences

**Targeted Barriers to Achieving the Goal**

- Based on the 2013 FCAT Science results, students demonstrated a lowest performance in the following category: Life Science

### Plan to Monitor Progress Toward the Goal

Teachers will utilize essential labs provided by the educational transformation office and other supplemental labs to apply, analyze and explain concepts related to Life Science. Teachers will use gradual release lesson plan model to demonstrate use of collaborative strategies during instruction.

**Person or Persons Responsible**

Science Coach and Administrative Team and MTSS/RTI Team

**Target Dates or Schedule:**

After Interims and Grade Levels Meetings

**Evidence of Completion:**

Assessments and Student Lab Reports

**G12. Science** - Our goal for the 2013-2014 school year for students scoring at Achievement Level 4 is to increase student proficiency by the implementation of interactive journals with increased rigor in writing in science.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science Writing Skills complete with journals and Labs

**Targeted Barriers to Achieving the Goal**

- Based on the 2013 FCAT Science results, students demonstrated a lowest performance in the following category: Life Science

**Plan to Monitor Progress Toward the Goal**

FCIM Model

**Person or Persons Responsible**

Administrative Team , Science Coach and MTSS/RTI Coach

**Target Dates or Schedule:**

After Interim Assessment and Grade Level Meetings

**Evidence of Completion:**

Classroom and Interim Assessment and Science Fair

**G13. Elementary Reading** - Our goal for the 2013-2014 school year is to increase the proficiency of students in the subgroups scoring at Achievement level 3 or above by implementing the Gradual Release Model of instruction.

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- NGSSS/Common Core Curriculum

**Targeted Barriers to Achieving the Goal**

- Students in the subgroups of Black, Hispanic, ELL, SWD and ED did not make their 2013 FCAT 2.0 targets scoring 34%, 32%, 18%, 26% and 32% respectively. Their target for the 2014 FCAT 2.0 are 53%, 59%, 50%, 50% and 54% respectively. Reporting categories that are of concern are: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process 5th Grade – Vocabulary These deficiencies are due to students' lack of exposure and practice to gain mastery with grappling with difficult text and their inability to use context clues to discover the meaning of unknown words.

## Plan to Monitor Progress Toward the Goal

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Teachers will teach reading strategies that help students determine meaning of words and phrases as they are used in a text to distinguish literal from nonliteral language. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate. Students will also participate in our after-school tutorial program.

### Person or Persons Responsible

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed. MTSS/RTI meetings will be conducted to monitor the effectiveness of intervention strategies and to assess students' progress.

### Target Dates or Schedule:

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples, intervention folders and journals, Reading Plus reports, STAR reports, and Reading Logs.

### Evidence of Completion:

Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**G14. Elementary Reading - Our goal for the 2013-2014 school year is to increase the percentage points of Level 3 students by implementing differentiated instruction and tutorial services.**

### Targets Supported

- Reading (FCAT2.0)

### Resources Available to Support the Goal

- NGSS and CCSS curriculum materials.

### Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT 2.0 results, students demonstrated a deficiency in the following categories: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process

### Plan to Monitor Progress Toward the Goal

We will monitor for progress through the utilization of the gradual release lesson plan format to allow for explicit and guided instruction. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

#### Person or Persons Responsible

The Administrative Team, and the Reading Coach will monitor implementation of these strategies for fidelity.

#### Target Dates or Schedule:

Administrative and Reading Coach walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and to modify plan as needed.

#### Evidence of Completion:

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**G15. Elementary Reading-** Our goal for the 2013-2014 school year is to increase Level 4 and 5 student proficiency by implementing enrichment activities using Reading Plus and Junior Great Books.

#### Targets Supported

- Reading (FCAT2.0)

#### Resources Available to Support the Goal

- Professional development for teachers, parent workshops, software, .....

#### Targeted Barriers to Achieving the Goal

- Based on the 2013 FCAT 2.0 results, students demonstrated a deficiency in the following categories: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process

### Plan to Monitor Progress Toward the Goal

FCIM

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

School site mini-assessments, McGraw/Hill assessments, District Interims



**G16.** Writing - Our goal for the 2013-2014 school year is to increase the percentage students in grades 4 scoring a Level 4 or higher by implementing a writing camp and conducting conferences with students.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Instruction utilizing the writing process Instructional focus calendar writing journals

**Targeted Barriers to Achieving the Goal**

- Students weakness in the areas of Grammar and Conventions.

**Plan to Monitor Progress Toward the Goal**

FCIM Model and Data Chats

**Person or Persons Responsible**

Administrative Team and Reading Coaches

**Target Dates or Schedule:**

After each major writing assessment

**Evidence of Completion:**

Assessments and District Base-line Test

**G17.**

**Targets Supported**

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- 

**Plan to Monitor Progress Toward the Goal**

TOur school will utilize the FCIM Model to implement data driven-instruction as evident by differentiated instruction groups in daily rotation of computer assisted instruction, and teacher led centers.

**Person or Persons Responsible**

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted

**Target Dates or Schedule:**

After each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies

**Evidence of Completion:**

Classroom assessments, Interim assessments, Student work samples, and SuccessMaker

**G18.****Targets Supported****Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal****Plan to Monitor Progress Toward the Goal****Person or Persons Responsible****Target Dates or Schedule:****Evidence of Completion:****G19. STEM****Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- NGSSS Curriculum

**Targeted Barriers to Achieving the Goal**

- Based on the 2013 FCAT results students demonstrated a performance improvement in the following category: Life Science

**Plan to Monitor Progress Toward the Goal**

Our focus for STEM is in the area of science and will be monitored by students' participation in the District wide Science Fair competition. Teachers will provide students with technological monthly opportunities with GIZMOS.

**Person or Persons Responsible**

Administrative Team and Science Coach will monitor classroom teachers and students.

**Target Dates or Schedule:**

The Administrative team will conduct walkthroughs, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Using the FCIM Model, data chats will be conducted after each Interim assessment for progress monitoring and to evaluate progress and make needed adjustments. The instructional Coaches will conduct Department meetings and assist with common planning to obtain teacher feedback of effectiveness of strategies.

**Evidence of Completion:**

Monitoring progress will include formative classroom assessments, Interim assessments, Science Fair student participation, Science Fair entries, student work samples, Summative classroom assessments and the summative 2014 FCAT 2.0 Science Assessment

**G20.** Our goal for Early Warning Systems is to increase our effectiveness in identifying students who are falling behind early enough to provide appropriate interventions and supports.

### **Targets Supported**

- EWS
- EWS - Elementary School

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

- Voyager, SuccessMaker, Attendance Record, Student SCMS.

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

- Students are coming to school lacking the phonemic awareness and phonics skills they need to develop reading skills. Additionally student excessive absences have affected their progress. The 2013 Early Warning System shows the following data: 16% of students missed more than 10% of instructional time. Our target for the 2014 school year is to reduce this to 15%. 13% of students received behavior referral. Our target for the 2014 school year is to reduce this to 12%. 7% of the students received 1 or more referral resulting in suspension. Our target for the 2014 school year is to reduce this to 6%. 14% of our students were retained in pre-K - 5th grade. Our target for the 2014 school year is to reduce this to 13%. 80% of our students are not proficient in reading by 3rd grade. Our target for the 2014 school year is to reduce this to 72%.

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

Teachers will provide instruction of the various modes of writing utilizing the writing Process, utilizing lesson plans that follow an instructional routine. We will implement and monitor the effective use of data in writing instruction. Action Steps. Teachers will encourage students to develop and maintain a writer's notebook to include format for use, table of content, and a rubric. Also to be included are first drafts, revisions and edits.. Published work will be displayed and maintained in a writing folder. We will also provide opportunities for students to use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

### **Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor the implementation of these strategies for fidelity.

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

Administrative walk throughs, review of District Pre/Post Writing Assessments will be conducted. Students' writing will be scored and the feedback provided to students on writing samples will be monitored. There will be an on-going review of student writing samples and writing journals. Grade level meetings will be conducted to obtain teacher feedback and to evaluate the effectiveness of strategies. Our school will utilize the FCIM Model to implement the 6 traits of the writing process with the infusion of literature, and to conduct small group conferencing and peer editing. Data Chats will be conducted with teachers and students after each major writing assessment.

### **Evidence of Completion:**

Progress will be monitored through formative assessments such as the District Baseline, Mid-year and Post –tests, scored student writing samples, and writing journals. Our summative assessment will be the 2014 FCAT 2.0 Writing Assessment.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Teachers will infuse Reading Comprehension Strategies in all content areas

**G1.B1** Some teachers are self-contained. There is also a need for rigorous instruction aligned to standards. Unfamiliarity with the Gradual Release Model of instruction.

**G1.B1.S1** Teachers who are self-contained will alternate their attendance at common planning to address all areas of instruction. Reading coach will model implementation of reading strategies and the gradual release model.

#### Action Step 1

Best practices will be shared throughout the school so that effective reading instruction can be implemented. Professional development will be offered to content area teachers in the area of reading instruction. The gradual release model will be used to deliver explicit instruction to students.

#### Person or Persons Responsible

Reading coach Curriculum Support Specialists Teachers Pd Liaison

#### Target Dates or Schedule

Common planning will take place weekly and will include the following activities: lesson planning, collegial sharing of best practices, and delivery of professional development.

#### Evidence of Completion

Lesson plans, sign-in logs, agendas and minutes of common planning and professional development rosters with follow-up activities will be maintained.

#### Facilitator:

Gwendolyn Richards-Stewart

#### Participants:

All teachers in K - 5

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

Lesson plans, sign-in logs, agendas and minutes of common planning and professional development rosters with follow-up activities will be maintained.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Minutes, sign-in sheets and agendas.

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

Classroom assessments, Interim assessments

**Person or Persons Responsible**

Reading coach, CSS, administration, teachers

**Target Dates or Schedule**

weekly, monthly

**Evidence of Completion**

Students' work folders, District Interim Assessment data will be analyzed to monitor effectiveness.

**G2.** Elementary Reading -Teachers will implement effective writing instruction to ELL students in order to achieve proficiency in writing on the 2013-2014 FCAT 2.0 in Writing.

**G2.B1** Our main barrier is that our ELL students had infrequent opportunities to engage in functional and interactive writing development. There are multiple languages and dialects among our ELL students which hinder transference to writing skills. Students lack the vocabulary needed for effective communication in writing

**G2.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies.

### **Action Step 1**

Teachers will incorporate the use of dialogue journals in the classroom for written conversation that allow the student and teacher to communicate regularly and carry on conversations in order to provide communicative context for language and writing development. Students will be given multiple opportunities to engage in collaborative oral discussions to build on each other's thoughts and ideas before engaging in writing activities. Teachers will utilize task cards, reading response logs, and the Think/Pair/Share strategies

### **Person or Persons Responsible**

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals. Our summative assessment will be the 2014 CELLA.

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

Teachers will incorporate the use of dialogue journals in the classroom for written conversation that allow the student and teacher to communicate regularly and carry on conversations in order to provide communicative context for language and writing development. Students will be given multiple opportunities to engage in collaborative oral discussions to build on each other's thoughts and ideas before engaging in writing activities. Teachers will utilize task cards, reading response logs, and the Think/Pair/Share strategies.

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

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

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

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

#### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals. Our summative assessment will be the 2014 CELLA.

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

We will monitor the effectiveness of the use of dialogue journals in the classroom for written conversation that allow the student and teacher to communicate regularly and carry on conversations in order to provide communicative context for language and writing development. Students will be given multiple opportunities to engage in collaborative oral discussions to build on each other's thoughts and ideas before engaging in writing activities. Teachers will utilize task cards, reading response logs, and the Think/Pair/Share strategies.

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

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

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

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

#### **Evidence of Completion**

Effectiveness will be monitored as evidenced by formative assessments, such as classroom assessments, student work samples and journals. Our summative assessment will be the 2014 CELLA.

**G3.** Elementary Reading -Our goal for the 2013-2014 school year is to increase student proficiency in Reading by implementing effective reading strategies aligned to standards through the use of the Gradual Release Model with accommodations for ELL students

**G3.B2** Minimal opportunities to engage in listening, speaking and collaborative strategies.

**G3.B2.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented.

### **Action Step 1**

Teachers will utilize task cards, reading response logs, and the Think/Pair/Share strategies to improve reading skills. Additionally, teachers will incorporate the use of Choral Reading within the classroom during read aloud time and provide students with a variety of Reading sources in order to enhance oral practice, literacy and comprehension.

### **Person or Persons Responsible**

The MTSS/RTI Team, Curriculum Coaches, Reading Interventionist and teachers will monitor implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Daily Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals. Our summative assessment will be the 2014 CELLA.



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

Teachers will use reading response logs, collaborative strategies will be observed to improve reading skills. Additionally, teachers will incorporate the use of Choral Reading within the classroom during read aloud time and provide students with a variety of Reading sources in order to enhance oral practice, literacy and comprehension.

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

The Administration, Reading Coach, and District Support will monitor implementation of these strategies for fidelity.

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

Daily Administrative walk-throughs, weekly common planning

#### **Evidence of Completion**

Progress will be monitored through formative classroom assessments, student work samples, journals and coaching logs, CELLA Assessment

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

Increase student listening and speaking skills through active student participation and the use of collaborative strategies.

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

Administration team, Reading Coach, District Support Staff

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

Daily

#### **Evidence of Completion**

Assessment data, student work products, CELLA Assessment

**G4.** Elem Reading - Our goal for the 2013-2014 school year is to increase student proficiency in Listening/ Speaking by providing students with opportunities to engage in listening and speaking activities in formal and informal settings.

**G4.B1** The main barrier to our students' success is that students primarily engage in conversations in their native language instead of English, which limits their English language acquisition.

**G4.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented.

### **Action Step 1**

Teacher swill utilize the Language Experience Approach (LEA), explicit modeling, Total Physical Response (TPR) and Repetition during whole and small group instruction. Students will also engage in role-playing to develop speaking skills

### **Person or Persons Responsible**

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 CELLA.

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

Teacher will utilize the Language Experience Approach (LEA), explicit modeling, Total Physical Response (TPR) and Repetition during whole and small group instruction. Students will also engage in role-playing to develop speaking skills

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

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

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

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

#### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 CELLA.

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

Teacher will utilize the Language Experience Approach (LEA), explicit modeling, Total Physical Response (TPR) and Repetition during whole and small group instruction. Students will also engage in role-playing to develop speaking skills

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

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

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

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

#### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 CELLA.

**G5.** Elementary Reading -The goal for the 2013-2014 school year for our students in the lowest 25% is to increase their achievement through the implementation of differentiated instruction, intervention and explicit instruction in reading.

**G5.B1** Based on the 2013 FCAT results, students demonstrated deficiency in the following categories 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process 5th Grade – Vocabulary These deficiencies are due to students' lack of exposure and practice to gain mastery with grappling with difficult text and their inability to use context clues to discover the meaning of unknown words.

**G5.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented.

### **Action Step 1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Instruction will build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension. Students will be provided with guided practice to read fiction, nonfiction and informational text to identify the differences. Instruction will be differentiated to meet students' instructional needs and promote their growth to the next level. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

### **Person or Persons Responsible**

The MTSS/RTI Team will monitor implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. MTSS/RTI Team meetings will be conducted to monitor the effectiveness of our intervention program and assess students' progress. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work Samples, differentiated instruction folders, journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

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

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Instruction will build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension. Students will be provided with guided practice to read fiction, nonfiction and informational text to identify the differences. Instruction will be differentiated to meet students' instructional needs and promote their growth to the next level. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

### **Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

### **Target Dates or Schedule**

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

### **Evidence of Completion**

Fidelity of implementation will be monitored as evidenced through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

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

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Instruction will build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension. Students will be provided with guided practice to read fiction, nonfiction and informational text to identify the differences. Instruction will be differentiated to meet students' instructional needs and promote their growth to the next level. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

**Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule**

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

**Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**G6.** Elementary Reading- Our goal for the 2013-2014 school year is to increase students achieving learning gains through the implementation of differentiated instruction, intervention and explicit instruction in reading.

**G6.B1** Based on the 2013 FCAT results, students demonstrated deficiency in the following categories 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process 5th Grade – Vocabulary These deficiencies are due to students' lack of exposure and practice to gain mastery with grappling with difficult text and their inability to use context clues to discover the meaning of unknown words.

**G6.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented.

### **Action Step 1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Instruction will build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension. Students will be provided with guided practice to read fiction, nonfiction and informational text to identify the differences. Instruction will be differentiated to meet students' instructional needs and promote their growth to the next level. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

### **Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

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

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Instruction will build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension. Students will be provided with guided practice to read fiction, nonfiction and informational text to identify the differences. Instruction will be differentiated to meet students' instructional needs and promote their growth to the next level. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

**Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule**

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

**Evidence of Completion**

Fidelity will be monitored as evidenced through formative assessments, such as classroom assessments, student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.



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

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Instruction will build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension. Students will be provided with guided practice to read fiction, nonfiction and informational text to identify the differences. Instruction will be differentiated to meet students' instructional needs and promote their growth to the next level. Students will develop and maintain response journals. An after-school tutorial program will be implemented. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

**Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule**

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. MTSS/RTI Team meetings will be conducted to monitor the effectiveness of our intervention program and assess students' progress. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

**Evidence of Completion**

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted with teachers and students after each Interim Assessment for progress monitoring and goal setting. MTSS/RTI Team meetings will be conducted to monitor the effectiveness of our intervention program and assess students' progress. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

**G7. Math-** Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Achievement Level 3 by delivering lessons utilizing the Gradual Release of Responsibility Model.

**G7.B1** Based upon the 2013 FCAT results, students demonstrated a deficiency in the following categories: 3rd Grade: Fractions, 4th Grade: Geometry & Measurement, and 5th Grade Geometry & Measurement.

**G7.B1.S1** All teachers in grades 3-5 will also utilize the NGSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model. Teachers will also incorporate reading comprehension and writing strategies into instruction. All teachers in grades K-5 will take part regular embedded professional development (i.e., common planning, lesson study, professional learning communities). Teacher in grades K-5 will use data to set goals and differentiate instruction as well.

### **Action Step 1**

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives.

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

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

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

Weekly classroom assessments, interim assessments and 2014 FCAT 2.0

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

We will monitor for fidelity of implementation through data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives.

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

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

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

Weekly classroom assessments, interim assessments and 2014 FCAT 2.0

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples

### **Plan to Monitor Effectiveness of G7.B1.S1**

We will monitor for effectiveness of the use of the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction as well as the use of problem solving activities and hands on manipulatives.

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

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

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

Weekly classroom assessments, interim assessments and 2014 FCAT 2.0

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples

**G8. Math-** Our goal for our students scoring at Achievement Level 4 or above on the 2013-2014 school year is to increase proficiency by implementing enrichment activities and utilizing Higher Order Thinking Strategies.

**G8.B1** Based upon the 2013 FCAT results, students demonstrated a deficiency in the following categories: 3rd Grade: Fractions, 4th Grade: Geometry & Measurement, and 5th Grade Geometry & Measurement.

**G8.B1.S1** Teachers will also incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., collaborative strategies, questioning strategies, student accountable talk) and reading comprehension and writing into instruction. All teachers in grades 3-5 will also utilize the NGSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model. Teachers will also incorporate reading comprehension and writing strategies into instruction.

### **Action Step 1**

Our school will utilize the FCIM Model to provide higher order thinking skill activities during small group instruction for enrichment.

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

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

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

Grade level meeting discussing effectiveness of strategies and resulting Interim Assessment

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

We will monitor the fidelity of implementation of the FCIM Model to provide higher order thinking skill activities during small group instruction for enrichment.

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

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

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

Grade level meeting discussing effectiveness of strategies and resulting Interim Assessments

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

### **Plan to Monitor Effectiveness of G8.B1.S1**

Our school will utilize the FCIM Model to provide higher order thinking skill activities during small group instruction for enrichment.

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

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

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

Grade level meeting discussing effectiveness of strategies and resulting Interim Assessments

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

**G9.** Math- 6. Our goal for the 2013-2014 school year is to increase the percentage of our students making learning gains on the FCAT 2.0 by utilizing data to set goals and differentiate instruction.

**G9.B1** Based upon the 2013 FCAT results, students demonstrated a deficiency in the following category: Fractions and Geometry and Measurement.

**G9.B1.S1** All teachers in grades 3-5 will also utilize the NGSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model. Teachers will also incorporate reading comprehension and writing strategies into instruction. All teachers in grades K-5 will take part regular embedded professional development (i.e., common planning, lesson study, professional learning communities). Teacher in grades K-5 will use data to set goals and differentiate instruction as well.

### **Action Step 1**

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

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

Adm Team, Math Coach and MTSS/RtI Team

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

Grade level meeting and after Interim Assessments

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples, SuccessMaker, and GIZMOS Summative: 2014 FCAT 2.0

#### **Facilitator:**

Gwendolyn Richards-Stewart

#### **Participants:**

Math teachers in grades K - 5

### **Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

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

Administrative Team, Math Coach and MTSS/RtI Team

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

Grade level meeting and after Interim Assessments

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples, SuccessMaker, and GIZMOS Summative: 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G9.B1.S1**

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

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

Administrative Team, Math Coach and MTSS/RtI Team

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

Grade level meeting and after Interim Assessments

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples, SuccessMaker, and GIZMOS Summative: 2014 FCAT 2.0

**G10.** Our goal for the 2013-2014 school year for our students in the lowest 25% making learning gains is to increase in proficiency by the implementation of tutorial services and intervention.

**G10.B1** Based upon the 2013 FCAT results, students demonstrated a deficiency in the following category: Fractions and Geometry and Measurement.

**G10.B1.S1** Teachers will identify and target students not making learning gains and provide remediation through the use of computer assisted programs (SuccessMaker, Think Central, and GIZMOS), and tutorial services. All teachers in grades 3-5 will also utilize the NGSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model. Teachers will also incorporate reading comprehension and writing strategies into instruction. All teachers in grades K-5 will take part regular embedded professional development (i.e., common planning, lesson study, professional learning communities). Teacher in grades K-5 will use data to set goals and differentiate instruction as well.

### **Action Step 1**

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

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

Adm Team and Math Coach

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

After Interim Assessment and Grade Level Meetings

#### **Evidence of Completion**

Assessments and Student Work Folder

### **Plan to Monitor Fidelity of Implementation of G10.B1.S1**

We will monitor for fidelity utilizing the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

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

Administrative Team and Math Coach

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

After Interim Assessment and Grade Level Meetings

#### **Evidence of Completion**

Assessments and Student Work Folder



### **Plan to Monitor Effectiveness of G10.B1.S1**

We will monitor for effectiveness of the use of the implementation of the FCIM Model, data-driven instruction specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

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

Administrative Team and Math Coach

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

After Interim Assessment and Grade Level Meetings

#### **Evidence of Completion**

Assessments and Student Work Folder

**G11.** Science- Our goal for the 2013-2014 school year for students scoring at Achievement Level 3 is to increase student proficiency by the implementation of essential labs to apply analyze and explain science concepts.

**G11.B1** Based on the 2013 FCAT Science results, students demonstrated a lowest performance in the following category: Life Science

**G11.B1.S1** Teachers will utilize essential labs provided by the educational transformation office and other supplemental labs to apply, analyze and explain concepts related to Life Science. Teachers will use gradual release lesson plan model to demonstrate use of collaborative strategies during instruction.

#### **Action Step 1**

Using the FCIM Model, data chats will be conducted after each Interim assessment for progress monitoring.

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

Adm Team, Science Coach and MTSS/RTI Team

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

The instructional Coaches will conduct Department meetings and assist with common planning to obtain teacher feedback of effectiveness of strategies.

#### **Evidence of Completion**

Classroom and Interim Assessments and Lab Reports

### **Plan to Monitor Fidelity of Implementation of G11.B1.S1**

We will monitor for fidelity of the use of essential labs provided to apply, analyze and explain concepts related to Life Science, as well as the use of the gradual release lesson plan model to demonstrate use of collaborative strategies during instruction.

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

Science Coach, Administrative Team and MTSS/RTI Team

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

Science Coach and Administrative Team and MTSS/RTI Team

#### **Evidence of Completion**

Assessments and Student Lab Reports

### **Plan to Monitor Effectiveness of G11.B1.S1**

We will monitor for effectiveness of the teachers' use essential labs provided by the educational transformation office and other supplemental labs to apply, analyze and explain concepts related to Life Science. Teachers will use gradual release lesson plan model to demonstrate use of collaborative strategies during instruction.

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

Science Coach and Administrative Team and MTSS/RTI Team

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

Science Coach and Administrative Team and MTSS/RTI Team

#### **Evidence of Completion**

Assessments and Student Lab Reports

**G12.** Science - Our goal for the 2013-2014 school year for students scoring at Achievement Level 4 is to increase student proficiency by the implementation of interactive journals with increased rigor in writing in science.

**G12.B1** Based on the 2013 FCAT Science results, students demonstrated a lowest performance in the following category: Life Science

**G12.B1.S1** A strategy that will be utilized during science instruction will be increasing rigor in science writing and providing evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards. Another approach is to align instructional strategies to the cognitive complexity of the standards. Teachers will also provide classroom opportunities for students in grade 5 to design and develop Science Fair projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, and data analysis

### **Action Step 1**

Teachers will utilize interactive science journals to thoroughly increase the consistency in science writing. Teachers will provide hands-on experiences through essential labs to develop student understanding of the Scientific Method.

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

Teachers

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

After each Interim Assessment

#### **Evidence of Completion**

Classroom and Interim Assessments and Science Fair entries

### **Plan to Monitor Fidelity of Implementation of G12.B1.S1**

The Administrative team will conduct walk through, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Teachers will utilize interactive science journals to thoroughly increase the consistency in science writing. Teachers will provide hands-on experiences through essential labs to develop student understanding of the Scientific Method.

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

Administrative Team, Science Coach

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

The Administrative team will conduct walkthroughs, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Using the FCIM Model, data chats will be conducted after each Interim assessment for progress monitoring.

#### **Evidence of Completion**

Science Fair Entries and Assessments

## **Plan to Monitor Effectiveness of G12.B1.S1**

The Administrative team will conduct walk through, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Teachers will utilize interactive science journals to thoroughly increase the consistency in science writing. Teachers will provide hands-on experiences through essential labs to develop student understanding of the Scientific Method.

### **Person or Persons Responsible**

Administrative Team, Science Coach

### **Target Dates or Schedule**

The Administrative team will conduct walkthroughs, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Using the FCIM Model, data chats will be conducted after each Interim assessment for progress monitoring.

### **Evidence of Completion**

Science Fair Entries and Assessments

**G13.** Elementary Reading - Our goal for the 2013-2014 school year is to increase the proficiency of students in the subgroups scoring at Achievement level 3 or above by implementing the Gradual Release Model of instruction.

**G13.B1** Students in the subgroups of Black, Hispanic, ELL, SWD and ED did not make their 2013 FCAT 2.0 targets scoring 34%, 32%, 18%, 26% and 32% respectively. Their target for the 2014 FCAT 2.0 are 53%, 59%, 50%, 50% and 54% respectively. Reporting categories that are of concern are: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process 5th Grade – Vocabulary These deficiencies are due to students' lack of exposure and practice to gain mastery with grappling with difficult text and their inability to use context clues to discover the meaning of unknown words.

**G13.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented

### **Action Step 1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Teachers will teach reading strategies that help students determine meaning of words and phrases as they are used in a text to distinguish literal from nonliteral language. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate. Students will also participate in our after-school tutorial program.

### **Person or Persons Responsible**

Administrative and Coach's walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed. MTSS/RTI meetings will be conducted to monitor the effectiveness of intervention strategies and to assess students' progress.

### **Target Dates or Schedule**

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples, intervention folders and journals, Reading Plus reports, STAR reports, and Reading Logs.

### **Evidence of Completion**

Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

### **Facilitator:**

Gwendolyn Richards-Stewart

### **Participants:**

Teachers in K - 5

**Plan to Monitor Fidelity of Implementation of G13.B1.S1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

**Person or Persons Responsible**

The Administrative Team, MTSS/RTI Team, Reading Coach, and Leadership Team will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule**

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

**Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**Plan to Monitor Effectiveness of G13.B1.S1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate.

**Person or Persons Responsible**

The Administrative Team, MTSS/RTI Team, Reading Coach, and Leadership Team will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule**

Administrative walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and modify plan as needed.

**Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**G14.** Elementary Reading - Our goal for the 2013-2014 school year is to increase the percentage points of Level 3 students by implementing differentiated instruction and tutorial services.

**G14.B1** Based on the 2013 FCAT 2.0 results, students demonstrated a deficiency in the following categories: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process

**G14.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented.

### **Action Step 1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate. Students will be allowed to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Additionally, Jr. Great Books will be utilized to promote higher order thinking skills.

### **Person or Persons Responsible**

The Administrative Team, and the Reading Coach will monitor implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Administrative and Reading Coach walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and to modify plan as needed.

### **Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.



**Plan to Monitor Fidelity of Implementation of G14.B1.S1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate. Students will be allowed to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Additionally, Jr. Great Books will be utilized to promote higher order thinking skills.

**Person or Persons Responsible**

The Administrative Team, and the Reading Coach will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule**

Administrative and Reading Coach walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and to modify plan as needed.

**Evidence of Completion**

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**Plan to Monitor Effectiveness of G14.B1.S1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate. Students will be allowed to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Additionally, Jr. Great Books will be utilized to promote higher order thinking skills.

**Person or Persons Responsible**

The Administrative Team, and the Reading Coach will monitor implementation of these strategies for fidelity.

**Target Dates or Schedule**

Administrative and Reading Coach walk-throughs, review of on-going classroom assessments and Interim Assessments will be conducted. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Grade level meetings and common planning will be done to obtain teacher feedback, plan for instruction, monitor effectiveness of strategies, and to modify plan as needed.

**Evidence of Completion**

Effectiveness will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples and journals, Reading Plus reports, STAR reports, and Reading Logs. Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.

**G15.** Elementary Reading- Our goal for the 2013-2014 school year is to increase Level 4 and 5 student proficiency by implementing enrichment activities using Reading Plus and Junior Great Books.

**G15.B1** Based on the 2013 FCAT 2.0 results, students demonstrated a deficiency in the following categories: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process

**G15.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented.

### **Action Step 1**

Ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies.

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

Teacher

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

ongoing

#### **Evidence of Completion**

Students will develop and maintain response journals.

### **Action Step 2**

Identify students who are eligible for interventions. Use the FCIM model.

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

MTSS/RTI

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

The first 4 weeks of school

#### **Evidence of Completion**

Placement in intervention,

### **Plan to Monitor Fidelity of Implementation of G15.B1.S1**

Conduct walk-throughs, lesson plans, student grouping, Students placement in our after-school tutorial program.

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

Administrative and Coach's

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

bi-monthly

#### **Evidence of Completion**

Review of on-going classroom assessments, student folders. Interventions: roster attendance checks, grouping template, software logs,

### **Plan to Monitor Effectiveness of G15.B1.S1**

FCIM model, data analysis, student work/assessments

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

Administrative Team, MTSS/RtI Team, and Math Coach will monitor for fidelity and effectiveness by conducting administrative walk-throughs, review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans, data chats (inclusive of the administrative team, teachers and coaches) will be Grade level meeting discussing effectiveness of strategies and resulting Interim Assessments conducted after each Interim Assessment for progress monitoring and Differentiated Instruction, and conducting grade-level meetings to obtain teacher feedback of effectiveness of strategies.

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

Weekly classroom assessments, interim assessments and 2014 FCAT 2.0

#### **Evidence of Completion**

School site mini-assessments, McGraw/Hill assessments, District Interims

**G16.** Writing - Our goal for the 2013-2014 school year is to increase the percentage students in grades 4 scoring a Level 4 or higher by implementing a writing camp and conducting conferences with students.

**G16.B1** Students weakness in the areas of Grammar and Conventions.

**G16.B1.S1** Teachers will provide instruction of the various modes of writing utilizing the writing Process, utilizing lesson plans that follow an instructional routine. We will implement and monitor the effective use of data in writing instruction.

### **Action Step 1**

Teachers will encourage students to develop and maintain a writer's notebook to include format for use, table of content, and a rubric. Also to be included are first drafts, revisions and edits.. Published work will be displayed and maintained in a writing folder. We will also provide opportunities for students to use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

### **Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor the implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Administrative walk throughs, review of District Pre/Post Writing Assessments will be conducted. Students' writing will be scored and the feedback provided to students on writing samples will be monitored. There will be an on-going review of student writing samples and writing journals. Grade level meetings will be conducted to obtain teacher feedback and to evaluate the effectiveness of strategies. Our school will utilize the FCIM Model to implement the 6 traits of the writing process with the infusion of literature, and to conduct small group conferencing and peer editing. Data Chats will be conducted with teachers and students after each major writing assessment.

### **Evidence of Completion**

Progress will be monitored through formative assessments such as the District Baseline, Mid-year and Post –tests, scored student writing samples, and writing journals. Our summative assessment will be the 2014 FCAT 2.0 Writing Assessment.

## **Plan to Monitor Fidelity of Implementation of G16.B1.S1**

Teachers will encourage students to develop and maintain a writer's notebook to include format for use, table of content, and a rubric. Also to be included are first drafts, revisions and edits.. Published work will be displayed and maintained in a writing folder. We will also provide opportunities for students to use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

### **Person or Persons Responsible**

The Administrative Team and Reading Coach will monitor the implementation of these strategies for fidelity.

### **Target Dates or Schedule**

Administrative walk throughs, review of District Pre/Post Writing Assessments will be conducted. Students' writing will be scored and the feedback provided to students on writing samples will be monitored. There will be an on-going review of student writing samples and writing journals. Grade level meetings will be conducted to obtain teacher feedback and to evaluate the effectiveness of strategies. Our school will utilize the FCIM Model to implement the 6 traits of the writing process with the infusion of literature, and to conduct small group conferencing and peer editing. Data Chats will be conducted with teachers and students after each major writing assessment.

### **Evidence of Completion**

Progress will be monitored through formative assessments such as the District Baseline, Mid-year and Post –tests, scored student writing samples, and writing journals. Our summative assessment will be the 2014 FCAT 2.0 Writing Assessment.

## Plan to Monitor Effectiveness of G16.B1.S1

Teachers will encourage students to develop and maintain a writer's notebook to include format for use, table of content, and a rubric. Also to be included are first drafts, revisions and edits.. Published work will be displayed and maintained in a writing folder. We will also provide opportunities for students to use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

### Person or Persons Responsible

The Administrative Team and Reading Coach will monitor the implementation of these strategies for fidelity.

### Target Dates or Schedule

Administrative walk throughs, review of District Pre/Post Writing Assessments will be conducted. Students' writing will be scored and the feedback provided to students on writing samples will be monitored. There will be an on-going review of student writing samples and writing journals. Grade level meetings will be conducted to obtain teacher feedback and to evaluate the effectiveness of strategies. Our school will utilize the FCIM Model to implement the 6 traits of the writing process with the infusion of literature, and to conduct small group conferencing and peer editing. Data Chats will be conducted with teachers and students after each major writing assessment.

### Evidence of Completion

Progress will be monitored through formative assessments such as the District Baseline, Mid-year and Post –tests, scored student writing samples, and writing journals. Our summative assessment will be the 2014 FCAT 2.0 Writing Assessment.

## G17.

### G17.B1

#### G17.B1.S1

#### Action Step 1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G17.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G17.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



**G19. STEM**

**G19.B1** Based on the 2013 FCAT results students demonstrated a performance improvement in the following category: Life Science

**G19.B1.S1** Teachers will provide activities for students in fifth grade 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 hypothesis, data analysis, explanation of variables and experimental design in life science. Another approach is to provide classroom opportunities for students in fifth grade to design and develop science fair projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypothesis and data analysis. Teachers will also utilize GIZMOS to enhance classroom instruction.

**Action Step 1**

Teachers will require students to participate in the District wide Science Fair competition. Teachers will provide students with technological monthly opportunities with GIZMOS.

**Person or Persons Responsible**

Administrative Team and Science Coach will monitor classroom teachers and students.

**Target Dates or Schedule**

The Administrative team will conduct walkthroughs, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Using the FCIM Model, data chats will be conducted after each Interim assessment for progress monitoring and to evaluate progress and make needed adjustments. The instructional Coaches will conduct Department meetings and assist with common planning to obtain teacher feedback of effectiveness of strategies.

**Evidence of Completion**

Monitoring progress will include formative classroom assessments, Interim assessments, Science Fair student participation, Science Fair entries, student work samples, Summative classroom assessments and the summative 2014 FCAT 2.0 Science Assessment

### **Plan to Monitor Fidelity of Implementation of G19.B1.S1**

Teachers will require students to participate in the District wide Science Fair competition. Teachers will provide students with technological monthly opportunities with GIZMOS.

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

Administrative Team and Science Coach will monitor classroom teachers and students.

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

The Administrative team will conduct walkthroughs, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Using the FCIM Model, data chats will be conducted after each Interim assessment for progress monitoring and to evaluate progress and make needed adjustments. The instructional Coaches will conduct Department meetings and assist with common planning to obtain teacher feedback of effectiveness of strategies.

#### **Evidence of Completion**

Monitoring progress will include formative classroom assessments, Interim assessments, Science Fair student participation, Science Fair entries, student work samples, Summative classroom assessments and the summative 2014 FCAT 2.0 Science Assessment

### **Plan to Monitor Effectiveness of G19.B1.S1**

Teachers will require students to participate in the District wide Science Fair competition. Teachers will provide students with technological monthly opportunities with GIZMOS.

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

Administrative Team and Science Coach will monitor classroom teachers and students.

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

The Administrative team will conduct walkthroughs, review of on-going classroom assessments and Interim Assessments for adjustments of lesson plans. Using the FCIM Model, data chats will be conducted after each Interim assessment for progress monitoring and to evaluate progress and make needed adjustments. The instructional Coaches will conduct Department meetings and assist with common planning to obtain teacher feedback of effectiveness of strategies.

#### **Evidence of Completion**

Monitoring progress will include formative classroom assessments, Interim assessments, Science Fair student participation, Science Fair entries, student work samples, Summative classroom assessments and the summative 2014 FCAT 2.0 Science Assessment

**G20.** Our goal for Early Warning Systems is to increase our effectiveness in identifying students who are falling behind early enough to provide appropriate interventions and supports.

**G20.B1** Students are coming to school lacking the phonemic awareness and phonics skills they need to develop reading skills. Additionally student excessive absences have affected their progress. The 2013 Early Warning System shows the following data: 16% of of students missed more than 10% of instructional time. Our target for the 2014 school year is to reduce this to 15%. 13% of students received behavior referral. Our target for the 2014 school year is to reduce this to 12%. 7% of the students received 1 or more referral resulting in suspension. Our target for the 2014 school year is to reduce this to 6%. 14% of our students were retained in pre-K - 5th grade. Our target for the 2014 school year is to reduce this to 13%. 80% of our students are not proficient in reading by 3rd grade. Our target for the 2014 school year is to reduce this to 72%.

**G20.B1.S1** Students that are deficient in reading and mathematics are provided with differentiated instruction and intervention strategies. To address the excessive absences, an Attendance Review Committee monitors students with excessive absences and make phone calls and home visits.

### **Action Step 1**

We will implement and monitor an aggressive intervention plan, and targeted differentiated instruction. We will also monitor students who have excessive absences.

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

Teachers, coaches, interventionists, counselor, administration

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

Daily calssroom walkthroughs, weekly data chats, and ongoing coach-teacher conferences will be done.

#### **Evidence of Completion**

Classroom visitation logs, coaches logs and agendas, attendance roster, RAMS Behavior Plan will be maintained.

### **Plan to Monitor Fidelity of Implementation of G20.B1.S1**

We will implement and monitor an aggressive intervention plan, and targeted differentiated instruction. We will also monitor students who have excessive absences.

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

Teachers, coaches, interventionists, counselor, administration

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

Daily classroom walkthroughs, weekly data chats, and ongoing coach-teacher conferences will be done.

#### **Evidence of Completion**

Classroom visitation logs, coaches logs and agendas, attendance roster, RAMS Behavior Plan will be maintained.

## **Plan to Monitor Effectiveness of G20.B1.S1**

We will implement and monitor an aggressive intervention plan, and targeted differentiated instruction. We will also monitor students who have excessive absences.

### **Person or Persons Responsible**

Teachers, coaches, interventionists, counselor, administration

### **Target Dates or Schedule**

Daily classroom walkthroughs, weekly data chats, and ongoing coach-teacher conferences will be done.

### **Evidence of Completion**

Classroom visitation logs, coaches logs and agendas, attendance roster, RAMS Behavior Plan will be maintained.

## 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

Arcola Lake Elementary offers additional intervention to students in need of remediation through Supplemental Educational Services (SES). Furthermore, retained third grade students receive remediation during summer school. Federal and local services will be coordinated to provide a Voluntary Pre K Program to prepare 4 yr. olds for Kindergarten. Arcola Lake is part of the Phase II initiative of the Ready Schools Miami

Project. Ready Schools Miami is funded through partnership with the University of Florida, W.K. Kellogg Foundation, and Miami-Dade County Public Schools. Health Connect services are provided to ensure students

requiring additional health care needs are addressed by having a full-time nurse on staff throughout the week.

Arcola Lake Elementary involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents of available programs, their rights under No Child Left Behind and other services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

The Community Involvement Specialist conducts informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Coaches identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school-wide screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

District received funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

#### Title II

## 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. Teachers will infuse Reading Comprehension Strategies in all content areas

**G1.B1** Some teachers are self-contained. There is also a need for rigorous instruction aligned to standards. Unfamiliarity with the Gradual Release Model of instruction.

**G1.B1.S1** Teachers who are self-contained will alternate their attendance at common planning to address all areas of instruction. Reading coach will model implementation of reading strategies and the gradual release model.

#### PD Opportunity 1

Best practices will be shared throughout the school so that effective reading instruction can be implemented. Professional development will be offered to content area teachers in the area of reading instruction. The gradual release model will be used to deliver explicit instruction to students.

##### Facilitator

Gwendolyn Richards-Stewart

##### Participants

All teachers in K - 5

##### Target Dates or Schedule

Common planning will take place weekly and will include the following activities: lesson planning, collegial sharing of best practices, and delivery of professional development.

##### Evidence of Completion

Lesson plans, sign-in logs, agendas and minutes of common planning and professional development rosters with follow-up activities will be maintained.

**G9.** Math- 6. Our goal for the 2013-2014 school year is to increase the percentage of our students making learning gains on the FCAT 2.0 by utilizing data to set goals and differentiate instruction.

**G9.B1** Based upon the 2013 FCAT results, students demonstrated a deficiency in the following category: Fractions and Geometry and Measurement.

**G9.B1.S1** All teachers in grades 3-5 will also utilize the NGSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model. Teachers will also incorporate reading comprehension and writing strategies into instruction. All teachers in grades K-5 will take part regular embedded professional development (i.e., common planning, lesson study, professional learning communities). Teacher in grades K-5 will use data to set goals and differentiate instruction as well.

### **PD Opportunity 1**

Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities. Teachers will help students to develop a conceptual understanding of topics by providing hands-on learning experiences.

#### **Facilitator**

Gwendolyn Richards-Stewart

#### **Participants**

Math teachers in grades K - 5

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

Grade level meeting and after Interim Assessments

#### **Evidence of Completion**

Classroom assessments, Interim assessments, Student work samples, SuccessMaker, and GIZMOS Summative: 2014 FCAT 2.0

**G13.** Elementary Reading - Our goal for the 2013-2014 school year is to increase the proficiency of students in the subgroups scoring at Achievement level 3 or above by implementing the Gradual Release Model of instruction.

**G13.B1** Students in the subgroups of Black, Hispanic, ELL, SWD and ED did not make their 2013 FCAT 2.0 targets scoring 34%, 32%, 18%, 26% and 32% respectively. Their target for the 2014 FCAT 2.0 are 53%, 59%, 50%, 50% and 54% respectively. Reporting categories that are of concern are: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process 5th Grade – Vocabulary These deficiencies are due to students' lack of exposure and practice to gain mastery with grappling with difficult text and their inability to use context clues to discover the meaning of unknown words.

**G13.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented

### **PD Opportunity 1**

Teachers will utilize the gradual release lesson plan format to allow for explicit and guided instruction. Teachers will teach reading strategies that help students determine meaning of words and phrases as they are used in a text to distinguish literal from nonliteral language. Students will read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will ask and answer questions referring explicitly to the text as a basis for the answers, utilizing collaborative strategies. Students will develop and maintain response journals. Students will engage in our school-wide Accelerated Reader reading program and take applicable quizzes with a 70% accuracy rate. Students will also participate in our after-school tutorial program.

#### **Facilitator**

Gwendolyn Richards-Stewart

#### **Participants**

Teachers in K - 5

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

Progress will be monitored through formative assessments, such as classroom assessments, Interim assessments, Student work samples, intervention folders and journals, Reading Plus reports, STAR reports, and Reading Logs.

#### **Evidence of Completion**

Our summative assessment will be the 2014 FCAT 2.0 Reading Assessment.



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

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

**G15.** Elementary Reading- Our goal for the 2013-2014 school year is to increase Level 4 and 5 student proficiency by implementing enrichment activities using Reading Plus and Junior Great Books.

**G15.B1** Based on the 2013 FCAT 2.0 results, students demonstrated a deficiency in the following categories: 3rd Grade – Information Text/Research Process, Reading Application and Literary Analysis Fiction/Non Fiction 4th Grade – Information Text/Research Process

**G15.B1.S1** Teachers will plan or and deliver lessons that follow a gradual release instructional routine, and utilize effective reading comprehension and writing strategies. We will implement and monitor the effective use of data-driven instruction, as well as targeted interventions and enrichment opportunities. A school-wide independent reading plan will also be implemented.

#### Action Step 2

Identify students who are eligible for interventions. Use the FCIM model.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**