2013-2014 SCHOOL IMPROVEMENT PLAN

Kendale Lakes Elementary School

8000 SW 142ND AVE

Miami, FL 33183

305-385-2575

http://kle.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	79%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Kendale Lakes Elementary Schl

Principal
Martha Jaureguizar T

School Advisory Council chair
Kristi Atkison

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

Name	Title
Martha T. Jaureguizar	Principal
Nancy Cabrera-Nuñez	Assistant Principal
Kristine Sanchez	Reading Coach
Dr. Luz Berrio	Behavioral Specialist
Elena Alvarez	Special education personnel
Ivett Ceballos	School guidance counselor
Ingrid Castelblanco	School psychologist
Fortuna Algaze	School social worker

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The Kendale Lakes Elementary School EESAC shall be made up of at least 5 teachers (3 alternate teachers), 4 parents (4 alternate parents), 1 educational support employee (1 alternate educational support employee), 4 business/community representative, UTD steward, and the principal(1 alternate-assistant principal).

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) plays a vital role in the development of the School Improvement Plan. Input from the council members determines the path the School Improvement Plan will take and

whether current strategies that are in place are working to increase student achievement based on data results from the district and state. Additionally, the SAC provides guidance and support to school team members and stakeholders via faculty meetings, workshops, and incentive programs.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) will monitor the implementation of the School Improvement Plan. The SAC will conduct meetings to ensure that all stakeholders are involved in important decisions made regarding the students, school, and community.

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

The School Advisory Council (SAC) will continue the technology improvements planned throughout the school. The SAC funds will be used to support the objectives and strategies outlined in the School Improvement Plan. This year, funds will be used to support the purchase of school technology, supplies, and incentive programs.
The amount allocated for each project is estimated as follows:
Technology: $2,126.00
Supplies: $500.00
Student recognition and incentives: $700.00
Total project SAC budget is $3,326.00

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Martha Jaureguizar T		
Principal	Years as Administrator: 17	Years at Current School: 4

Credentials	Degrees: B.S. Elementary Education M.S. Reading Education Certifications: Elementary Education Gifted Education Educational Leadership
Performance Record	'13'12 '11 '10 '09 School Grade- A A A A A High Standards Rdg.- 73 74 92 91 86 High Standards Math- 74 70 89 84 86 Lrng Gains-Rdg. - 77 81 69 79 76 Lrng Gains-Math- 73 78 72 57 67 Gains-Rdg-25%- 72 73 74 65 84 Gains-Math-25%- 62 71 66 50 64 Rdg. AMO-No Math AMO-Yes

Nancy Cabrera Nuñez		
Asst Principal	Years as Administrator: 10	Years at Current School: 10

Credentials	Degrees: B.S. Elementary Education/Special Education M.S. Administration Certifications: Varying Exceptionalities Elementary Education Educational Leadership
Performance Record	'13'12 '11 '10 '09 School Grade –A A A A A High Standards Rdg.-73 74 92 91 87 High Standards Math-74 70 89 84 87 Lrng Gains-Rdg.-77 81 69 79 80 Lrng Gains-Math-73 78 72 57 66 Gains-Rdg-25%-72 73 74 65 81 Gains-Math-25%-62 71 66 50 70 Rdg.AMO-No Math AMO-Yes

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kristine Sanchez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Degrees: B.S. Nuclear Medicine/Medical Technology Certifications: Elementary Education K-6 ESOL K-12 Reading Endorsement
Performance Record	'13'12 '11 '10 '09 School Grade –A A A A A High Standards Rdg.-73 74 9188 80 High Standards Math-74 70 88 90 89 Lrng Gains-Rdg.-77 81 72 80 79 Lrng Gains-Math-73 78 64 71 83 Gains-Rdg-25%-72 73 71 69 70 Gains-Math-25%-62 71 72 74 72 Gains-Math-25% 71 66 74 82 66 Rdg. AMO- No Math AMO- Yes

Classroom Teachers

# of classroom teachers

54

 # receiving effective rating or higher

54, 100%

 # Highly Qualified Teachers

78%

 # certified in-field

52, 96%

 # ESOL endorsed

46, 85%

 # reading endorsed

6, 11%

 # with advanced degrees

16, 30%

 # National Board Certified

7, 13%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

3, 6%

 # with 6-14 years of experience

23, 43%

 # with 15 or more years of experience

28, 52%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Kendale Lakes Elementary School implements several strategies aimed at recruiting and retaining highly qualified, certified-in-field, effective teachers. Professional development will be used to support and promote best practices for staff and faculty members. The designated person for the implementation of this strategy will be the Reading, Math, PD Liaison, and Science Coach. Additionally, professional support for Reading instruction will be used as a strategy. The designated person for the implementation of this strategy will be the Reading Coach and Grade Level Department Chairs.

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

Kendale Lakes implements a teacher mentoring program. Elena M. Alvarez will be the mentor designee as she exemplifies an outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas as well as a great understanding of the implementation of SPED services. The mentee assigned is Christina Mendiola. Mentoring activities will include, but are not limited to, modeling, observation, and planning. Additionally, Pam McLeod will also serve as a mentor. The designated mentee will be Antonio Sanders.

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

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

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

The MTSS Leadership/RtI team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The MTSS Leadership/RtI team is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The MTSS Leadership/RtI team is vital to the implementation of strategies outlined in the School Improvement Plan. Each defined team member will have a function and a responsibility to provide identification, input, and implementation of core instruction, resources allocation, teacher support systems, and small group and individual student needs.
Administrator(s): Martha T. Jaureguizar and Nancy Cabrera-Nuñez will ensure commitment and allocate resources.
Teacher(s) and Coaches: Kristine Sanchez and classroom teachers who share the common goal of improving instruction for all students.
The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, and who will work to build staff support, internal capacity, and sustainability over time.
School Reading, Math, and Science: Kristine Sanchez
Behavior specialists: Dr. Luz Berrio
Special education personnel : Elena Alvarez
School guidance counselor: Ivett Ceballos
School psychologist: Ingrid Castelblanco
School social worker: Fortuna Algaze

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The MTSS Leadership/RtI Team will:
1. Monitor academic and behavior data, evaluating progress by addressing the following important

questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings; encourage and facilitate professional learning communities (PLC).

4. Maintain communication with staff for ongoing input and feedback, as well as updating them on procedures and progress. Additionally, the KLE family will gather input/feedback through reflective practices.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions and resources needed to positively impact student achievement.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery; data targets.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The MTSS Leadership/RtI Team will monitor and adjust the school's academic and behavioral goals by gathering data and performing analysis. The MTSS Leadership/RtI Team will monitor the fidelity of the delivery of instruction and intervention. The MTSS Leadership/RtI Team will provide levels of support and interventions to students based on data and teacher observation.

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 systems

• adjust the allocation of school-based resources

• drive decisions regarding targeted professional development

• create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

• FAIR assessment

• Interim assessments (EDUSOFT and ThinkGate reports)

• State/Local Math and Science assessments

• FCAT 2013

• Student grades

• School site specific assessments

• CELLA

•Reading Plus

•STAR

Behavior

• Student Case Management System (SCM) referrals

• Detentions

• Suspensions/expulsions

• Referrals by student behavior, staff behavior, and administrative context

• Monitor number of behavioral referrals

• Behavioral climate surveys completed

• Attendance and punctuality reviews (Attendance Review Committee meetings and/or administrative letters distributed)

• Referrals to complete specific behavioral intervention plans and/or special education programs as deemed appropriate

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

The MTSS Leadership/RtI Team provides early, systematic assistance to children who are having difficulty learning. The MTSS Leadership/RtI Team seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have academic difficulties. It involves research-based instruction and interventions, regular monitoring of student progress, and the subsequent use of data over time, to make educational decisions. The RtI process has embedded systematic checkpoints to evaluate and analyze student progress with the intervention provided. During the checkpoints, a problem solving model is followed to further make decisions between tiers to realign and intensify the interventions or seek assistance from the school psychologist for further guidance. In addition, the instructional teacher also monitors the progress of the child in interventions as well as with grade-level assignments, in order to ensure decisions are based on the outcomes of the targeted interventions.
In order to build support and understanding of the MTSS, as well as build data-based problem solving for staff and parents, Kendale Lakes will provide several different levels of support based on need.
• Administrators will be trained in the RtI problem solving, data analysis process.
• School staff will be trained to understand basic MTSS/RtI principles and procedures.
• A network of ongoing support for RtI organized through feeder patterns will also be monitored by the Leadership Team.
• Parent workshops and seminars, as well as Leadership Team meetings, will be conducted to provide support and intervention.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,320

Kendale Lakes uses several research-based strategies to increase the amount and quality of learning time in order to provide an enriched and accelerated curriculum. Data from several different resources are used to identify areas of student learning needs. Based on these needs students are referred to several different types of programs. The after-school English Language Learner (ELL) tutoring is offered to ELL students needing additional help in both Reading and Mathematics.Embedded during school hours is Wonder Works Intervention Program. This program is offered to students and is provided within the school day. Wonder Works Intervention Program provides an additional thirty minutes of Reading intervention. Also embedded during the school day is FCAT crunch time tutoring.This intervention program is offered during the school day in order to elevate learning gains in Mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected throughout the school year and analyzed to determine the effectiveness of the Extended Learning Opportunities. On-going progress monitoring data are analyzed by the school administration and the Reading Coach in order to provide further intervention strategies for struggling students or provide enrichment opportunities as warranted. Teachers will also analyze their data as well.

At grade level meetings, faculty meetings, and coaching sessions, interim data are presented and action plans are formulated based on areas of concern. Additionally, FAIR data is used to progress monitor students attending Wonder Works tutoring as well as the On-going Progress monitoring tool available through FAIR. The Checkpoints embedded in the Wonder Works Intervention Program are used to delineate student rate of growth and progress. Reading Plus reports, SuccessMaker reports, and pre-tests and post-tests are also used to measure and monitor the efficacy of all extended learning opportunities.

Who is responsible for monitoring implementation of this strategy?

The personnel responsible for the monitoring and implementation of strategies are school administrators, reading coach, and classroom teachers.

| **Strategy:** Extended Day for All Students |
| **Minutes added to school year:** 2,160 |

Technology night is offered twice a week in the evening. This program is available to both low performing students in both Reading and Mathematics, as well as any students needing computer or internet access.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected throughout the school year and analyzed to determine the effectiveness of the Extended Learning Opportunities. On-going progress monitoring data is analyzed by school administration and the Reading Coach in order to provide further intervention strategies for struggling students or provide enrichment opportunities as warranted.
At grade level meetings, faculty meetings, and coaching sessions, interim data is presented and action plans are formulated based on areas of concern. Additionally, FAIR data is used to progress monitor students attending Wonder Works tutoring as well as the On-going Progress monitoring tool available through FAIR. The Checkpoints embedded in the Wonder Works Intervention Program are used to delineate student rate of growth and progress. Reading Plus reports, SuccessMaker reports, and pretests and posttests were also used to measure and monitor the efficacy of all extended learning opportunities.

Who is responsible for monitoring implementation of this strategy?

The personnel responsible for the monitoring and implementation of strategies are school administrators, reading coach, and classroom teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Martha T. Jaureguizar	Principal
Nancy Cabrera-Nuñez	Assistant Principal
Kristine Sanchez	Reading Coach
Julia Noy	Math Lead Teacher/Professional Development Liaison/Fifth Grade Department Chairperson
Gilda Raton	Writing Department Chairperson
Evelyn Zarranz-Perez	Primary Grade Pre-K-1 Department Chairperson
Kristi Atkison	EESAC Chairperson/Special Areas
Adam Livingstone	UTD Steward
Dayami Borges	Media Specialist/Technology Leader

Name	Title
Elena Alvarez	Special Education Department Chairperson
Maurilio Pendas	ESOL Teacher/ELL Instructional Representative
Ivette Voigt	First Grade Department Chair
Kristine Alonso	Second Grade Department Chairperson
Teresa Murphy	Third Grade Department Chairperson
Aida Arocha	Fourth Grade Department Chairperson
Elizabeth Colmenarez	REACH Department Chairperson
Mayra Tordera	EFL Representative
Lizette Perez	STEAM Representative Primary/Pre-K-1
Laurent Lafalaise	STEAM Representative Primary 2/3
Nishmi Hammond	STEAM Representative Intermediate 4/5

How the school-based LLT functions

The principal and leadership team collaborate to establish and communicate instructional goals for school success. The leadership team sets high expectations for teaching and learning, fostering an environment where needs are addressed to maximize both effective teaching practices as well as effective interventions and enrichment opportunities. The leadership team effectively allocates and manages the school's resources – staff, time, funds, and materials – to address school priorities and students' needs. The leadership team continuously evaluates the quality of instruction and the effectiveness of the school programs in order to gauge progress towards the instructional goals. School staff share leadership responsibilities and participate in decision making that advances the school's mission. The leadership team empowers staff and holds them accountable for results, quality of instruction and effective delivery of services. The leadership team gathers and analyzes data to design professional development for faculty as prescribed by both our intervention and enrichment needs. The leadership team supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. The team identifies students in the lowest 25 percentile, students in the Adequate Yearly Progress subgroup(s), students scoring less than 84% on the FAIR in order to deliver research-based instructional programs and intervention to best support the lower achieving students.

Major initiatives of the LLT

The Leadership team sets standards and expectations for leadership and instruction. LLT provides research-based effective instruction and intervention in support of state and district standards. The team will meet monthly throughout the school year to review available data and discuss formative, interim, and summative assessment results to establish curriculum benchmarks and effective strategies to maximize student achievement. The input from the team will also be central to the identification of resources to be purchased for optimal instructional delivery and teacher preparedness.

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

At Kendale Lakes Elementary School, all incoming Kindergarten students are assessed before entering Kindergarten with a Kindergarten Readiness Instrument. Additionally, the level of English proficiency is also established in order to ascertain individual and group needs to assist in the development of robust instructional/intervention/enrichment programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS), will be used to assess basic academic skill development and academic school readiness of incoming students. In addition, the FAIR assessment will be used to ascertain Print/Letter Knowledge, Phonological Awareness/Processing, and Oral Reading Comprehension. The results will provide valuable information regarding student development and the need for instruction ,intervention regarding Reading instruction, and consideration for enrichment programs. Transition to Kindergarten meetings are conducted for students with disabilities to ensure the special needs of students are communicated and designated services are delineated for the next grade level. A Pre-Kindergarten Transition to Kindergarten meeting is held prior to summer vacation for all parents with incoming Kindergarten students. An orientation for incoming Pre-Kindergarten families is also conducted at the beginning of the school year in order to facilitate transition from home to school.

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	74%	73%	No	77%
American Indian		0%		
Asian		0%		
Black/African American	74%	80%	Yes	77%
Hispanic	73%	71%	No	76%
White	77%	89%	Yes	79%
English language learners	71%	58%	No	74%
Students with disabilities	46%	42%	No	51%
Economically disadvantaged	73%	70%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	26%	28%
Students scoring at or above Achievement Level 4	153	44%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	100	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	77	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	77	28%	35%

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	68	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	74%	Yes	75%
American Indian		0%		
Asian		0%		
Black/African American	55%	80%	Yes	60%
Hispanic	72%	73%	Yes	75%
White	77%	85%	Yes	79%
English language learners	72%	61%	No	75%
Students with disabilities	43%	47%	Yes	49%
Economically disadvantaged	70%	72%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	28%	30%
Students scoring at or above Achievement Level 4	156	45%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	19%	20%
Students scoring at or above Achievement Level 4	87	69%	69%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		
Participation in STEM-related experiences provided for students	445	65%	75%

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	55	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	23	3%	2%
Students who are not proficient in reading by third grade	41	37%	33%
Students who receive two or more behavior referrals	132	18%	17%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Goals Summary

G1. The results from the 2013 FCAT 2.0 Reading indicate that the percent of all students scoring a level 3 or above is currently at 73%. The goal for the 2013-2014 school year will be to increase four percentage points to 77%.

G2. The results of the 2013 FCAT 2.0 Writing indicate that 63%(68) of the students scored at or above 3.5. The goal for the 2013-2014 school year is to increase four percentage points to 67%.

G3. The results of the 2013 FCAT 2.0 Math indicate that 74% of all students scored at or above achievement level 3. The goal for the 2013-2014 school year will be to increase by one percentage point to 75%.

G4. The results of the 2013 FCAT 2.0 Science indicate that 88%(111) of students scored at level 3 or above. The goal this year will be to increase that number one percentage point to 89%.

G5. The results of the 2012-2013 STEM goal area data indicate that both the number of STEM-related activities and the number of students participating in STEM-related activities needs to increase for the 2013-2014 school.

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in third grade, decrease students non-proficient in reading by third grade, and decrease students with behavior referrals.

Goals Detail

G1. The results from the 2013 FCAT 2.0 Reading indicate that the percent of all students scoring a level 3 or above is currently at 73%. The goal for the 2013-2014 school year will be to increase four percentage points to 77%.

Targets Supported

Resources Available to Support the Goal
- Resources that will used to support achievement of the goal will include, but not limited to, McGraw-Hill textbook and materials, workbooks, visuals, professional development, Reading Plus, SuccessMaker, and technology.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Reading indicate that the ED subgroup is at 70%. The goal this year will be to increase five percentage points to 75%. The 2013 FCAT Student Performance data indicates that the ED subgroup had a deficiency in Reporting Category 2: Reading Application. (LA.3-5.1.7.2) Students are experiencing difficulty identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text. (CCSS.ELA.RI.3-5.6)

- The results of the 2013 FCAT 2.0 Reading indicate that the All students subgroup is at 73%. The goal this year is to increase 4 percentage points to 77%. The 2013 FCAT Student Performance data indicates that the All students subgroup had a deficiency in Reporting Category 1:Vocabulary (LA.3-5.1.6.3). Students are experiencing difficulty in determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language. (CCSS.ELA. L.3-5.4a)

- The results of the 2013 FCAT 2.0 Reading indicate that the ELL subgroup is at 58%. The goal this year will be to increase six percentage points to 74%. The 2013 FCAT Student Performance data indicates that the All students subgroup had a deficiency in Reporting Category 1:Vocabulary (LA.3-5.1.6.3). Students are experiencing difficulty in determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language. (CCSS.ELA. L.3-5.4a)

- The results of the 2013 FCAT 2.0 Reading indicate that the Hispanic subgroup is at 71%. The goal this year will be to increase five percentage points to 76%. The 2013 FCAT Student Performance data indicates that the Hispanic subgroup had a deficiency in Reporting Category 1:Vocabulary (LA.3-5.1.6.3). Students are experiencing difficulty in determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language. (CCSS.ELA. L.3-5.4a)

- The results of the 2013 FCAT 2.0 Reading Assessment indicate that the SWD subgroup is at 42%. The goal this year will be to increase nine percentage points to 51%. The 2013 FCAT Student Performance data indicates that the SWD subgroup had a deficiency in Reporting Category 3-Literary Analysis: Fiction and Non-fiction. (LA.3-5.2.1.2). Students are experiencing difficulty in identifying and explaining the elements of a story, including character development, setting, plot, and problem/resolution in a variety of fiction.(CCSS.ELA.RL.3-5.3)

- The results of the 2013 FCAT 2.0 Reading indicate that 26% (89) of students scored at achievement level 3. The goal for the 2013-2014 school year is to increase two percentage points to 28%. The area of deficiency as noted in the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. (LA.3-5.1.7.2) Students are having difficulty reading and comprehending both literature and informational text at the high end of complexity in order to determine the author's purpose and perspective.(CCSS.ELA.RL.3-5.6)

- The results of the 2013 FCAT 2.0 Reading indicate that 44%(153) of students scored at or above achievement level 4. The goal for the 2013-2014 school year is to increase one

percentage point to 45%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis/Fiction/Nonfiction.(LA.3-5.2.1.2) Students are identified as having difficulty in the area of identifying and interpreting the elements of story structure and understanding character development.(CCSS.ELA.RL.3-5.3)

- The results of the 2013 FCAT 2.0 Reading indicate that 77% of students made learning gains.The goal for the 2013-2014 school year is to increase two percentage points to 79%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. (LA.3-51.6.7) Students experienced difficulty in determining the meaning of unfamiliar base words, prefixes, suffixes.(CCSS.ELA.L.3-5.4c)

- The results of the 2013 FCAT 2.0 Reading indicate that 72% students in the lowest 25% made learning gains.The goal this year is to increase three percentage points to 75%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. (LA.3-5.1.6.9) Students are noted as having difficulty in determining multiple meanings in context.(CCSS.ELA.L.3-5.4)

- The results of the 2013 CELLA indicate that 37%(100) of students scored proficient in LISTENING/SPEAKING. The goal for the 2013-2014 school year is to increase six percentage points to 43%. Following an analysis of the data from the 2013 CELLA, students will need to increase their score on the Listening/Speaking category. Students require additional opportunities in and outside of the classroom to speak English.

- The results of the 2013 CELLA Assessment indicate that 28%(77) of students scored proficient in READING.The goal for the 2013-2014 school year is to increase seven percentage points to 35%. Students require additional opportunities to read in English. Students need to increase their score in vocabulary.

- The results of the 2013 CELLA Assessment indicate that 28%(77) of students scored proficient in WRITING.The goal for the 2013-2014 school year is to increase seven percentage points to 35%. Students require additional opportunities to practice academic writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/RtI team, and administrators will review assessment interim data and FCAT 2.0 data.

Person or Persons Responsible
MTSS Leadership Team/RtI team, Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessments Summative- 2014 FCAT 2.0 Reading

G2. The results of the 2013 FCAT 2.0 Writing indicate that 63%(68) of the students scored at or above 3.5. The goal for the 2013-2014 school year is to increase four percentage points to 67%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Resources that will used to support achievement of the goal will include, but not limited to, exemplar text, workbooks, visuals, professional development, and technology.

Targeted Barriers to Achieving the Goal
- The student performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative responses to a prompt with a plot and range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/RtI team, and administrators will review assessment writing interim data and FCAT 2.0 data.

Person or Persons Responsible
MTSS Leadership Team/RtI team, Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessments Summative- Results for the 2014 FCAT 2.0 Writing

G3. The results of the 2013 FCAT 2.0 Math indicate that 74% of all students scored at or above achievement level 3. The goal for the 2013-2014 school year will be to increase by one percentage point to 75%.

Targets Supported

Resources Available to Support the Goal

- Resources that will used to support achievement of the goal will include, but not limited to, Harcourt Mathematics textbook and materials, workbooks, visuals, professional development, Moby Math, SuccessMaker, and technology.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Math indicate that 61% of students in the ELL subgroup did not meet expected levels of performance. The goal this year will be to increase fourteen percentage points to 75%. The 2013 FCAT 2.0 Mathematics data indicate that the ELL subgroup had a deficiency in Reporting Category Number 1: Operation and Problems. (MA.5.A.6.3) Students are having difficulty with mathematical fluency and problem solving in the area of multi-digit multiplication, patterns, expressions, and equations. (MACC.5.NBT.2.5)

- The results of the 2013 FCAT 2.0 Mathematics indicate that 28% (97) of students scored at achievement level 3. The goal will be to increase two percentage point to 30%. The results of the 2013 FCAT 2.0 Mathematics indicate that students scoring at achievement level 3 demonstrate a deficiency in Reporting Category 1: Operations, Problem, and Statistics.(MA.3.A.6.2) Students are having difficulty using and interpreting bar graphs, pictographs, and line plots. (MACC.3.MD.2.3)

- The results of the 2013 FCAT 2.0 Mathematics indicate that 45%(156) of students scored at or above achievement level 4. The goal is to increase one percentage point to 46%. The results of the 2013 FCAT 2.0 Mathematics indicate that student that score at or above achievement level 4 demonstrate a deficiency in Reporting Category 2: Base Ten and Fractions.(MA.5.A.2.2) Students are having difficulty understanding decimals, including the connections between fractions and decimals.(MACC.5.NF.1.1)

- The results of the 2013 FCAT 2.0 Mathematics indicate that 73% of students demonstrated learning gains. The goal this year will be to increase three percentage points to 76%. The results of the 2013 FCAT 2.0 Mathematics indicate that students making learning gains demonstrated a deficiency in Reporting Category 3: Geometry and Measurement. (MA.5.G.5.2) Students are having difficulty using geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.(MACC.5.MD.3.3)

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 62% of the lowest 25% of students made learning gains. The goal for this year will be to increase four percentage points to 66%. The results of the 2013 FCAT 2.0 Mathematics indicates that students in the lowest 25% making learning gains demonstrated a deficiency in Reporting Category 1: Number Operations and Problems. (MA.3.A.6.1) Students are having difficulty with mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs.(MACC.3.NBT.1.2).

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/RtI team, and administrators will review assessment interim data and FCAT 2.0 data.

Person or Persons Responsible
MTSS Leadership Team/RtI team, Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessments Summative- Results for the 2014 FCAT 2.0 Mathematics

G4. The results of the 2013 FCAT 2.0 Science indicate that 88%(111) of students scored at level 3 or above. The goal this year will be to increase that number one percentage point to 89%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Resources that will used to support achievement of the goal will include, but not limited to, Scott Foresman textbook, workbooks, visuals, professional development, and technology.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Science indicate that 19%(24) of students achieved level 3. The goal for the 2013-2014 school year is to increase one percentage point to 20%. The 2013 FCAT 2.0 Science test indicates a deficiency in the Reporting Category 3: Physical Science. Students are having difficulty identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion.

- The results of the 2013 FCAT 2.0 Science Assessment indicate that 69%(87) of students scored at or above achievement level 4. The goal will be to maintain 69%. The 2013 FCAT 2.0 Science test demonstrates a deficiency in the Reporting Category 2: Earth and Space Science. Students are having difficulty distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/RtI team, and administrators will review assessment interim data and FCAT 2.0 Science data.

Person or Persons Responsible
MTSS Leadership Team/RtI team, Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessments Summative- Results for the 2014 Science FCAT 2.0

G5. The results of the 2012-2013 STEM goal area data indicate that both the number of STEM-related activities and the number of students participating in STEM-related activities needs to increase for the 2013-2014 school.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Resources that will used to support achievement of the goal will include, but not limited to, field trips, competitions, science fair, and STEM science lab days.

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 STEM goal area demonstrates that students were provided ten STEM-related experiences. The goal for the 2013-2014 school year will be to increase the number of STEM-related experiences to fourteen. Students require additional opportunities of STEM related experiences.

- The results of the 2012-2013 STEM goal area reflects that participation in STEM related experiences is 65%(445). The goal for the 2013-2014 school year will be to increase by ten percentage points to 75%. The number of students participating in STEM- related activities needs to increase.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS Leadership Team/RtI team, and administrators will review assessment interim data and FCAT 2.0 data.

Person or Persons Responsible
Administrators/ MTSS Leadership Team/RtI team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments- District Interim Assessment Summative- Results for the 2014 FCAT 2.0 Science Assessment

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in third grade, decrease students non-proficient in reading by third grade, and decrease students with behavior referrals.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Resources that will used to support achievement of the goal will include, but not limited to, reward systems, incentive programs, parent workshops and meetings, and educational programs.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 7%(55).The goal for the 2013-2014 school year is to decrease one percentage point to 6%. The results of the 2012-2013 Early Warning Systems data demonstrates that parents may lack understanding about the connection between attendance and student academic performance.

- The results of the 2012-1013 Early Warning Systems data indicate that 3%(23) students were retained.The goal for the 2013-2014 school year is to decrease one percentage point to 2%. Students are having difficulty achieving and maintaining minimum grade level expectations due to lack of parental support and understanding of grade level expectations.

- The results of the 2012-1013 Early Warning Systems data indicate that 37%(41) students were not proficient in Reading by third grade.The goal for the 2013-2014 school year is to decrease four percentage points to 33%. Students are having difficulty achieving proficiency in reading by third grade due to lack of reading fluency and reading comprehension skills.

- The results of the 2013-2013 Early Warning Systems data indicates that students receiving two or more behavior referrals is 18%(132). The goal for the 2013-2014 school year is to decrease one percentage point to 17%. The 2012-2013 Early Warning Systems data reflects that some students are having difficulty understanding and following school rules as outlined in the Code of Student Conduct leading to behavior referrals.

Plan to Monitor Progress Toward the Goal

The MTSS Leadership Team/RtI team and administrators will review early warning system data and conduct MTSS Leadership Team/RtI meetings as necessary.

Person or Persons Responsible

MTSS Leadership Team/RtI team, Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2013-2014 Early Warning System Data.

Action Plan for Improvement

Problem Solving Key

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

G1. The results from the 2013 FCAT 2.0 Reading indicate that the percent of all students scoring a level 3 or above is currently at 73%. The goal for the 2013-2014 school year will be to increase four percentage points to 77%.

G1.B1 The results of the 2013 FCAT 2.0 Reading indicate that the ED subgroup is at 70%. The goal this year will be to increase five percentage points to 75%. The 2013 FCAT Student Performance data indicates that the ED subgroup had a deficiency in Reporting Category 2: Reading Application. (LA.3-5.1.7.2) Students are experiencing difficulty identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text. (CCSS.ELA.RI.3-5.6)

G1.B1.S1 Provide students with opportunities to practice identifying the author's purpose in text and how an author's perspective influences text.

Action Step 1

For Grades 3-5: Teachers will model identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts. • compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium. • cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and walk-through, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B2 The results of the 2013 FCAT 2.0 Reading indicate that the All students subgroup is at 73%. The goal this year is to increase 4 percentage points to 77%. The 2013 FCAT Student Performance data indicates that the All students subgroup had a deficiency in Reporting Category 1:Vocabulary (LA.3-5.1.6.3). Students are experiencing difficulty in determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language. (CCSS.ELA. L.3-5.4a)

G1.B2.S1 Provide students with opportunities to practice determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language.

Action Step 1

Parent Academy Training for School Stakeholders. Topic: Portal electronic gradebook and resources.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 27, 2013

Evidence of Completion

Parent portal usage. Office staff and administration will provide help to parents still needing assistance with portal access and usage.

Facilitator:

Principal

Participants:

Parents

Action Step 2

For Grade 4, teachers will model pre-reading activities that will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

> **Person or Persons Responsible**
>
> Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student work and classroom observations

Action Step 3

For Grade 5, teachers will model how to determine the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will develop and maintain a response journal. Teachers will provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Students should use sentence and word context to determine meaning. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning.

> **Person or Persons Responsible**
>
> Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student work and classroom observations

Action Step 4

Professional Development: Topic: Common Core/ Blending Task Cards/Vocabulary resources

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Observations of common core task cards and wordly wise.

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 5

For Grade 3, teachers will model reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Providing practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and classroom observations

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

Classroom observations and walk-through

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples and journals

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration .

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments

G1.B3 The results of the 2013 FCAT 2.0 Reading indicate that the ELL subgroup is at 58%. The goal this year will be to increase six percentage points to 74%. The 2013 FCAT Student Performance data indicates that the All students subgroup had a deficiency in Reporting Category 1:Vocabulary (LA.3-5.1.6.3). Students are experiencing difficulty in determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language. (CCSS.ELA. L.3-5.4a)

G1.B3.S1 Provide students with opportunities to practice determining the meanings of words and phrases as they are used in a text and also provide opportunities to distinguish literal language from non-literal language.

Action Step 1

Grade 3: Teachers will model reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Providing practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

Action Step 2

Grade 4: Teachers will model pre-reading activities that will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

Action Step 3

Grade 5: Teachers will model how to determine the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will develop and maintain a response journal. Teachers will provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Students should use sentence and word context to determine meaning. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and walk-through, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B4 The results of the 2013 FCAT 2.0 Reading indicate that the Hispanic subgroup is at 71%. The goal this year will be to increase five percentage points to 76%. The 2013 FCAT Student Performance data indicates that the Hispanic subgroup had a deficiency in Reporting Category 1:Vocabulary (LA.3-5.1.6.3). Students are experiencing difficulty in determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language. (CCSS.ELA. L.3-5.4a)

G1.B4.S1 Provide students with opportunities to practice determining the meanings of words and phrases as they are used in a text and also practice distinguishing literal language from non-literal language.

Action Step 1

Grade 3: Teachers will model reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Providing practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

Action Step 2

Grade 4: Teachers will model pre-reading activities that will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

> **Person or Persons Responsible**
>
> Teachers
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Student work and site generated assessments, including benchmark exams.

Action Step 3

Grade 5: Teachers will model how to determine the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will develop and maintain a response journal. Teachers will provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Students should use sentence and word context to determine meaning. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning.

> **Person or Persons Responsible**
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> Teachers
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> **Target Dates or Schedule**
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> Ongoing
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> **Evidence of Completion**
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> Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B5 The results of the 2013 FCAT 2.0 Reading Assessment indicate that the SWD subgroup is at 42%. The goal this year will be to increase nine percentage points to 51%. The 2013 FCAT Student Performance data indicates that the SWD subgroup had a deficiency in Reporting Category 3-Literary Analysis: Fiction and Non-fiction. (LA.3-5.2.1.2). Students are experiencing difficulty in identifying and explaining the elements of a story, including character development, setting, plot, and problem/resolution in a variety of fiction.(CCSS.ELA.RL.3-5.3)

G1.B5.S1 Provide students with opportunities to practice identifying and explaining the elements of a story, including character development, setting, plot, and problem/resolution in a variety of fiction.

Action Step 1

Grade 3: Teachers will model how to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Useful instructional strategies include: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use -literary devices and figurative language, text feature chart, text feature analysis. Students will be provided figurative language bookmarks to assist with recall of literary devices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

Action Step 2

Grade 4: Teachers will model how to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Useful instructional strategies include: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use: literary devices and figurative language. Students will be provided figurative language bookmarks to assist with recall of literary devices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

Action Step 3

Grade 5: Teachers will model how to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same event or topic to note important similarities and differences in the point of view they present. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Useful instructional strategies include: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use: Literary devices and Figurative language. Students will be provided figurative language bookmarks to assist with recall of literary devices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and walk-throughs, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B6 The results of the 2013 FCAT 2.0 Reading indicate that 26% (89) of students scored at achievement level 3. The goal for the 2013-2014 school year is to increase two percentage points to 28%. The area of deficiency as noted in the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. (LA.3-5.1.7.2) Students are having difficulty reading and comprehending both literature and informational text at the high end of complexity in order to determine the author's purpose and perspective.(CCSS.ELA.RL.3-5.6)

G1.B6.S1 Provide students with opportunities to practice reading and comprehending both literature and informational text at the high end of complexity in order to determine the author's purpose and perspective.

Action Step 1

Parent Academy Training for School Stakeholders. Topic: Reading Plus

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Reading Plus usage and data growth charts.

Facilitator:

Media Specialist

Participants:

Parents

Action Step 2

Professional Development Topic: Reading Plus

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September 5, 2013

Evidence of Completion

Professional Development agenda, sign-in sheets, and reading plus reports.

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 3

Grade 3: Teachers will model how to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. Useful instructional strategies include: author's purpose chart, two column notes: opinion/ support, conclusion/support, cause/effect, main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, classroom observations

Action Step 4

Grade 4: Teachers will model how to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to refer to details and examples in a text and what the text says explicitly and when drawing inferences from text. Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships embedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. Useful instructional strategies include: author's purpose chart, two column notes, main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, classroom observations

Action Step 5

Grade 5: Teachers will model how to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. Useful instructional strategies include: author's purpose chart, two column notes, opinion/support, conclusion/support, cause/effect, main idea table, gist, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition, common themes in literature, Venn diagram, content frame.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, classroom observations

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B7 The results of the 2013 FCAT 2.0 Reading indicate that 44%(153) of students scored at or above achievement level 4. The goal for the 2013-2014 school year is to increase one percentage point to 45%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis/Fiction/Nonfiction.(LA.3-5.2.1.2) Students are identified as having difficulty in the area of identifying and interpreting the elements of story structure and understanding character development.(CCSS.ELA.RL.3-5.3)

G1.B7.S1 Provide students with opportunities to practice identifying and interpreting the elements of story structure and understanding character development.

Action Step 1

Purchase Accelerated Reader, using PAT and Fundraisers, in order to provide reading enrichment to students scoring a level 4 or higher on the FCAT 2.0 Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

For the 2013-2014 school year.

Evidence of Completion

Accelerated Reader growth and usage data charts.

Action Step 2

Grade 3: Teachers will model how to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Useful instructional strategies include: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use -literary devices and figurative language, text feature chart, text feature analysis. Students will be provided figurative language bookmarks to assist with recall of literary devices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

Action Step 3

Grade 4: Teachers will model how to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Useful instructional strategies include: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use: literary devices and figurative language. Students will be provided figurative language bookmarks to assist with recall of literary devices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

Action Step 4

Grade 5: Teachers will model how to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Describe how a narrator's or speaker's point of view influences how events are described, and analyze multiple accounts of the same event or topic to note important similarities and differences in the point of view they present. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Useful instructional strategies include: story map, somebody/wanted/but/so, turning point graphic, Author's Toolbox for bringing a character to life, open mind, character chart, tools Author's use: Literary devices and Figurative language. Students will be provided figurative language bookmarks to assist with recall of literary devices.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B8 The results of the 2013 FCAT 2.0 Reading indicate that 77% of students made learning gains.The goal for the 2013-2014 school year is to increase two percentage points to 79%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. (LA.3-5.1.6.7) Students experienced difficulty in determining the meaning of unfamiliar base words, prefixes, suffixes.(CCSS.ELA.L.3-5.4c)

G1.B8.S1 Provide students with opportunities to practice determining the meaning of unfamiliar base words, prefixes, suffixes.

Action Step 1

Purchase Pearson Plain phonics books and Common Core workbooks, using Title I funds, to help students practice determining the meaning of unfamiliar base words, prefixes, suffixes to promote learning gains in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

For the 2013-2014 school year

Evidence of Completion

Student work samples and journals as well as documented use of phonics books.

Action Step 2

For Grade 3, teachers will model reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Providing practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and student work samples and journals

Action Step 3

For Grade 4, teachers will model pre-reading activities that will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and student work samples and journals

Action Step 4

For Grade 5.Teachers will model how to determine the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will develop and maintain a response journal. Teachers will provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Students should use sentence and word context to determine meaning. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and student work samples and journals

Action Step 5

Professional Development: Topic: SuccessMaker

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September 5, 2013

Evidence of Completion

Professional development agenda, sign-in sheets, and Successmaker reports.

Facilitator:

Reading Coach/Technology Coordinator

Participants:

Teachers

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B9 The results of the 2013 FCAT 2.0 Reading indicate that 72% students in the lowest 25% made learning gains.The goal this year is to increase three percentage points to 75%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. (LA.3-5.1.6.9) Students are noted as having difficulty in determining multiple meanings in context.(CCSS.ELA.L.3-5.4)

G1.B9.S1 Provide students with opportunities to practice determining multiple meanings in context.

Action Step 1

For Grade 3, teachers will model reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Providing practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and student work samples

Action Step 2

For Grade 4, teachers will model pre-reading activities that will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words.

> **Person or Persons Responsible**
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> Teachers
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> **Target Dates or Schedule**
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> Ongoing
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> **Evidence of Completion**
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> Classroom observations and student work samples

Action Step 3

For Grade 5, teachers will model how to determine the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will develop and maintain a response journal. Teachers will provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Students should use sentence and word context to determine meaning. Useful instructional strategies include: word walls, personal dictionaries, context clue chart, understanding context clues, common morpheme chart, spectrum of a word, concept of definition map, word arrays, Other Ways to Say Vocabulary Map, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning

> **Person or Persons Responsible**
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> Teachers
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> **Target Dates or Schedule**
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> Ongoing
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> **Evidence of Completion**
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> Classroom observations and student work samples

Action Step 4

Professional Development: Topic: Wonder Works

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Reading intervention progress monitoring and small group lesson plans.

Facilitator:

Reading Coach

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B10 The results of the 2013 CELLA indicate that 37%(100) of students scored proficient in LISTENING/ SPEAKING. The goal for the 2013-2014 school year is to increase six percentage points to 43%. Following an analysis of the data from the 2013 CELLA, students will need to increase their score on the Listening/ Speaking category. Students require additional opportunities in and outside of the classroom to speak English.

G1.B10.S1 Provide students with opportunities to practice speaking in and outside of the classroom.

Action Step 1

The Language Experience Approach (LEA) strategy will be used to increase student achievement. Steps for using the Language Experience Approach in the classroom: • Step 1: Providing the Experience/Motivation-An experience story is based on an experience the teacher and students share. • Step 2: Facilitation Language Production-Immediately following an experience, students need to interact with each other to discuss the experience and what it meant to them. • Step 3: Creating a Personal View Representation-The teacher has the student draw or paint a picture about something interesting about the activity. • Step 4: Retelling Events/Reactions-A volunteer is selected to share his or her picture with the group. • Step 5: Writing Student's Statements-The teacher asks each student a question and records his/her answer, writing on the dry erase board or smart board exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a chart holder. • Step 6: Reading-After the chart or individual statements have been completed, students read their statements to each other and to the teacher. • Step 7: Writing-As students develop writing skills, they copy the story into their notebooks or on lined paper, or publish select stories digitally. • Step 8: Follow Up with Activities-The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

Person or Persons Responsible

Teachers/ELL coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration, ELL Coordinator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B11 The results of the 2013 CELLA Assessment indicate that 28%(77) of students scored proficient in READING.The goal for the 2013-2014 school year is to increase seven percentage points to 35%. Students require additional opportunities to read in English. Students need to increase their score in vocabulary.

G1.B11.S1 Provide students with opportunities to practice vocabulary skills.

Action Step 1

Professional Development Topic: Mc-Graw Hill Reading Series

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August 16, 2013

Evidence of Completion

Grade level meetings, classroom coaching, and classroom modeling of Mc-Graw Hill resources.

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 2

Teachers will model the following strategies: • Emphasizing key vocabulary along with providing sufficient review and reinforcement of current vocabulary. In addition, strategies such as checking for synonyms, antonyms, as well as other context clues for word meanings. • Key vocabulary is emphasized and presented in various context to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. • Types of Context Clues: Definition, Synonym, Antonym, Examples, Explanation, Experience, Knowledge of Subject. • Learning new words when reading: The first way to figure out the meaning of a word is from its context. The context is made up of the other words and sentences that are around the new word. To figure out the meaning of a word from context, a student makes a guess about what the word means. To do this, use the hints and clues of the other words and sentences. A student might not be able to guess the exact meaning of a word, but may be close enough to get the meaning of the sentence it is in. A basic strategy for unlocking the meaning of an unfamiliar word is to search the context of the sentence in which a new word appears for clues. Sometimes this can be easy to do because the author may have provided a definition or a synonym right there next to or near a term that can be used to unlock its meaning. A definition is a statement giving the meaning of a word. A synonym is a word that means almost the same as another. When in doubt about the meaning of an unfamiliar word, look around in the sentence, check to see if there is a definition or synonym clue to help unlock meaning. Another kind of context clue (in addition to definitions and synonyms embedded in sentences) is a word or words of opposite meaning (antonym) set somewhere near a word that is unfamiliar. If a word or words of opposite meaning is found and the student recognizes it or them, they are "home free." The student can then unlock the meaning of the unfamiliar word. Strategy Step 1: Check for synonyms or definitions embedded right there. When a student finds one or a definition, reread the sentence with the new term keeping that synonym or definition in mind. Step 2: Check for an antonym clue. When a student finds one, have him think about its meaning, actually telling himself the opposite meaning. Then the student rereads the sentence and rephrases it in his own mind.

Person or Persons Responsible

Teachers, ELL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G1.B12 The results of the 2013 CELLA Assessment indicate that 28%(77) of students scored proficient in WRITING.The goal for the 2013-2014 school year is to increase seven percentage points to 35%. Students require additional opportunities to practice academic writing.

G1.B12.S1 Provide students with opportunities to practice academic writing.

Action Step 1

The ELL teacher will model the following strategies and use the listed resources to improve writing achievement: • A dialogue journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures. • A graphic organizer is usually a one-page form with blank areas for the student to fill in with related ideas and information. Some organizers are very specific; others can be used with many topics. For the most part, the information on a graphic organizer could just as easily be filled in on a form or written as a list. The organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively. • Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing. • Reading response journals and logs provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Reading response logs are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text. • Teach students to go with the newspaper mantra: student should use the key words or phrases to identify only Who, What, When, Where, Why, and How. • Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. Rubrics are not simply checklists with point distributions or lists of requirements. Well-designed rubrics have the following in common: 1. They are task specific: The more specific a rubric is to a particular task, the more useful it is to the students and the teacher. The descriptors associated with the criteria should reference specific requirements of the assigned task and clearly describe the quality of work at each level on the rubric. 2. They are accompanied by exemplars: The levels of quality described in the rubric need to be illustrated with models or exemplars. These anchor papers help both the students and the teacher to see and understand what quality work looks like as it is described in the rubric. These models or exemplars can come from past student work or the teacher can create a model to share with the class. 3. They are used throughout the instructional process: The criteria used to evaluate student work should be shared as the task is introduced to help students begin with the end in mind. Rubrics and models should also be referenced while the task is being completed to help students revise their work. They should also be used after the task is complete, not only to evaluate the product or performance, but also to engage students in reflection on the work they have produced.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings and data chats

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly writing prompts, FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G2. The results of the 2013 FCAT 2.0 Writing indicate that 63%(68) of the students scored at or above 3.5. The goal for the 2013-2014 school year is to increase four percentage points to 67%.

G2.B1 The student performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative responses to a prompt with a plot and range of appropriate and specific narrative actions.

G2.B1.S1 Provide students with exposure to the stages of the writing process through teacher modeling and exposure to exemplar text.

Action Step 1

Professional Development Topic: Exemplar Writing Samples/Anchor Sets

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Student writer's notebook and journals.

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 2

Step 1: PREWRITING The student will use prewriting strategies to generate ideas and formulate a plan. Students will develop and maintain a writer's notebook/folder to: • include table of content, • list possible topics • generate ideas that respond to prompts, pictures, and mentor texts, and first drafts. Determine purpose and audience as to: • entertain, • inform, • communicate, • and persuade. Use organizational strategies to make a plan for writing such as: • telling or sharing personal stories or memories out loud, • using technology, • graphic organizers, • linear graphic organizers including timelines and storyboards, • KWL chart, and logs, • drawing simple pictures, • answering essential questions Step 2: DRAFTING The student will write a draft appropriate to the topic, audience, and purpose. Have students utilize drafting techniques to sustain writing by: • moving from a plan to a draft writing as quickly as possible • drafting in present tense and 1st person point of view, • developing a pre-writing plan to create a picture, • using a graphic organizer/plan to write a draft organized with a logical sequence, • using supporting details, or providing facts and/or opinions through, • applying transitional words/phrases appropriate to the genre, • using mentor texts to organize details, and develop sentences that will enhance the clarity of the piece • deleting sentences, extraneous or repetitive information to maintain focus and clarity, • using effective lead and a statement of the opinion or position, • modeling grabbers, and endings that appeals to the reader and provides a sense of completion • using sensory charts, words from word jars/lists to enhance the writing, • writing daily to increase writing fluency, • using checklist/FCAT writing rubric to refine draft. Step 3: REVISING Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: • evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • creating clarity by using combination sentence structures, • adding supporting details, and using transitions that connect the supporting details, • using appropriate transitions that connect • substituting active verbs for common verbs, • revising for the use of ideas and content, • including a developed incident as support for each reason, • revising specific words for general words, • circling spelling approximations to correct during editing, • use appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), • use universal word endings, • deleting repetitive text, • responding to other writers and receiving feedback on writing using TAG or PQS • using collaborative discussions orally building on each other's thought and ideas, • using checklist/FCAT Writing Rubric refine draft Step 4: EDITING The student will edit and correct the draft for standard language conventions. Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • correctly spelling approximations using class resources, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns, • using checklist/FCAT Writing Rubric refine draft conventions. Step 5: PUBLISHING The student will write a final product intended for the appropriate audience. Students will write a clear and legible piece by: • producing a piece that has been taken through the writing process, • preparing writing in a format appropriate for publishing, • looking correct use of left to right progression and sequencing, • using technology, and graphics to produce a publish piece based on purpose and audience, • responding to other writers and receiving feedback or writing • sharing publish writing by speaking and using clearly complete sentence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including monthly writing prompts and district baseline, mid-year, and post tests results.

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

Classroom observations, quarterly meetings and data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly Writing prompts, student work samples, and journals

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review monthly writing assessment data and district writing assessments and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Monthly writing prompts, District Writing Interim Assessment.

G3. The results of the 2013 FCAT 2.0 Math indicate that 74% of all students scored at or above achievement level 3. The goal for the 2013-2014 school year will be to increase by one percentage point to 75%.

G3.B1 The results of the 2013 FCAT 2.0 Math indicate that 61% of students in the ELL subgroup did not meet expected levels of performance. The goal this year will be to increase fourteen percentage points to 75%. The 2013 FCAT 2.0 Mathematics data indicate that the ELL subgroup had a deficiency in Reporting Category Number 1: Operation and Problems. (MA.5.A.6.3) Students are having difficulty with mathematical fluency and problem solving in the area of multi-digit multiplication, patterns, expressions, and equations. (MACC.5.NBT.2.5)

G3.B1.S1 Provide students with opportunities to practice mathematical fluency and problem solving in the area of multi-digit multiplication, patterns, expressions, and equations.

Action Step 1

Teachers will model mathematical fluency and problem solving in the area of multi-digit multiplication, patterns, expressions, and equations. Teachers 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. • Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. • Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. • Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. • Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and walk-through, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: SuccessMaker reports, District Interim Assessments, and Classroom Assessments.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics indicate that 28% (97) of students scored at achievement level 3. The goal will be to increase two percentage point to 30%. The results of the 2013 FCAT 2.0 Mathematics indicate that students scoring at achievement level 3 demonstrate a deficiency in Reporting Category 1: Operations, Problem, and Statistics.(MA.3.A.6.2) Students are having difficulty using and interpreting bar graphs, pictographs, and line plots. (MACC.3.MD.2.3)

G3.B2.S1 Provide students with opportunities to practice using and interpreting bar graphs, pictographs, and line plots.

Action Step 1

Purchase computer drops and stations, using funds from PAT and Fundraisers, to provide more technology opportunities for students to increase student achievement using Moby Math and SuccessMaker Math.

Person or Persons Responsible

Teachers

Target Dates or Schedule

For the 2013-2014 school year

Evidence of Completion

Moby Math and SuccessMaker Math usage and growth data reports.

Action Step 2

Professional Development: Topic: Think Central

Person or Persons Responsible

Math Lead Teacher

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Math lead teacher coaching and teacher/student usage.

Facilitator:

Math lead teacher

Participants:

Teachers

Action Step 3

Teachers will model interpreting bar graphs, pictographs, and line plots using the following strategies: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern • analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems Additionally, we will provide opportunities for students to: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition • identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems • support mathematical fluency and problem solving skills in the areas of: multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations,walk throughs, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Moby Math reports,SuccessMaker Math reports, District Interim Assessments, and Classroom Assessments

G3.B3 The results of the 2013 FCAT 2.0 Mathematics indicate that 45%(156) of students scored at or above achievement level 4. The goal is to increase one percentage point to 46%. The results of the 2013 FCAT 2.0 Mathematics indicate that student that score at or above achievement level 4 demonstrate a deficiency in Reporting Category 2: Base Ten and Fractions.(MA.5.A.2.2) Students are having difficulty understanding decimals, including the connections between fractions and decimals.(MACC.5.NF.1.1)

G3.B3.S1 Provide students with opportunities to practice understanding decimals, including the connections between fractions and decimals.

Action Step 1

Teachers will model how to interpret decimals, including the connections between fractions and decimals using the following strategies with students: • Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals. • 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. • Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. • Provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions. • Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and walk-through, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Moby Math reports, SuccessMaker Math, District Interim Assessments, and Classroom Assessments.

G3.B4 The results of the 2013 FCAT 2.0 Mathematics indicate that 73% of students demonstrated learning gains. The goal this year will be to increase three percentage points to 76%. The results of the 2013 FCAT 2.0 Mathematics indicate that students making learning gains demonstrated a deficiency in Reporting Category 3: Geometry and Measurement. (MA.5.G.5.2) Students are having difficulty using geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.(MACC.5.MD.3.3)

G3.B4.S1 Provide students with opportunities to practice geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Teachers will model how to identify geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area using the following strategies with students: • Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane. • Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. • Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and walk-through, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Moby Math reports, SuccessMaker Math, District Interim Assessments, and Classroom Assessments

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 62% of the lowest 25% of students made learning gains. The goal for this year will be to increase four percentage points to 66%. The results of the 2013 FCAT 2.0 Mathematics indicates that students in the lowest 25% making learning gains demonstrated a deficiency in Reporting Category 1: Number Operations and Problems. (MA.3.A.6.1) Students are having difficulty with mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs.(MACC.3.NBT.1.2).

G3.B5.S1 Provide students with opportunities to practice mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs.

Action Step 1

Purchase student incentives, mathematics visuals, and computer lab visuals, using EESAC and other school funds, to increase student achievement in mathematical fluency and problem solving techniques.

Person or Persons Responsible

Teachers

Target Dates or Schedule

For the 2013-2014 school year

Evidence of Completion

Visualization of the use of materials in the computer lab and mathematics classrooms via classroom observation and walk-throughs.

Action Step 2

Professional Development: Topic: Moby Math

Person or Persons Responsible

Math lead teacher

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Moby Math data charts and usage graphs.

Facilitator:

Math lead teacher

Participants:

Teachers

Action Step 3

Teachers will model how to develop mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs using the following strategies with students: • Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs. • 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. • Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. • Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. • Provide opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. • Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data and use them to solve problems • Provide support to students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, walk-through, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Moby math reports, SuccessMaker reports, District Interim Assessments, and Classroom Assessments

G4. The results of the 2013 FCAT 2.0 Science indicate that 88%(111) of students scored at level 3 or above. The goal this year will be to increase that number one percentage point to 89%.

G4.B1 The results of the 2013 FCAT 2.0 Science indicate that 19%(24) of students achieved level 3. The goal for the 2013-2014 school year is to increase one percentage point to 20%. The 2013 FCAT 2.0 Science test indicates a deficiency in the Reporting Category 3: Physical Science. Students are having difficulty identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion.

G4.B1.S1 Provide students with opportunities to practice identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion.

Action Step 1

In order to facilitate student understanding of the basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion, Brain Pop will be purchased using Title I funds.

Person or Persons Responsible

Teachers

Target Dates or Schedule

For the 2013-2014 school year.

Evidence of Completion

Brain Pop usage charts and computer lab rotation schedule

Action Step 2

Professional Development: Topic: Science Lab and Journals

Person or Persons Responsible

Science Lead Teacher

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Student journals and lab reports

Facilitator:

Science lead teacher

Participants:

Teachers

Action Step 3

The following strategies will be used to increase student performance and achievement in the area of identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion. • Plan collaboratively on a weekly basis using the District Pacing Guide. • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Implement all essential laboratories developed by MDCPS. • Promote Project Based Learning (PBL) throughout the year. • Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. • Participate in District recommended field studies. • Encourage students to communicate verbally (accountable talk) and in writing, through lab worksheets and science journals. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Promote parental involvement through planned STEAM days and a science parent night incorporating hands-on activities. • Utilize district developed science resources (see supplemental page in Pacing Guide) to support NGSSS and gap benchmarks. • Use professional learning communities(PLC) to promote best practices and support vertical alignment. • Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.). • Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) • Participate in data chats with students. • Participate in Science Fair, SECME, Fairchild Challenge and/or other Project Based Learning activities. • Promote the use of corrective feedback on assignments. • Promote reading informational text, as delineated by Common Core Standards. • Provide opportunities for all students to participate in scientific enrichment activities, science competitions, and science special events.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Student work samples and journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations, quarterly meetings, and data chats

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, and Classroom Assessments

G4.B2 The results of the 2013 FCAT 2.0 Science Assessment indicate that 69%(87) of students scored at or above achievement level 4. The goal will be to maintain 69%. The 2013 FCAT 2.0 Science test demonstrates a deficiency in the Reporting Category 2: Earth and Space Science. Students are having difficulty distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather.

G4.B2.S1 Provide students with opportunities to practice distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather.

Action Step 1

Classroom visuals will be purchased, using MESA funds, and used in the classroom and computer labs to increase student performance and achievement in the area of distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather.

Person or Persons Responsible

Teachers

Target Dates or Schedule

For the 2013-2014 school year

Evidence of Completion

Visualization of materials in action via classroom observation and walk-throughs.

Action Step 2

The following strategies will be used to increase student performance and achievement in the area of distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather. • Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science special events. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. • Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark exams.

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

Classroom observations, quarterly meetings and data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples and journals

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, and Classroom Assessments

G5. The results of the 2012-2013 STEM goal area data indicate that both the number of STEM-related activities and the number of students participating in STEM-related activities needs to increase for the 2013-2014 school.

G5.B1 The results of the 2012-2013 STEM goal area demonstrates that students were provided ten STEM-related experiences. The goal for the 2013-2014 school year will be to increase the number of STEM-related experiences to fourteen. Students require additional opportunities of STEM related experiences.

G5.B1.S1 Students will be provided with additional STEM- related experiences.

Action Step 1

Professional Development: Topic: Science Lab data, Journals, Discovery Education

Person or Persons Responsible

Science Lead Teacher

Target Dates or Schedule

November 8, 2013

Evidence of Completion

STEM calendar/timeline, rotation schedule, field trip forms, and STEM lab days.

Facilitator:

Science Lead Teacher

Participants:

Teachers

Action Step 2

In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM/STEAM Project Based Learning activities. • In order to increase the number of STEM/STEAM project based learning activities, a calendar will be established and a timeline created for the completion of student projects, STEM competitions, special events, field trips, and STEM related special activities.

Person or Persons Responsible

Science leader/STEM teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly and Bi-weekly Science Labs and Journal entries, Computer Logs and Utilization of Discover Education Programs.

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

Calendar/Timeline of STEM/STEAM related activities and lab rotation days.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walk-through, project completions, science journals, and student work samples.

Plan to Monitor Effectiveness of G5.B1.S1

Project completion, lab journals, and documentation

Person or Persons Responsible

Science lead teacher/STEM teachers/Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, and Classroom Assessments.

G5.B2 The results of the 2012-2013 STEM goal area reflects that participation in STEM related experiences is 65%(445). The goal for the 2013-2014 school year will be to increase by ten percentage points to 75%. The number of students participating in STEM- related activities needs to increase.

G5.B2.S1 The amount of students participating in STEM-related activities will increase by providing teachers with additional lab rotation days to all grade levels, increase number of science fair participants, and increase number of STEM-related field trips.

Action Step 1

In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM/STEAM Project Based Learning activities. In order to increase the number of students participating in STEM/STEAM project based learning activities, STEM lab rotation days will be extended to the primary grades.

Person or Persons Responsible

Science leader/STEM teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science lab and journal entries, computer logs, and utilization of Discovery Education Programs will be monitored for number of students participating.

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

Classroom observations and walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and roster of number of students participating and/or grade levels participating.

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review participation data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, lab data, and Classroom Assessments

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in third grade, decrease students non-proficient in reading by third grade, and decrease students with behavior referrals.

G6.B1 The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 7%(55).The goal for the 2013-2014 school year is to decrease one percentage point to 6%. The results of the 2012-2013 Early Warning Systems data demonstrates that parents may lack understanding about the connection between attendance and student academic performance.

G6.B1.S1 Parents will be provided information regarding the importance of regular school attendance and the connection between attendance and student achievement.

Action Step 1

The following steps will be implemented: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Do the Right Thing" project. • Conduct attendance incentive program three times per year. • MTSS/RtI team will meet with parents to discuss the importance of regular school attendance as well as provide problem solving solutions, strategies, and support to parents and students.

Person or Persons Responsible

Counselor/Administration/MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

MTSS/RtI team logs, Do the Right Thing attendance certificates, and roster of students participating in attendance reward program.

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

Log of MTSS/Rti team attendance meetings with parents/guardians.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Log of MTSS/Rti team meetings.

Plan to Monitor Effectiveness of G6.B1.S1

Daily attendance data.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Daily/Weekly Attendance reports

G6.B2 The results of the 2012-1013 Early Warning Systems data indicate that 3%(23) students were retained.The goal for the 2013-2014 school year is to decrease one percentage point to 2%. Students are having difficulty achieving and maintaining minimum grade level expectations due to lack of parental support and understanding of grade level expectations.

G6.B2.S1 Parents of identified at-risk students will be provided information on minimum grade level expectations and strategies will be provided to parents in order to effectively increase student performance via MTSS Leadership Team/RtI meetings.

Action Step 1

The MTSS Leadership/RtI Team will monitor student data in order to identify at risk students using FAIR data, district interim test data, and FCAT 2.0 results. The MTSS Leadership/RtI Team will meet with parents of at risk students. The team will provide strategies to parents to increase student achievement as well as describe school-based intervention strategies that will be provided for the student. The MTSS Leadership/RtI Team will monitor levels of support and interventions provided to students and adjust the levels of support as needed.

Person or Persons Responsible

MTSS/RtI team, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

MTSS Leadership/RtI logs and data input.

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

MTSS/Rti meeting logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

MTSS Leadership Team/RtI meeting logs and data charts.

Plan to Monitor Effectiveness of G6.B2.S1

The MTSS/RtI Leadership Team and administrators will review assessment data

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments

G6.B3 The results of the 2012-1013 Early Warning Systems data indicate that 37%(41) students were not proficient in Reading by third grade.The goal for the 2013-2014 school year is to decrease four percentage points to 33%. Students are having difficulty achieving proficiency in reading by third grade due to lack of reading fluency and reading comprehension skills.

G6.B3.S1 Provide students with opportunities to practice both reading fluency and reading comprehension skills.

Action Step 1

Students will be provided opportunities to improve reading fluency and reading comprehension through exposure to read-alouds, teacher modeling, phonics instruction, phonemic awareness, and comprehension skill strategies. At-risk students will be identified using district and state assessment data and provided thirty minutes of additional reading intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention progress monitoring and attendance rosters.

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

Classroom walk-though, quarterly meetings, and data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples and progress monitoring

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, the MTSS Leadership Team, RtI team, and administrators will review assessment data bi-weekly and adjust instruction as needed.

Person or Persons Responsible

MTSS Leadership Team /RtI team, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: FAIR, SuccessMaker and Reading Plus reports, District Interim Assessments, and Classroom Assessments.

G6.B4 The results of the 2013-2013 Early Warning Systems data indicates that students receiving two or more behavior referrals is 18%(132). The goal for the 2013-2014 school year is to decrease one percentage point to 17%. The 2012-2013 Early Warning Systems data reflects that some students are having difficulty understanding and following school rules as outlined in the Code of Student Conduct leading to behavior referrals.

G6.B4.S1 School wide assemblies on the topic of the Code of Student Conduct will be scheduled in order to provide expectations for student behavior and conduct. Incentives and consequences for following the code of student conduct will also be outlined.

Action Step 1

During the code of student conduct assembly, students will be provided information on the following topics: • School rules • Incentives for compliance through the use of the Do the Right Thing Recognition Program. • Student of the Month certificate program for students exhibiting appropriate behaviors throughout the month. • Consequences for code of student conduct infractions.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 6, 2013 and September 9, 2013

Evidence of Completion

Code of Student Conduct agenda

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

Code of Student Conduct Assembly agenda and powerpoint presentation

Person or Persons Responsible

Administration

Target Dates or Schedule

September 6, 2013 and September 9, 2013.

Evidence of Completion

Code of Student Conduct Assembly agenda and powerpoint presentation

Plan to Monitor Effectiveness of G6.B4.S1

SCAMS/Behavior referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Report of monthly SCAMS

Coordination and Integration

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

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

Title I, Part A
Services are provided at Kendale Lakes Elementary to ensure students requiring additional remediation are assisted through extended learning opportunities such as before-school and/or after-school programs, and during-school tutoring programs. Summer school is provided for specific third grade students that meet eligibility criteria. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program where parents are provided numerous opportunities to participate in school-based parent workshops and Parent Academy workshops; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
N/A
Title I, Part D
N/A
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, and ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers (K-12)
• reading and supplementary instructional materials K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science selected schools to be used by ELL students (K-12, RFP Process)
Title VI, Part B
N/A
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless

Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Kendale Lakes has identified the counselor as the school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Kendale Lakes Elementary participates in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. Kendale Lakes Elementary implements the TRUST curriculum which focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. Other programs offered school wide are: Anti Bully Plan, Conflict Resolution, Happy/Sad Feelings Comment Box, Character Education and Student of the Month as well as Do the Right Thing.

Nutrition Programs

Kendale Lakes Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. In addition, nutrition education, as per state statute, is taught through physical education. Kendale Lakes Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Program

N/A

Head Start

N/A

Adult Education

Several learning opportunities were coordinated through The Parent Academy. As a result, various classes throughout the year are provided to Kendale Lakes Elementary parents and included sessions for both parents and their children. Hands-on experiences with valuable technology resources provided by the District as well as purchased by the school were communicated and shared with stakeholders to optimize their use through extended learning opportunities. Additional sessions were offered on Parenting a Child with ADD/ADHD, Internet Safety, and instructional strategies for ELL/SPED parents to utilize with their children. A majority of classes were led by Kendale Lakes Elementary employees and others were made possible through presenters from The Parent Academy. It is our desire to continue providing these learning opportunities to reach out to our existing and new families so that cooperatively we may provide valuable learning resources to students.

Career and Technical Education

Kendale Lakes Elementary promotes an annual Career Fair in order to help students gain a better understanding and appreciation of career opportunities. Parents and community members help students gain an understanding of business and industry workforce requirements. Kendale Lakes Elementary involves the students in an annual Truck Day event as an additional method of facilitating a better understanding, for students, of how to acquire the skills necessary to take advantage of post-secondary opportunities.

Job Training

N/A

Other

Kendale Lakes Elementary 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 of available programs, their rights under No Child Left Behind and other referral services. Kendale Lakes

Elementary increases parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; 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 also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Kendale Lakes Elementary also completes the 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. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results from the 2013 FCAT 2.0 Reading indicate that the percent of all students scoring a level 3 or above is currently at 73%. The goal for the 2013-2014 school year will be to increase four percentage points to 77%.

G1.B2 The results of the 2013 FCAT 2.0 Reading indicate that the All students subgroup is at 73%. The goal this year is to increase 4 percentage points to 77%. The 2013 FCAT Student Performance data indicates that the All students subgroup had a deficiency in Reporting Category 1:Vocabulary (LA.3-5.1.6.3). Students are experiencing difficulty in determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language. (CCSS.ELA. L.3-5.4a)

G1.B2.S1 Provide students with opportunities to practice determining the meanings of words and phrases as they are used in a text and also from distinguishing literal language from non-literal language.

PD Opportunity 1

Parent Academy Training for School Stakeholders. Topic: Portal electronic gradebook and resources.

Facilitator

Principal

Participants

Parents

Target Dates or Schedule

September 27, 2013

Evidence of Completion

Parent portal usage. Office staff and administration will provide help to parents still needing assistance with portal access and usage.

PD Opportunity 2

Professional Development: Topic: Common Core/ Blending Task Cards/Vocabulary resources

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Observations of common core task cards and wordly wise.

G1.B6 The results of the 2013 FCAT 2.0 Reading indicate that 26% (89) of students scored at achievement level 3. The goal for the 2013-2014 school year is to increase two percentage points to 28%. The area of deficiency as noted in the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. (LA.3-5.1.7.2) Students are having difficulty reading and comprehending both literature and informational text at the high end of complexity in order to determine the author's purpose and perspective.(CCSS.ELA.RL.3-5.6)

G1.B6.S1 Provide students with opportunities to practice reading and comprehending both literature and informational text at the high end of complexity in order to determine the author's purpose and perspective.

PD Opportunity 1

Parent Academy Training for School Stakeholders. Topic: Reading Plus

Facilitator

Media Specialist

Participants

Parents

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Reading Plus usage and data growth charts.

PD Opportunity 2

Professional Development Topic: Reading Plus

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

September 5, 2013

Evidence of Completion

Professional Development agenda, sign-in sheets, and reading plus reports.

G1.B8 The results of the 2013 FCAT 2.0 Reading indicate that 77% of students made learning gains.The goal for the 2013-2014 school year is to increase two percentage points to 79%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. (LA.3-5.1.6.7) Students experienced difficulty in determining the meaning of unfamiliar base words, prefixes, suffixes.(CCSS.ELA.L.3-5.4c)

G1.B8.S1 Provide students with opportunities to practice determining the meaning of unfamiliar base words, prefixes, suffixes.

PD Opportunity 1

Professional Development: Topic: SuccessMaker

Facilitator

Reading Coach/Technology Coordinator

Participants

Teachers

Target Dates or Schedule

September 5, 2013

Evidence of Completion

Professional development agenda, sign-in sheets, and Successmaker reports.

G1.B9 The results of the 2013 FCAT 2.0 Reading indicate that 72% students in the lowest 25% made learning gains.The goal this year is to increase three percentage points to 75%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. (LA.3-5.1.6.9) Students are noted as having difficulty in determining multiple meanings in context.(CCSS.ELA.L.3-5.4)

G1.B9.S1 Provide students with opportunities to practice determining multiple meanings in context.

PD Opportunity 1

Professional Development: Topic: Wonder Works

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Reading intervention progress monitoring and small group lesson plans.

G1.B11 The results of the 2013 CELLA Assessment indicate that 28%(77) of students scored proficient in READING.The goal for the 2013-2014 school year is to increase seven percentage points to 35%. Students require additional opportunities to read in English. Students need to increase their score in vocabulary.

G1.B11.S1 Provide students with opportunities to practice vocabulary skills.

PD Opportunity 1

Professional Development Topic: Mc-Graw Hill Reading Series

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

August 16, 2013

Evidence of Completion

Grade level meetings, classroom coaching, and classroom modeling of Mc-Graw Hill resources.

G2. The results of the 2013 FCAT 2.0 Writing indicate that 63%(68) of the students scored at or above 3.5. The goal for the 2013-2014 school year is to increase four percentage points to 67%.

G2.B1 The student performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative responses to a prompt with a plot and range of appropriate and specific narrative actions.

G2.B1.S1 Provide students with exposure to the stages of the writing process through teacher modeling and exposure to exemplar text.

PD Opportunity 1

Professional Development Topic: Exemplar Writing Samples/Anchor Sets

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Student writer's notebook and journals.

G3. The results of the 2013 FCAT 2.0 Math indicate that 74% of all students scored at or above achievement level 3. The goal for the 2013-2014 school year will be to increase by one percentage point to 75%.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics indicate that 28% (97) of students scored at achievement level 3. The goal will be to increase two percentage point to 30%. The results of the 2013 FCAT 2.0 Mathematics indicate that students scoring at achievement level 3 demonstrate a deficiency in Reporting Category 1: Operations, Problem, and Statistics.(MA.3.A.6.2) Students are having difficulty using and interpreting bar graphs, pictographs, and line plots. (MACC.3.MD.2.3)

G3.B2.S1 Provide students with opportunities to practice using and interpreting bar graphs, pictographs, and line plots.

PD Opportunity 1

Professional Development: Topic: Think Central

Facilitator

Math lead teacher

Participants

Teachers

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Math lead teacher coaching and teacher/student usage.

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 62% of the lowest 25% of students made learning gains. The goal for this year will be to increase four percentage points to 66%. The results of the 2013 FCAT 2.0 Mathematics indicates that students in the lowest 25% making learning gains demonstrated a deficiency in Reporting Category 1: Number Operations and Problems. (MA.3.A.6.1) Students are having difficulty with mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs.(MACC.3.NBT.1.2).

G3.B5.S1 Provide students with opportunities to practice mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs.

PD Opportunity 1

Professional Development: Topic: Moby Math

Facilitator

Math lead teacher

Participants

Teachers

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Moby Math data charts and usage graphs.

G4. The results of the 2013 FCAT 2.0 Science indicate that 88%(111) of students scored at level 3 or above. The goal this year will be to increase that number one percentage point to 89%.

G4.B1 The results of the 2013 FCAT 2.0 Science indicate that 19%(24) of students achieved level 3. The goal for the 2013-2014 school year is to increase one percentage point to 20%. The 2013 FCAT 2.0 Science test indicates a deficiency in the Reporting Category 3: Physical Science. Students are having difficulty identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion.

G4.B1.S1 Provide students with opportunities to practice identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion.

PD Opportunity 1

Professional Development: Topic: Science Lab and Journals

Facilitator

Science lead teacher

Participants

Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Student journals and lab reports

G5. The results of the 2012-2013 STEM goal area data indicate that both the number of STEM-related activities and the number of students participating in STEM-related activities needs to increase for the 2013-2014 school.

G5.B1 The results of the 2012-2013 STEM goal area demonstrates that students were provided ten STEM-related experiences. The goal for the 2013-2014 school year will be to increase the number of STEM-related experiences to fourteen. Students require additional opportunities of STEM related experiences.

G5.B1.S1 Students will be provided with additional STEM- related experiences.

PD Opportunity 1

Professional Development: Topic: Science Lab data, Journals, Discovery Education

Facilitator

Science Lead Teacher

Participants

Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

STEM calendar/timeline, rotation schedule, field trip forms, and STEM lab days.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results from the 2013 FCAT 2.0 Reading indicate that the percent of all students scoring a level 3 or above is currently at 73%. The goal for the 2013-2014 school year will be to increase four percentage points to 77%.	$8,752
G3.	The results of the 2013 FCAT 2.0 Math indicate that 74% of all students scored at or above achievement level 3. The goal for the 2013-2014 school year will be to increase by one percentage point to 75%.	$9,700
G4.	The results of the 2013 FCAT 2.0 Science indicate that 88%(111) of students scored at level 3 or above. The goal this year will be to increase that number one percentage point to 89%.	$2,167
G5.	The results of the 2012-2013 STEM goal area data indicate that both the number of STEM-related activities and the number of students participating in STEM-related activities needs to increase for the 2013-2014 school.	$24,275
G6.	In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in third grade, decrease students non-proficient in reading by third grade, and decrease students with behavior referrals.	$2,550
	Total	$47,444

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Evidence-Based Materials	Other	Total
PAT/Fundraisers	$4,817	$0	$0	$0	$4,817
Title 1	$3,935	$0	$0	$0	$3,935
PAT/ Fundraisers	$0	$8,500	$0	$0	$8,500
EESAC	$0	$2,126	$1,200	$0	$3,326
Title I	$1,725	$22,149	$0	$2,550	$26,424
MESA	$0	$0	$442	$0	$442
Total	$10,477	$32,775	$1,642	$2,550	$47,444

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

G1. The results from the 2013 FCAT 2.0 Reading indicate that the percent of all students scoring a level 3 or above is currently at 73%. The goal for the 2013-2014 school year will be to increase four percentage points to 77%.

G1.B7 The results of the 2013 FCAT 2.0 Reading indicate that 44%(153) of students scored at or above achievement level 4. The goal for the 2013-2014 school year is to increase one percentage point to 45%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis/Fiction/Nonfiction.(LA.3-5.2.1.2) Students are identified as having difficulty in the area of identifying and interpreting the elements of story structure and understanding character development.(CCSS.ELA.RL.3-5.3)

G1.B7.S1 Provide students with opportunities to practice identifying and interpreting the elements of story structure and understanding character development.

Action Step 1

Purchase Accelerated Reader, using PAT and Fundraisers, in order to provide reading enrichment to students scoring a level 4 or higher on the FCAT 2.0 Reading.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader

Funding Source

PAT/Fundraisers

Amount Needed

$4,817

G1.B8 The results of the 2013 FCAT 2.0 Reading indicate that 77% of students made learning gains.The goal for the 2013-2014 school year is to increase two percentage points to 79%. The area of deficiency as noted on the 2013 FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. (LA.3-5.1.6.7) Students experienced difficulty in determining the meaning of unfamiliar base words, prefixes, suffixes.(CCSS.ELA.L.3-5.4c)

G1.B8.S1 Provide students with opportunities to practice determining the meaning of unfamiliar base words, prefixes, suffixes.

Action Step 1

Purchase Pearson Plain phonics books and Common Core workbooks, using Title I funds, to help students practice determining the meaning of unfamiliar base words, prefixes, suffixes to promote learning gains in reading.

Resource Type

Evidence-Based Program

Resource

Pearson Plaid phonics books and Common Core Workbooks

Funding Source

Title 1

Amount Needed

$3,935

G3. The results of the 2013 FCAT 2.0 Math indicate that 74% of all students scored at or above achievement level 3. The goal for the 2013-2014 school year will be to increase by one percentage point to 75%.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics indicate that 28% (97) of students scored at achievement level 3. The goal will be to increase two percentage point to 30%. The results of the 2013 FCAT 2.0 Mathematics indicate that students scoring at achievement level 3 demonstrate a deficiency in Reporting Category 1: Operations, Problem, and Statistics.(MA.3.A.6.2) Students are having difficulty using and interpreting bar graphs, pictographs, and line plots. (MACC.3.MD.2.3)

G3.B2.S1 Provide students with opportunities to practice using and interpreting bar graphs, pictographs, and line plots.

Action Step 1

Purchase computer drops and stations, using funds from PAT and Fundraisers, to provide more technology opportunities for students to increase student achievement using Moby Math and SuccessMaker Math.

Resource Type

Technology

Resource

Computer Drops/Stations

Funding Source

PAT/ Fundraisers

Amount Needed

$8,500

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 62% of the lowest 25% of students made learning gains. The goal for this year will be to increase four percentage points to 66%. The results of the 2013 FCAT 2.0 Mathematics indicates that students in the lowest 25% making learning gains demonstrated a deficiency in Reporting Category 1: Number Operations and Problems. (MA.3.A.6.1) Students are having difficulty with mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs.(MACC.3.NBT.1.2).

G3.B5.S1 Provide students with opportunities to practice mathematical fluency and problem solving proficiency in the area of multiplication, patterns, and graphs.

Action Step 1

Purchase student incentives, mathematics visuals, and computer lab visuals, using EESAC and other school funds, to increase student achievement in mathematical fluency and problem solving techniques.

Resource Type

Evidence-Based Materials

Resource

Awards, Certificates, Student Incentives, and Computer Lab visuals

Funding Source

EESAC

Amount Needed

$1,200

G4. The results of the 2013 FCAT 2.0 Science indicate that 88%(111) of students scored at level 3 or above. The goal this year will be to increase that number one percentage point to 89%.

G4.B1 The results of the 2013 FCAT 2.0 Science indicate that 19%(24) of students achieved level 3. The goal for the 2013-2014 school year is to increase one percentage point to 20%. The 2013 FCAT 2.0 Science test indicates a deficiency in the Reporting Category 3: Physical Science. Students are having difficulty identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion.

G4.B1.S1 Provide students with opportunities to practice identifying basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion.

Action Step 1

In order to facilitate student understanding of the basic forms of energy, familiar forces, tracing the conversion of electric energy into other forms of energy, and distinguishing the relationship between mass, force, and motion, Brain Pop will be purchased using Title I funds.

Resource Type

Evidence-Based Program

Resource

Brainpop

Funding Source

Title I

Amount Needed

$1,725

G4.B2 The results of the 2013 FCAT 2.0 Science Assessment indicate that 69%(87) of students scored at or above achievement level 4. The goal will be to maintain 69%. The 2013 FCAT 2.0 Science test demonstrates a deficiency in the Reporting Category 2: Earth and Space Science. Students are having difficulty distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather.

G4.B2.S1 Provide students with opportunities to practice distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather.

Action Step 1

Classroom visuals will be purchased, using MESA funds, and used in the classroom and computer labs to increase student performance and achievement in the area of distinguishing among objects in the Solar System, identifying categories of rocks and minerals, differentiating physical weathering and erosion, as well as identifying characteristics associated with different climate zones and factors that affect weather.

Resource Type

Evidence-Based Materials

Resource

Classroom Visuals

Funding Source

MESA

Amount Needed

$442

G5. The results of the 2012-2013 STEM goal area data indicate that both the number of STEM-related activities and the number of students participating in STEM-related activities needs to increase for the 2013-2014 school.

G5.B1 The results of the 2012-2013 STEM goal area demonstrates that students were provided ten STEM-related experiences. The goal for the 2013-2014 school year will be to increase the number of STEM-related experiences to fourteen. Students require additional opportunities of STEM related experiences.

G5.B1.S1 Students will be provided with additional STEM- related experiences.

Action Step 2

In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM/STEAM Project Based Learning activities. • In order to increase the number of STEM/STEAM project based learning activities, a calendar will be established and a timeline created for the completion of student projects, STEM competitions, special events, field trips, and STEM related special activities.

Resource Type

Technology

Resource

SMART Boards, MIMOS, LCD Projectors

Funding Source

Title I

Amount Needed

$22,149

G5.B2 The results of the 2012-2013 STEM goal area reflects that participation in STEM related experiences is 65%(445). The goal for the 2013-2014 school year will be to increase by ten percentage points to 75%. The number of students participating in STEM- related activities needs to increase.

G5.B2.S1 The amount of students participating in STEM-related activities will increase by providing teachers with additional lab rotation days to all grade levels, increase number of science fair participants, and increase number of STEM-related field trips.

Action Step 1

In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM/STEAM Project Based Learning activities. In order to increase the number of students participating in STEM/STEAM project based learning activities, STEM lab rotation days will be extended to the primary grades.

Resource Type

Technology

Resource

Computer drop/Stations

Funding Source

EESAC

Amount Needed

$2,126

G6. In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in third grade, decrease students non-proficient in reading by third grade, and decrease students with behavior referrals.

G6.B1 The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 7%(55).The goal for the 2013-2014 school year is to decrease one percentage point to 6%. The results of the 2012-2013 Early Warning Systems data demonstrates that parents may lack understanding about the connection between attendance and student academic performance.

G6.B1.S1 Parents will be provided information regarding the importance of regular school attendance and the connection between attendance and student achievement.

Action Step 1

The following steps will be implemented: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Do the Right Thing" project. • Conduct attendance incentive program three times per year. • MTSS/RtI team will meet with parents to discuss the importance of regular school attendance as well as provide problem solving solutions, strategies, and support to parents and students.

Resource Type

Other

Resource

Student attendance incentives and certificates

Funding Source

Title I

Amount Needed

$2,550