

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Imater Academy  
600 W 20TH ST  
Hialeah, FL 33010  
305-884-6321

### School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 95%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 99%

### School Grades History

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<b>2013-14</b> B	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>
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### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Imater Academy

##### Principal

Robert Blanche/Brenda Cruz

##### School Advisory Council chair

Elaine Rodriguez

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

Name	Title
Brenda Cruz	Principal
Elizabeth Poveda	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal (1):

Brenda Cruz

Teachers (5):

Michelle Paez-Vargas, Vanessa Goolsby, Katherine Rangel, Elaine Rodriguez, Nicole Cloud, Ericka Hechavarria (Alternate Teacher)

Parents (5):

Yanisley Estrada-Choa, Claribel Cereijo, Liliana Morales, Alfred Coronel, Valeria Hooper, Vicky Sanchez (Alternate Student)

Educational Support (1):

Elizabeth Poveda

Student (1):

Zoe Blanco, Tristen Zayas (Alternate Student)

Business/Community Representative (2):

Cristina Salazar, Orlando Salvat

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

To assist in the preparation and evaluation of the school improvement plan and to assist in the preparation of the school's annual budget.

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

The SAC at iMater Academy is the sole body responsible for final decision making of the school. In the beginning of the school year, the SIP will be reviewed and revisions will be made based on the recommendations from the SAC members. In June and September, the SIP will be sent to the district School Board for approval and implementation will begin in August 2013. The SIP will be monitored during the entire school year. The SAC reviews the SIP on a quarterly basis and makes necessary adjustments.

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

Writing Materials and Professional Development:

The funds provided (\$1900) will be allocated to purchase writing materials to both enrich and support our students educational learning needs. Professional Development will be provided for teachers to attend the Melissa Forney Writing Workshop to increase student performance and proficiency on the 2014 FCAT Writing Test.

**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:**

**Robert Blanche/Brenda Cruz**

Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

Bachelors in Special Education and Elementary Education K-6,  
Masters in Varying Exceptionality,  
Certifications:  
Educational Leadership  
K-12  
Special Education

**Performance Record**

2013 – A  
Rdg. Proficiency, 57%  
Math Proficiency, 54%  
Rdg. Lrg. Gains, 76 points  
Math Lrg. Gains, 69 points  
Rdg. Imp. of Lowest 25% -  
85 points  
Math Imp. of Lowest 25% -  
73 points  
Rdg. AMO 61  
Math AMO 48  
2012-B  
Rdg. Proficiency, 50%  
Math Proficiency, 52%  
Rdg. Lrg. Gains, 58 points  
Math Lrg. Gains, 80 points  
Rdg. Imp. of Lowest 25% -  
70 points  
Math Imp. of Lowest 25% -  
74 points  
Rdg. AMO 57  
Math AMO 42  
2011  
School Grade: A  
High Standards Rdg.: 55%  
High Standards Math: 84%  
Lrng Gains-Rdg.:61 points  
Lrng Gains-Math:84 points  
Gains-Rdg-25%:55 points  
Gains-Math-25%:81 points  
2010  
School Grade: A  
High Standards Rdg.: 48%  
High Standards Math: 79%  
Lrng Gains-Rdg.:58 points  
Lrng Gains-Math:80 points  
Gains-Rdg-25%:61 points  
Gains-Math-25%:73 points  
2009  
School Grade: A  
High Standards Rdg.: 48%

High Standards Math: 81%  
Lrng Gains-Rdg.:62 points  
Lrng Gains-Math:84 points  
Gains-Rdg-25%:59 points  
Gains-Math-25%:79 points



**Elizabeth Poveda**

Asst Principal

Years as Administrator: 3

Years at Current School: 1

**Credentials**

Bachelors in Science in Elementary Education (K-6) with ESOL Endorsement;  
Masters of Science in Educational Leadership

**Performance Record**

2013 – A  
Rdg. Proficiency, 57%  
Math Proficiency, 54%  
Rdg. Lrg. Gains, 76 points  
Math Lrg. Gains, 69 points  
Rdg. Imp. of Lowest 25% - 85 points  
Math Imp. of Lowest 25% - 73 points  
Rdg. AMO 61  
Math AMO 48  
2012-B  
Rdg. Proficiency, 50%  
Math Proficiency, 52%  
Rdg. Lrg. Gains, 58 points  
Math Lrg. Gains, 80 points  
Rdg. Imp. of Lowest 25% - 70 points  
Math Imp. of Lowest 25% - 74 points  
Rdg. AMO 57  
Math AMO 42  
2011  
School Grade: A  
High Standards Rdg.: 918  
High Standards Math: 84%  
Lrng Gains-Rdg.:78 points  
Lrng Gains-Math:62 points  
Gains-Rdg-25%:75 points  
Gains-Math-25%:66 points  
2010  
School Grade: A  
High Standards Rdg.: 85%  
High Standards Math: 87%  
Lrng Gains-Rdg.:75 points  
Lrng Gains-Math:67 points  
Gains-Rdg-25%:78 points  
Gains-Math-25%:80 points  
2009  
School Grade: B  
High Standards Rdg.: 86%  
High Standards Math: 86%  
Lrng Gains-Rdg.:80 points  
Lrng Gains-Math:63 points

Gains-Rdg-25%:76 points  
Gains-Math-25%:49 points

### Classroom Teachers

#### # of classroom teachers

21

#### # receiving effective rating or higher

15, 71%

#### # Highly Qualified Teachers

71%

#### # certified in-field

20, 95%

#### # ESOL endorsed

15, 71%

#### # reading endorsed

1, 5%

#### # with advanced degrees

, 0%

#### # National Board Certified

0, 0%

#### # first-year teachers

2, 10%

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

14, 67%

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

7, 33%

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

0, 0%

### Other Instructional Personnel

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

1

#### # 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**

iMater Academy has a plethora of resources that help to support the schools purpose of developing pride in academic achievement as well as creating responsible members within the community. iMater's faculty and staff thrive in providing excellent services to nurture our students' needs. The school employs instructional staff that meets State and Federal requirements. All staff members are required to hold a bachelor's degree or higher in their field and have State Certification for the required position. Each teacher and administrator must be highly qualified and meet the rules and requirements of the Florida Department of Education. All teachers have Bachelor's degrees and many have advanced degrees including Master's degrees, Specialist degrees and Endorsements. Within the resources and support systems offered at iMater there are defined policies and procedures used by administration to ensure the placement, hiring and retaining of highly qualified staff. One of these procedures is that of formal and informal observations conducted throughout the year. All observations use standard checklists and forms to provide accurate feedback that will help the continual development of the faculty. Staff is monitored and observed by school administrators through the use of Instructional Performance Evaluation and Growth System (IPEGS). Furthermore, administration has provided the staff with a Faculty Handbook that details the school's mission, vision and policies.

The governing board evaluates the principal utilizing the same criteria on a standardized evaluation form, which reviews its own strategic plan, vision and purpose. It is then the role of the principal to determine the effectiveness of the School Improvement Plan, teacher performance and student achievement and report the findings to the governing board.

### **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**

Teacher mentoring is an effective method of developing and retaining high quality classroom teachers. Both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. The school partners beginning teachers with a mentor to help teachers improve their practice of teaching and develop their instructional skills. Administrators provide teachers with the resources and time necessary for mentoring teams to meet and observe each other's techniques, model best practices and discuss improvements to classroom instructional practices.

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

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

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

The functions of the MTSS/RtI team are the following: evaluate the progress of the school's goals by monitoring academic data, provide and assess instruction, provide feedback on instructional intervention, administer enrichment opportunities, and arrange teacher requested workshops. The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership 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 weekly and monthly team meetings. Utilize the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
  4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM
  5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
  6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
  7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
  8. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

**Principal:** Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

**Assistant Principal:** Develop, lead, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**Select General Education Teachers: Grade Level Chairpersons** provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

**Technology Specialist:** Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

**Exceptional Student Education (ESE) Teacher:** the SPED coordinator for Excelsior Language Academy participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students' IEP.

**Speech Language Pathologist:** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

**Student Services Personnel:** Provides quality services and expertise on issues ranging from program

design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: special education personnel, advisory group members, and community stakeholders.

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The MTSS/RtI Team will assure the successful implementation of the Goals set in the SIP by: analyzing and gathering data to monitor and adjust the school's academic success, assess delivery of instruction, support intervention programs geared towards student's individual needs. The MTSS/RtI team will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students based on data and consider data at the end of the year for Tier 1 problem solving.

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

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

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

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades

- School site specific assessments
- Behavior
- Student Case Management System
  - Detentions
  - Suspensions/expulsions
  - Referrals by student behavior, staff behavior, and administrative context
  - Office referrals per day per month
  - Team climate surveys
  - Attendance
  - Referrals to special education programs

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

Professional development and support will include training for all of the MTSS/RtI Leadership team in the MTSS/RtI problem solving and data analysis process and provide support for school staff to understand basic MTSS/RtI principles and procedures. In addition, the MTSS/RTI Leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. Furthermore, teachers will be provided with added professional development to correspond with the subject area being taught.

The MTSS/RtI Leadership team will support staff by ensuring that each teacher complete the Introduction to Problem Solving and Response to Intervention Course in order to indicate in depth knowledge of the Multi-Tiered Problem Solving Process. Ongoing support will include the MTSS/RtI Leadership Team to meet with teachers on a monthly basis to review Tiers and student progress as well as performance data.

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

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

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

**Strategy:** Before or After School Program**Minutes added to school year:** 5,160

Students are identified using Baseline, Interim and FCAT 2.0 assessment data. The lowest 25% percentile attend weekly tutoring after school for the subject(s) in which they are deficient. In addition, students performing at or above grade level receive enrichment tutoring after school hours to maintain or further develop their academic strengths in the pertaining areas tested on the FCAT assessment.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected using district Baseline and Interim assessments, as well as the students' previous FCAT scores. This data is compiled using Edusoft and Pearson reports. Using this information, students are classified and identified to attend the necessary tutoring program that would be best beneficial to their learning.

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

The administrative team meets monthly with all grade levels to discuss, dissect, analyze, and interpret the accumulated data to assist in the identification of students for after or before school programs. In addition, each grade level monitors the progress of their students as they attend the mentioned programs and achieve in bi-weekly benchmark assessments within the classroom. In addition, the tutoring programs provide a pre- and post- assessment to further develop and monitor student achievement throughout the course of the program.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Elizabeth Poveda	Assistant Principal
Brenda Cruz	Principal
Elaine Rodriguez	ESE/ESOL Coordinator
Nicole Cloud	Reading Liaison
Johanna Porro	Kindergarten Grade Level Chair
Alondra Ponce	First Grade Level Chair
Vanessa Goolsby	Second Grade Level Chair
Danielle Corrales	Third Grade Level Chair
Madeleine Piedra	Fourth Grade Level Chair
Melissa Sabatier	Fifth Grade Level Chair

**How the school-based LLT functions**

The purpose of the LLT is to generate instructional tools and interventions to gain reading knowledge within the school. In order to increase student's knowledge in this area the main focus is to build literacy skills in all content areas throughout the school.

Grade Level/Department Chairs: Provides guidance on elementary reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of intervention plans.

Principal: Brenda Cruz will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by offering professional growth opportunities for team members, create a collaborative environment that fosters sharing and learning of ideas, developing a school wide organizational model that supports literacy instruction in all classes, and encourage the use of data to improve teaching and student achievement.

Assistant Principal: Elizabeth Poveda identifies 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;" assists 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.

The Literacy Leadership Team will meet on a monthly basis to discuss student assessment data and the implementation of the different intervention plans that were placed throughout the school year. During these meetings the LLT will also evaluate and modify areas that are stagnant in order to improve the intervention plans to benefit the needs students.

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

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

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

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

Professional development and support will include training for all teachers in problem solving and data analysis process to provide support for students to achieve higher reading comprehension skills. In addition, the administrative team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings.

Professional development will include reading strategies beneficial in implementing reading across the curriculum, common core, intervention, and differentiated instruction. Furthermore, teachers will be provided with added professional development to incorporate and develop reading strategies with the subject area being taught.

## **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**

All students entering iMater Academy's kindergarten program will be evaluated several ways. Students will be administered an OLPS to determine ESOL placement. Florida Kindergarten Readiness Screener (FLKRS) will be utilized to assess the readiness of each child for kindergarten. It will be administered



during the first 30 school days of each school year. Early Childhood Observation System (ECHOS) is designed to guide effective instruction and appropriate intervention to prepare a child to succeed in school. ECHOS is a whole child-oriented measure based on national standards for seven domains: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts. In addition, the Comprehensive English Language Learning Assessment (CELLA) is used to measure the growth of students classified as English Language Learners (ELL) in mastering the skills in English they will need to succeed in school. Furthermore, incoming Kindergarten students will be assessed in the areas of social/emotional development. A questionnaire will be sent home to parents to complete by the third week of school. The questionnaire result will provide useful information regarding student's need for instruction/intervention regarding behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be gathered and aggregated prior to September 9th, 2013. Data will be utilized to plan daily academic and social/emotion instruction for groups of students or individual students who may need intervention beyond core instructions. Social instruction will be modeled throughout the day by the instructor. Moreover, the teacher will spend 20 minutes per day educating students on the fundamentals of social norms.

The instructional intervention program will be assessed by administering a screening tool in mid year and during the last semester of the school year. Data from the assessment will be used to determine positive and negative factors in the program.

In order to inform the parents of preschool children in transition about our elementary program, iMater Academy reaches out to local preschool programs and informs them of the educational programs on its campus. In addition, the school uses the mailing system to administer flyers to the current preschool students at iMater Academy and those in the area. Priority selection is given to preschool students with already enrolled students at iMater Academy.

## 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		57%		
American Indian		65%		
Asian		79%		
Black/African American		39%		
Hispanic		59%		
White		77%		
English language learners		37%		
Students with disabilities		28%		
Economically disadvantaged		50%		

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53736	25%	33%
Students scoring at or above Achievement Level 4	63108	30%	33%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

#### 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)		51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		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		58%	62%
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		59%		
American Indian		65%		
Asian		85%		
Black/African American		45%		
Hispanic		61%		
White		76%		
English language learners		47%		
Students with disabilities		31%		
Economically disadvantaged		54%		

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		28%	36%
Students scoring at or above Achievement Level 4		26%	29%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

**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		26%	29%
Students scoring at or above Achievement Level 4		25%	26%

**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 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time		10%	9%
Students retained, pursuant to s. 1008.25, F.S.		4%	3%
Students who are not proficient in reading by third grade		47%	42%
Students who receive two or more behavior referrals		15%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.		10%	9%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Involve parents in the planning and implementation of the school mission and vision and extend an open invitation to our school’s parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school’s Parental Involvement Plan; EESAC meetings agendas; and other documents/activities necessary in order to comply with dissemination and reporting requirements. 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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent involvement as measured by survey return rate			50%

## Goals Summary

- G1.** On the 2013 FCAT Reading 2.0 Test student proficiency was at 57% (District Data). Our goal is to increase student proficiency to 61% indicating an increase of 4 percentage points.
- G2.** On the 2013 Grade 4 FCAT Writing Test student proficiency was at 58% (District Data). Our goal is to increase student proficiency to 62% indicating an increase of 4 percentage points. .
- G3.** On the 2013 FCAT Mathematics 2.0 Test student proficiency was at 59% (District Data). Our goal is to increase student proficiency to 65% indicating an increase of 6 percentage points.
- G4.** On the 2013 FCAT Grade 5 Science 2.0 Test student proficiency was at 26% (District Data). Our goal is to increase student proficiency to 29% indicating an increase of 3 percentage points.
- G5.** Our goal for the 2013-2014 school year is to provide students with STEM school-wide activities and Fairs to enable them to apply mathematical, technological and scientific inquiry into real world experiences.
- G6.** Our goal in monitoring the Early Warning System for the 2013-2014 school year, is to increase student attendance by decreasing the number of students who miss 10% or more of instructional time.
- G7.** Given a strong emphasis on the parental involvement at the school, 85% of parents will complete the volunteer hours defined in the parent contract during the 2013-2014 school year, as evidenced by the volunteer logs.

## Goals Detail

**G1.** On the 2013 FCAT Reading 2.0 Test student proficiency was at 57% (District Data). Our goal is to increase student proficiency to 61% indicating an increase of 4 percentage points.

### **Targets Supported**

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

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

- FCAT Explorer/Florida Achieves- With resources for parents and teachers, FCAT Explorer helps students learn about and practice the skills tested on the Florida Comprehensive Assessment Test (FCAT).
- Reading Plus- Reading Plus continuously monitors each student's performance to create the optimal experience for every child. Reading Plus includes intuitive and powerful reporting. Educators have everything they need to easily monitor and support student progress.
- Success Maker- SuccessMaker supports teacher implementations because of the program's proven track record of filling reading and math skill gaps to boost achievement for K-8 students with diverse needs.
- Voyager- The program is used to monitor interventions with the lowest performing students.
- Discovery Education- Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments.

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

- Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text/ Research Process).
- According to the 2012-2013 CELLA Test results indicate that 45% of the students tested scored a level of proficiency in Listening/Speaking. Students lack Listening/Speaking Skills such as the ability to paraphrase what they have read, as well as putting vocabulary words and concepts into their own words without leaving out essential information.
- According to the 2012-2013 CELLA Test results indicate that 28% of the students tested scored a level of proficiency in Reading. Students lack the Reading Comprehension skills needed to perform at grade level due to their language barrier.
- According to the 2012-2013 CELLA Test results indicate that 27% of the students tested scored a level of proficiency in Writing. Students lack the Writing skills such as focus, organization, support and conventions needed to perform at grade level due to their language barrier.

## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

### Person or Persons Responsible

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

### Target Dates or Schedule:

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

### Evidence of Completion:

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

**G2.** On the 2013 Grade 4 FCAT Writing Test student proficiency was at 58% (District Data). Our goal is to increase student proficiency to 62% indicating an increase of 4 percentage points. .

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Four Square Writing Method- Used to help student effectively plan and develop their writing techniques.
- Zaner-Bloser Writing Series- A collection of books used to guide instruction in effective, detailed and higher order writing techniques.
- Melissa Forney "Dynamite Writing Ideas"- A collection of resources used to develop student writers. Therefore, it empowers students to become student authors.
- Melissa Forney "The Writing Menu"- A collection of resources used to provide an innovative alternative to traditional writing prompts. It nurtures success in every student by keeping individual learning styles, interests, and attention spans in mind.

### Targeted Barriers to Achieving the Goal

- Students' 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 accounts with an engaging plot and a range of appropriate specific narrative actions.

## Plan to Monitor Progress Toward the Goal

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

### Person or Persons Responsible

Teachers, grade level chairs, Language Arts department chair and administrative team.

### Target Dates or Schedule:

Monthly progress monitoring with guided writing prompts and writing activities.

### Evidence of Completion:

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test

**G3.** On the 2013 FCAT Mathematics 2.0 Test student proficiency was at 59% (District Data). Our goal is to increase student proficiency to 65% indicating an increase of 6 percentage points.

### Targets Supported

- EWS - Elementary School

### Resources Available to Support the Goal

- Reflex Math- Reflex continuously monitors each student's performance to create the optimal experience for every child. Reflex includes intuitive and powerful reporting. Educators have everything they need to easily monitor and support student progress.
- Success Maker- SuccessMaker supports teacher implementations because of the program's proven track record of filling reading and math skill gaps to boost achievement for K-8 students with diverse needs.
- Go Math- The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials.
- Think Central- The program provides students with access to resources from their homes in order to promote continuous learning.
- Discovery Education- Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments.
- FCAT Test Maker- The program provides grade-level, standards-driven questions in reading, math and science. The rigor of the questions is without a doubt equal to FCAT.
- FCAT Explorer/Florida Achieves- With resources for parents and teachers, FCAT Explorer helps students learn about and practice the skills tested on the Florida Comprehensive Assessment Test (FCAT).

### Targeted Barriers to Achieving the Goal

- Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 3 (Geometry and Measurement).



## Plan to Monitor Progress Toward the Goal

Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly benchmark assessments. In addition, meetings will be held to obtain teacher feedback on effectiveness of manipulative usage with students and provide sufficient training/help in order to meet the expectations. Teacher's will monitor student performance on GIZMO lesson usage, by printing reports and conducting data chats with students. Data logs will be monitored by Leadership Team Utilizing the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

### **Person or Persons Responsible**

Teachers, grade level chairs, math department chair, and administrative team.

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

Bi-weekly assessments will be administered to monitor progress, along with daily progress monitoring.

### **Evidence of Completion:**

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs, Reflex Math Reports Summative: 2014 Reading FCAT 2.0

**G4.** On the 2013 FCAT Grade 5 Science 2.0 Test student proficiency was at 26% (District Data). Our goal is to increase student proficiency to 29% indicating an increase of 3 percentage points.

### **Targets Supported**

- Science - Elementary School

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

- Think Central- The program provides students with access to resources from their homes in order to promote continuous learning.
- Science Fusion- The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials.
- Discovery Education- Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments.
- FCAT Test Maker- The program provides grade-level, standards-driven questions in reading, math and science. The rigor of the questions is without a doubt equal to FCAT.
- FCAT Explorer/Florida Achieves- With resources for parents and teachers, FCAT Explorer helps students learn about and practice the skills tested on the Florida Comprehensive Assessment Test (FCAT).
- GIZMOS- The program is a fun, easy to use, and help students develop a deep understanding of challenging concepts through inquiry and exploration. Designed to supplement your existing curriculum. Gizmos are correlated to state curriculum standards, the Common Core standards, and over 300 textbooks, making them easy to integrate into your instructional program.

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

- The anticipated barrier, as noted on the 2013 FCAT 2.0 Science Test, was Reporting Category 1 (Nature of Science). This is due to the lack of knowledge in scientific thinking and processes. Within the reporting category, students are expected to be able to apply scientific thinking to solve real world situations. Students lack the ability to complete activities to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

## Plan to Monitor Progress Toward the Goal

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to all areas tested within the FCAT 2.0.

### Person or Persons Responsible

Teachers, grade level chairs, Science department chair, and administrative team.

### Target Dates or Schedule:

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

### Evidence of Completion:

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

**G5.** Our goal for the 2013-2014 school year is to provide students with STEM school-wide activities and Fairs to enable them to apply mathematical, technological and scientific inquiry into real world experiences.

### Targets Supported

- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Science Fusion- ScienceFusion gives students a meaningful way to interact with science. Every click, every page turn, every lab and activity is an opportunity for students to ask questions, think critically, and make informed decisions. In any direction a student turns, they will be asked to inquire, think, predict, analyze, and apply.
- Science Department Chairperson- Required to attend monthly Science Leader district meetings to further develop new strategies in the field of Science and Technology.
- District Essential Labs- Labs created to be infused into the classroom with the pacing guides to incorporate science, math and technology in the classroom.
- Gizmos- ExploreLearning Gizmos® is the world's largest library of interactive online simulations for math and science education in grades 3-12
- Discovery Education- Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments.

### Targeted Barriers to Achieving the Goal

- Students not participating in STEM activities within the classroom or learning environment.

## Plan to Monitor Progress Toward the Goal

The administrative team, along with the Department Chairperson and the Testing Chairperson, will monitor progress by the student assessment data of those teachers who have attended the professional development and have been implementing STEM activities in the classroom.

### Person or Persons Responsible

Administrative Team Science Department Chairperson Grade Level Chairs

### Target Dates or Schedule:

Assessment data will be monitored upon the collection of District Interim Assessment and FCAT scores. Classroom walk-throughs are done continuously to assure effectiveness and implementation of STEM strategies.

### Evidence of Completion:

2014 Science FCAT 2.0 Bi-Weekly Benchmark Assessments District Interim Assessments Classroom Walk-Throughs

**G6.** Our goal in monitoring the Early Warning System for the 2013-2014 school year, is to increase student attendance by decreasing the number of students who miss 10% or more of instructional time.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Parent Contact Logs- Staff maintains logs of all contact made with parents regarding their child or other school matters.

### Targeted Barriers to Achieving the Goal

- Parents and students are unfamiliar with the Code of Student Conduct due to not analyzing the document and the consequences that are entailed with each infraction.

## Plan to Monitor Progress Toward the Goal

The Administrative team will monitor that all teachers are implementing the parent contact logs with accurate information reflecting data from the In Class Behavior Management Plan to ensure that attendance rates are high, as well as suspension and retention rates remaining low.

### Person or Persons Responsible

General Education and Special Area teachers Administrative team

### Target Dates or Schedule:

Daily, in and out of the classroom, the Behavior Management Plan will be enforced by all teachers.

### Evidence of Completion:

Parent Contact Logs Suspension Reports

**G7.** Given a strong emphasis on the parental involvement at the school, 85% of parents will complete the volunteer hours defined in the parent contract during the 2013-2014 school year, as evidenced by the volunteer logs.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent/Student Contract- Contract signed by parents and students upon enrollment dictating enrollment expectations from both the parent and the student.
- School Website- Communication tool between all stake holders.
- Connect Ed- Communication tool that calls parents to inform them of any updates or important notices.
- New Student Orientation/Open House- Events held to welcome new students and parents to the iMater learning community, while introducing them to the staff and administration.

**Targeted Barriers to Achieving the Goal**

- At iMater Academy, more that 80% of parents speak English as a second language, which can diminish their involvement by lack of understanding of parent involvement opportunities.

**Plan to Monitor Progress Toward the Goal**

Communication will be monitored for progress as the administrative staff will review parent surveys submitted by the parents regarding their child's education and their involvement as a stake holder at our school.

**Person or Persons Responsible**

Administrative Staff General and Special Area teacher

**Target Dates or Schedule:**

Parent surveys are conducted throughout the year to assess parent involvement as a stake holder at our school.

**Evidence of Completion:**

Parent Survey Parent Letters School Website Parent/Student Contract Lunch Application Connect Ed Voice Messages

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT Reading 2.0 Test student proficiency was at 57% (District Data). Our goal is to increase student proficiency to 61% indicating an increase of 4 percentage points.

**G1.B1** Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text/ Research Process).

**G1.B1.S1** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information. During Differentiated Instruction, students will receive instruction in teacher led centers to address the identified deficiencies.

### Action Step 1

Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

#### Target Dates or Schedule

The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies students lacked on a monthly basis.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Monthly Success Maker report Summative: 2014 Reading FCAT 2.0

#### Facilitator:

Elizabeth Poveda Reading Department Chair Reading Liason

#### Participants:

Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

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

Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

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

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

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

The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies monthly that students lacked.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Monthly Success Maker report Summative: 2014 Reading FCAT 2.0

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

Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

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

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

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

The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies monthly that students lacked.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Monthly Success Maker report Summative: 2014 Reading FCAT 2.0

**G1.B1.S2 Learning Gains-** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Teachers will develop a rotation schedule for the computer lab in order to optimize the use of computers to increase the implementation of Reading Plus and FCAT Explorer.

### **Action Step 1**

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

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

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs  
Summative: 2014 Reading FCAT 2.0

#### **Facilitator:**

Elizabeth Poveda Elaine Rodriguez

#### **Participants:**

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.



### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs  
Summative: 2014 Reading FCAT 2.0

### Plan to Monitor Effectiveness of G1.B1.S2

Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs  
Summative: 2014 Reading FCAT 2.0

**G1.B1.S3** Lowest 25%- Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information. During Differentiated Instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Students will also be given a structured tutoring tool implemented with fidelity. Our after-school tutoring program will be consistent with the intervention program utilized, targeted specific strategies and concepts that students lacked in the classroom. Weekly raffle incentives will be given to students to motivate them to attend weekly tutoring.

### **Action Step 1**

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

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

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Success Maker Summative: 2014 Reading FCAT 2.0

#### **Facilitator:**

Elizabeth Poveda Elaine Rodriguez

#### **Participants:**

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Success Maker Summative: 2014 Reading FCAT 2.0

### Plan to Monitor Effectiveness of G1.B1.S3

Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Success Maker Summative: 2014 Reading FCAT 2.0

**G1.B2** According to the 2012-2013 CELLA Test results indicate that 45% of the students tested scored a level of proficiency in Listening/Speaking. Students lack Listening/Speaking Skills such as the ability to paraphrase what they have read, as well as putting vocabulary words and concepts into their own words without leaving out essential information.

**G1.B2.S1** Due to the lack of knowledge in the English language, students lack the ability to practice concepts through home learning activities. In the classroom, teachers will monitor ELL subgroups on a weekly basis in order to provide ongoing intervention services so that those students receive the proper intervention needed to understand skills that are being assessed in class. In addition, teachers will provide Differentiated Instruction where teachers can address identified deficiencies. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information.

### **Action Step 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

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

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT, 2.0 Writing Test , 2014 CELLA Test

#### **Facilitator:**

Testing Chair & Assistant Principal

#### **Participants:**

General and Special Area Teachers

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

Teachers will include ESOL Strategies in Lesson Plans and ESOL Levels in the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, SuccessMaker Summative: 2014 Reading FCAT 2.0, 2014 CELLA

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

Teachers will include ESOL Strategies in Lesson Plans and ESOL Levels in the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, SuccessMaker Summative: 2014, Reading FCAT 2.0, 2014 CELLA

**G1.B3** According to the 2012-2013 CELLA Test results indicate that 28% of the students tested scored a level of proficiency in Reading. Students lack the Reading Comprehension skills needed to perform at grade level due to their language barrier.

**G1.B3.S1** Due to the lack of knowledge in the English language, students lack the ability to practice concepts through home learning activities. In the classroom, teachers will monitor ELL subgroups on a weekly basis in order to provide ongoing intervention services so that those students receive the proper intervention needed to understand skills that are being assessed in class. In addition, teachers will provide Differentiated Instruction where teachers can address identified deficiencies. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information.

### **Action Step 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

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

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test , 2014 CELLA Test

#### **Facilitator:**

Testing Coordinator & Assistant Principal

#### **Participants:**

General and Special Area Teachers

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

Teachers will include ESOL Strategies in Lesson Plans and ESOL Levels in the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Success Maker Summative: 2014 Reading FCAT 2.0, 2014 CELLA

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

Teachers will include ESOL Strategies in Lesson Plans and ESOL Levels in the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Person or Persons Responsible

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, SuccessMaker Summative: 2014 Reading FCAT 2.0, 2014 CELLA

**G1.B4** According to the 2012-2013 CELLA Test results indicate that 27% of the students tested scored a level of proficiency in Writing. Students lack the Writing skills such as focus, organization, support and conventions needed to perform at grade level due to their language barrier.

**G1.B4.S1** Due to the lack of knowledge in the English language, students lack the ability to practice concepts through home learning activities. In the classroom, teachers will monitor ELL subgroups on a weekly basis in order to provide ongoing intervention services so that those students receive the proper intervention needed to understand skills that are being assessed in class. In addition, teachers will provide Differentiated Instruction where teachers can address identified deficiencies. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information.

### **Action Step 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

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

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test , 2014 CELLA Test

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

Teachers will include ESOL Strategies in Lesson Plans and ESOL Levels in the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

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

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, SuccessMaker Summative: 2014 Reading FCAT 2.0, 2014 CELLA



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

Teachers will include ESOL Strategies in Lesson Plans and ESOL Levels in the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

### **Person or Persons Responsible**

LLT and MTSS/RtI team, testing chair, teachers, and administrative team.

### **Target Dates or Schedule**

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Success Maker Summative: 2014 Reading FCAT 2.0, 2014 CELLA

**G2.** On the 2013 Grade 4 FCAT Writing Test student proficiency was at 58% (District Data). Our goal is to increase student proficiency to 62% indicating an increase of 4 percentage points. .

**G2.B1** Students' 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 accounts with an engaging plot and a range of appropriate specific narrative actions.

**G2.B1.S1** During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words and phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small groups guided instruction along with peer editing and revision. Teachers will be provided with professional development via the Melissa Forney Writing Workshop.

### **Action Step 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

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

Teachers, grade level chairs, Language Arts department chair and administrative team.

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

Monthly progress monitoring with guided writing prompts and writing activities.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test

#### **Facilitator:**

Melissa Forney Elizabeth Poveda Zelda Glazer Writing Institute

#### **Participants:**

Teachers, grade level chairs, Language Arts department chair and administrative team.

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

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

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

Teachers, grade level chairs, Language Arts department chair and administrative team.

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

Monthly progress monitoring with guided writing prompts and writing activities.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test

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

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

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

Teachers, grade level chairs, Language Arts department chair and administrative team.

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

Monthly progress monitoring with guided writing prompts and writing activities.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test

**G3.** On the 2013 FCAT Mathematics 2.0 Test student proficiency was at 59% (District Data). Our goal is to increase student proficiency to 65% indicating an increase of 6 percentage points.

**G3.B1** Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 3 (Geometry and Measurement).

**G3.B1.S1** Students will develop the ability to describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and analyze shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Students will engage in activities that incorporate technology such as Gizmos to motivate visual stimulus. In turn, this will develop conceptual understanding of measurement and students' geometry and spatial sense.

### **Action Step 1**

Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly benchmark assessments. In addition, meetings will be held to obtain teacher feedback on effectiveness of manipulative usage with students and provide sufficient training/help in order to meet the expectations. Teacher's will monitor student performance on GIZMO lesson usage, by printing reports and conducting data chats with students. Data logs will be monitored by Leadership Team Utilizing the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

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

Strategies will be implemented by teachers, grade level chairs, math department chair, and administrative team.

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

Strategies will be implemented daily, with bi-weekly assessments.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs, Reflex Math reports Summative: 2014 Reading FCAT 2.0

#### **Facilitator:**

Elizabeth Poveda Math Department Chair Math Liason

#### **Participants:**

Strategies will be implemented by teachers, grade level chairs, math department chair, and administrative team.

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

Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly benchmark assessments. In addition, meetings will be held to obtain teacher feedback on effectiveness of manipulative usage with students and provide sufficient training/help in order to meet the expectations. Teacher's will monitor student performance on GIZMO lesson usage, by printing reports and conducting data chats with students. Data logs will be monitored by Leadership Team Utilizing the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

#### Person or Persons Responsible

Teachers, grade level chairs, math department chair and administrative team.

#### Target Dates or Schedule

Bi-weekly benchmark assessments will be administered with daily progress.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs, Reflex Math reports Summative: 2014 Reading FCAT 2.0

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

Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly benchmark assessments. In addition, meetings will be held to obtain teacher feedback on effectiveness of manipulative usage with students and provide sufficient training/help in order to meet the expectations. Teacher's will monitor student performance on GIZMO lesson usage, by printing reports and conducting data chats with students. Data logs will be monitored by Leadership Team Utilizing the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

#### Person or Persons Responsible

Teachers, grade level chairs, math department chair, and administrative team.

#### Target Dates or Schedule

Bi-weekly assessments will be administered to monitor progress and daily monitoring will be conducted by the

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs, Reflex Math reports Summative: 2014 Reading FCAT 2.0

**G4.** On the 2013 FCAT Grade 5 Science 2.0 Test student proficiency was at 26% (District Data). Our goal is to increase student proficiency to 29% indicating an increase of 3 percentage points.

**G4.B1** The anticipated barrier, as noted on the 2013 FCAT 2.0 Science Test, was Reporting Category 1 (Nature of Science). This is due to the lack of knowledge in scientific thinking and processes. Within the reporting category, students are expected to be able to apply scientific thinking to solve real world situations. Students lack the ability to complete activities to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

**G4.B1.S1** Provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. Provide additional practice in solving and graphing quadratic equations that involve real world applications through the use of GIZMOS.

### **Action Step 1**

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to all areas tested within the FCAT 2.0.

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

Teachers, grade level chairs, Science department chair, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

#### **Facilitator:**

Science Department Chair District Department Elizabeth Poveda

#### **Participants:**

Teachers, grade level chairs, Science department chair, and administrative team.

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

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to all areas tested within the FCAT 2.0.

#### Person or Persons Responsible

Teachers, grade level chairs, Science department chair, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

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

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to all areas tested within the FCAT 2.0.

#### Person or Persons Responsible

Teachers, grade level chairs, Science department chair, and administrative team.

#### Target Dates or Schedule

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

**G4.B1.S2** Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain scientific thinking concepts related to matter, energy, force, and motion. Provide additional practice in solving scientific investigations that involve real world applications through the use of GIZMOS. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to all areas tested within the FCAT 2.0.

### **Action Step 1**

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons.

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

Teachers, grade level chairs, Science department chair, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons.

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

Teachers, grade level chairs, Science department chair, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0



## Plan to Monitor Effectiveness of G4.B1.S2

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons.

### Person or Persons Responsible

Teachers, grade level chairs, Science department chair, and administrative team.

### Target Dates or Schedule

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

**G5.** Our goal for the 2013-2014 school year is to provide students with STEM school-wide activities and Fairs to enable them to apply mathematical, technological and scientific inquiry into real world experiences.

**G5.B1** Students not participating in STEM activities within the classroom or learning environment.

**G5.B1.S1** Focus on the development of teachers in implementing STEM strategies in the classroom.

### Action Step 1

Provide teachers with professional development in implementing STEM strategies in the classroom.

### Person or Persons Responsible

Administrative Team Science Department Chairperson Grade Level Chairs

### Target Dates or Schedule

Opportunities will be provided throughout the year on early release, teacher planning and common planning periods.

### Evidence of Completion

2014 Science FCAT 2.0 Bi-Weekly Benchmark Assessments District Interim Assessments Classroom Walk-Throughs

### Facilitator:

Assistant Principal Science Department Chairperson

### Participants:

General and Special Area teachers

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

Teachers must submit a Professional Development completion form within two days of attending their training, as well as submit confirmation of course registration prior to attending.

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

Administrative Team Science Department Chairperson Grade Level Chairs

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

Fidelity will be monitored with confirmation of registration and within two days of attending the professional development.

#### **Evidence of Completion**

2014 Science FCAT 2.0 Bi-Weekly Benchmark Assessments District Interim Assessments Classroom Walk-Throughs

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

Effectiveness will be monitored by the student assessment data of those teachers who have attended the professional development and monitoring implementation via classroom walk-throughs.

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

Administrative Team Science Department Chairperson Grade Level Chairs

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

Assessment data will be monitored upon the collection of District Interim Assessment and FCAT scores. Classroom walk-throughs are done continuously to assure effectiveness and implementation of STEM strategies.

#### **Evidence of Completion**

2014 Science FCAT 2.0 Bi-Weekly Benchmark Assessments District Interim Assessments Classroom Walk-Throughs

**G6.** Our goal in monitoring the Early Warning System for the 2013-2014 school year, is to increase student attendance by decreasing the number of students who miss 10% or more of instructional time.

**G6.B1** Parents and students are unfamiliar with the Code of Student Conduct due to not analyzing the document and the consequences that are entailed with each infraction.

**G6.B1.S1** In Class Behavior Management Plans will be implemented by all teachers.

**Action Step 1**

Teachers will implement an In Class Behavior Management Plan to monitor for attendance, suspension and retention.

**Person or Persons Responsible**

General Education and Special Area teachers

**Target Dates or Schedule**

Daily, in and out of the classroom, the Behavior Management Plan will be enforced by all teachers.

**Evidence of Completion**

Parent Contact Logs Suspension Reports

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

Teachers will monitor for fidelity by using the In Class Behavior Management Plans to determine student attendance, suspension and retention rates.

**Person or Persons Responsible**

General Education and Special Area teachers

**Target Dates or Schedule**

Daily, in and out of the classroom, the Behavior Management Plan will be enforced by all teachers.

**Evidence of Completion**

Parent Contact Logs Suspension Reports

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

The Administrative team will monitor that all teachers are implementing the parent contact logs with accurate information reflecting data from the In Class Behavior Management Plan.

### Person or Persons Responsible

General Education and Special Area teachers Administrative team

### Target Dates or Schedule

Daily, in and out of the classroom, the Behavior Management Plan will be enforced by all teachers.

### Evidence of Completion

Parent Contact Logs Suspension Reports

**G7.** Given a strong emphasis on the parental involvement at the school, 85% of parents will complete the volunteer hours defined in the parent contract during the 2013-2014 school year, as evidenced by the volunteer logs.

**G7.B1** At iMater Academy, more that 80% of parents speak English as a second language, which can diminish their involvement by lack of understanding of parent involvement opportunities.

**G7.B1.S1** Provide bilingual communication to all parents.

### Action Step 1

Communication in the form of parent letters, phone calls via Connect Ed, website information and official school documents will be offered in both English and Spanish.

### Person or Persons Responsible

Administrative Staff General and Special Area teacher

### Target Dates or Schedule

Communication in both English and Spanish will be provided in the case of official student documents, parent information letters, website information updates and Connect Ed reminders.

### Evidence of Completion

Parent Letters School Website Parent/Student Contract Lunch Application Connect Ed Voice Messages

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

Communication will be monitored for fidelity as the administrative staff will review and approve all letters, and official forms of communication made with parents to ensure that all parents are equally aware of parent involvement opportunities.

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

Administrative Staff General and Special Area teacher

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

Communication in both English and Spanish will be provided in the case of official student documents, parent information letters, website information updates and Connect Ed reminders.

#### **Evidence of Completion**

Parent Letters School Website Parent/Student Contract Lunch Application Connect Ed Voice Messages

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

Communication will be monitored for effectiveness as the administrative staff will review parent surveys submitted by the parents regarding their child's education and their involvement as a stake holder at our school.

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

Administrative Staff General and Special Area teacher

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

Parent surveys are conducted throughout the year to assess parent involvement as a stake holder at our school.

#### **Evidence of Completion**

Parent Survey Parent Letters School Website Parent/Student Contract Lunch Application Connect Ed Voice Messages

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

#### Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. There are no Migrant students at iMater Academy.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.

#### Title II

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

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

#### Title III

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

- tutorial programs (K-8)
- parent outreach activities (K-8) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

- coaching and mentoring for ESOL and content area teachers(K-8)
- reading and supplementary instructional materials(K-8)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-8)

#### 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.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

#### Violence Prevention Programs

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

#### Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the Districts' Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

The school offers a Career Choices Class and a Computer Class that focus on technology and career goals for the future. The courses implement computer training and college research for the students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** On the 2013 FCAT Reading 2.0 Test student proficiency was at 57% (District Data). Our goal is to increase student proficiency to 61% indicating an increase of 4 percentage points.

**G1.B1** Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text/ Research Process).

**G1.B1.S1** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information. During Differentiated Instruction, students will receive instruction in teacher led centers to address the identified deficiencies.

### PD Opportunity 1

Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### Facilitator

Elizabeth Poveda Reading Department Chair Reading Liason

#### Participants

Utilizing the FCIM, LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

#### Target Dates or Schedule

The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies students lacked on a monthly basis.

#### Evidence of Completion

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Monthly Success Maker report Summative: 2014 Reading FCAT 2.0



**G1.B1.S2 Learning Gains-** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Teachers will develop a rotation schedule for the computer lab in order to optimize the use of computers to increase the implementation of Reading Plus and FCAT Explorer.

### **PD Opportunity 1**

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### **Facilitator**

Elizabeth Poveda Elaine Rodriguez

#### **Participants**

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs  
Summative: 2014 Reading FCAT 2.0

**G1.B1.S3** Lowest 25%- Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information. During Differentiated Instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Students will also be given a structured tutoring tool implemented with fidelity. Our after-school tutoring program will be consistent with the intervention program utilized, targeted specific strategies and concepts that students lacked in the classroom. Weekly raffle incentives will be given to students to motivate them to attend weekly tutoring.

### **PD Opportunity 1**

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### **Facilitator**

Elizabeth Poveda Elaine Rodriguez

#### **Participants**

LLT and MTSS/Rtl team, testing chair, teachers, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, F.A.I.R. Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, Reading Plus, FCAT Explorer, Classroom Walkthroughs, Success Maker Summative: 2014 Reading FCAT 2.0

**G1.B2** According to the 2012-2013 CELLA Test results indicate that 45% of the students tested scored a level of proficiency in Listening/Speaking. Students lack Listening/Speaking Skills such as the ability to paraphrase what they have read, as well as putting vocabulary words and concepts into their own words without leaving out essential information.

**G1.B2.S1** Due to the lack of knowledge in the English language, students lack the ability to practice concepts through home learning activities. In the classroom, teachers will monitor ELL subgroups on a weekly basis in order to provide ongoing intervention services so that those students receive the proper intervention needed to understand skills that are being assessed in class. In addition, teachers will provide Differentiated Instruction where teachers can address identified deficiencies. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information.

### **PD Opportunity 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

#### **Facilitator**

Testing Chair & Assistant Principal

#### **Participants**

General and Special Area Teachers

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

Monitoring occurs daily with bi-weekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT, 2.0 Writing Test , 2014 CELLA Test

**G1.B3** According to the 2012-2013 CELLA Test results indicate that 28% of the students tested scored a level of proficiency in Reading. Students lack the Reading Comprehension skills needed to perform at grade level due to their language barrier.

**G1.B3.S1** Due to the lack of knowledge in the English language, students lack the ability to practice concepts through home learning activities. In the classroom, teachers will monitor ELL subgroups on a weekly basis in order to provide ongoing intervention services so that those students receive the proper intervention needed to understand skills that are being assessed in class. In addition, teachers will provide Differentiated Instruction where teachers can address identified deficiencies. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information.

### **PD Opportunity 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

#### **Facilitator**

Testing Coordinator & Assistant Principal

#### **Participants**

General and Special Area Teachers

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

Monitoring occurs daily with biweekly assessments and 2 annual diagnostic exams.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test , 2014 CELLA Test

**G2.** On the 2013 Grade 4 FCAT Writing Test student proficiency was at 58% (District Data). Our goal is to increase student proficiency to 62% indicating an increase of 4 percentage points. .

**G2.B1** Students' 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 accounts with an engaging plot and a range of appropriate specific narrative actions.

**G2.B1.S1** During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words and phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small groups guided instruction along with peer editing and revision. Teachers will be provided with professional development via the Melissa Forney Writing Workshop.

### **PD Opportunity 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

#### **Facilitator**

Melissa Forney Elizabeth Poveda Zelda Glazer Writing Institute

#### **Participants**

Teachers, grade level chairs, Language Arts department chair and administrative team.

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

Monthly progress monitoring with guided writing prompts and writing activities.

#### **Evidence of Completion**

Formative: Monthly Writing Prompts, District Interim Assessment Summative: 2014 FCAT 2.0 Writing Test

**G3.** On the 2013 FCAT Mathematics 2.0 Test student proficiency was at 59% (District Data). Our goal is to increase student proficiency to 65% indicating an increase of 6 percentage points.

**G3.B1** Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 3 (Geometry and Measurement).

**G3.B1.S1** Students will develop the ability to describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and analyze shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Students will engage in activities that incorporate technology such as Gizmos to motivate visual stimulus. In turn, this will develop conceptual understanding of measurement and students' geometry and spatial sense.

### **PD Opportunity 1**

Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly benchmark assessments. In addition, meetings will be held to obtain teacher feedback on effectiveness of manipulative usage with students and provide sufficient training/help in order to meet the expectations. Teacher's will monitor student performance on GIZMO lesson usage, by printing reports and conducting data chats with students. Data logs will be monitored by Leadership Team Utilizing the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

#### **Facilitator**

Elizabeth Poveda Math Department Chair Math Liason

#### **Participants**

Strategies will be implemented by teachers, grade level chairs, math department chair, and administrative team.

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

Strategies will be implemented daily, with bi-weekly assessments.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs, Reflex Math reports Summative: 2014 Reading FCAT 2.0

**G4.** On the 2013 FCAT Grade 5 Science 2.0 Test student proficiency was at 26% (District Data). Our goal is to increase student proficiency to 29% indicating an increase of 3 percentage points.

**G4.B1** The anticipated barrier, as noted on the 2013 FCAT 2.0 Science Test, was Reporting Category 1 (Nature of Science). This is due to the lack of knowledge in scientific thinking and processes. Within the reporting category, students are expected to be able to apply scientific thinking to solve real world situations. Students lack the ability to complete activities to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

**G4.B1.S1** Provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. Provide additional practice in solving and graphing quadratic equations that involve real world applications through the use of GIZMOS.

### **PD Opportunity 1**

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to all areas tested within the FCAT 2.0.

#### **Facilitator**

Science Department Chair District Department Elizabeth Poveda

#### **Participants**

Teachers, grade level chairs, Science department chair, and administrative team.

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

Monitoring occurs daily with bi-weekly assessments and interim diagnostic exams.

#### **Evidence of Completion**

Formative: Bi-weekly Benchmark Assessments, Baseline Assessments, Interim Assessments, GIZMOS, FCAT Test Maker, FCAT Explorer, Classroom Walkthroughs Summative: 2014 Reading FCAT 2.0

**G5.** Our goal for the 2013-2014 school year is to provide students with STEM school-wide activities and Fairs to enable them to apply mathematical, technological and scientific inquiry into real world experiences.

**G5.B1** Students not participating in STEM activities within the classroom or learning environment.

**G5.B1.S1** Focus on the development of teachers in implementing STEM strategies in the classroom.

**PD Opportunity 1**

Provide teachers with professional development in implementing STEM strategies in the classroom.

**Facilitator**

Assistant Principal Science Department Chairperson

**Participants**

General and Special Area teachers

**Target Dates or Schedule**

Opportunities will be provided throughout the year on early release, teacher planning and common planning periods.

**Evidence of Completion**

2014 Science FCAT 2.0 Bi-Weekly Benchmark Assessments District Interim Assessments  
Classroom Walk-Throughs



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT Reading 2.0 Test student proficiency was at 57% (District Data). Our goal is to increase student proficiency to 61% indicating an increase of 4 percentage points.	\$48,723
G2.	On the 2013 Grade 4 FCAT Writing Test student proficiency was at 58% (District Data). Our goal is to increase student proficiency to 62% indicating an increase of 4 percentage points. .	\$1,900
G3.	On the 2013 FCAT Mathematics 2.0 Test student proficiency was at 59% (District Data). Our goal is to increase student proficiency to 65% indicating an increase of 6 percentage points.	\$12,110
G4.	On the 2013 FCAT Grade 5 Science 2.0 Test student proficiency was at 26% (District Data). Our goal is to increase student proficiency to 29% indicating an increase of 3 percentage points.	\$10,846
Total		\$73,579

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Internal School Funds	\$10,000	\$0	\$10,000
Internal School Funds/Start Up Grant	\$28,456	\$0	\$28,456
Grant Funding	\$5,267	\$0	\$5,267
Title III	\$0	\$5,000	\$5,000
	\$0	\$0	\$0
EESAC	\$0	\$1,900	\$1,900
Start Up Grant	\$22,956	\$0	\$22,956
Total	\$66,679	\$6,900	\$73,579

### Budget Details

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

**G1.** On the 2013 FCAT Reading 2.0 Test student proficiency was at 57% (District Data). Our goal is to increase student proficiency to 61% indicating an increase of 4 percentage points.

**G1.B1** Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text/ Research Process).

**G1.B1.S1** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information. During Differentiated Instruction, students will receive instruction in teacher led centers to address the identified deficiencies.

### **Action Step 1**

Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

CARS/STARS Reading Program/ Florida Ready Reading Series/ FCAT Reading Coach

#### **Funding Source**

Internal School Funds

#### **Amount Needed**

\$10,000

**G1.B1.S2 Learning Gains-** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Teachers will develop a rotation schedule for the computer lab in order to optimize the use of computers to increase the implementation of Reading Plus and FCAT Explorer.

### **Action Step 1**

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Voyager Kits; Reading Wonders Series

#### **Funding Source**

Internal School Funds/Start Up Grant

#### **Amount Needed**

\$28,456

**G1.B1.S3** Lowest 25%- Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information. During Differentiated Instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Students will also be given a structured tutoring tool implemented with fidelity. Our after-school tutoring program will be consistent with the intervention program utilized, targeted specific strategies and concepts that students lacked in the classroom. Weekly raffle incentives will be given to students to motivate them to attend weekly tutoring.

### **Action Step 1**

Utilizing the FCIM, LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Success Maker

#### **Funding Source**

Grant Funding

#### **Amount Needed**

\$5,267

**G1.B2** According to the 2012-2013 CELLA Test results indicate that 45% of the students tested scored a level of proficiency in Listening/Speaking. Students lack Listening/Speaking Skills such as the ability to paraphrase what they have read, as well as putting vocabulary words and concepts into their own words without leaving out essential information.

**G1.B2.S1** Due to the lack of knowledge in the English language, students lack the ability to practice concepts through home learning activities. In the classroom, teachers will monitor ELL subgroups on a weekly basis in order to provide ongoing intervention services so that those students receive the proper intervention needed to understand skills that are being assessed in class. In addition, teachers will provide Differentiated Instruction where teachers can address identified deficiencies. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information.

**Action Step 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

**Resource Type**

Evidence-Based Program

**Resource**

After School Tutoring for ELL Students

**Funding Source**

Title III

**Amount Needed**

\$5,000

**G1.B3** According to the 2012-2013 CELLA Test results indicate that 28% of the students tested scored a level of proficiency in Reading. Students lack the Reading Comprehension skills needed to perform at grade level due to their language barrier.

**G1.B3.S1** Due to the lack of knowledge in the English language, students lack the ability to practice concepts through home learning activities. In the classroom, teachers will monitor ELL subgroups on a weekly basis in order to provide ongoing intervention services so that those students receive the proper intervention needed to understand skills that are being assessed in class. In addition, teachers will provide Differentiated Instruction where teachers can address identified deficiencies. Students will be assigned specific tasks on Success Maker that are focused on interpreting elements of story structure within and across text, and to use text features to locate interpret and organize information.

### **Action Step 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Zelda Bloser Writing Textbooks

#### **Funding Source**

#### **Amount Needed**

**G2.** On the 2013 Grade 4 FCAT Writing Test student proficiency was at 58% (District Data). Our goal is to increase student proficiency to 62% indicating an increase of 4 percentage points. .

**G2.B1** Students' 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 accounts with an engaging plot and a range of appropriate specific narrative actions.

**G2.B1.S1** During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words and phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small groups guided instruction along with peer editing and revision. Teachers will be provided with professional development via the Melissa Forney Writing Workshop.

### **Action Step 1**

Following the FCI, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Melissa Forney Writing Workshop

#### **Funding Source**

EESAC

#### **Amount Needed**

\$1,900

**G3.** On the 2013 FCAT Mathematics 2.0 Test student proficiency was at 59% (District Data). Our goal is to increase student proficiency to 65% indicating an increase of 6 percentage points.

**G3.B1** Students in the White, Black, Hispanic, ELL, SWD, and ED subgroups 2013 FCAT performance data indicates a deficiency in Reporting Category 3 (Geometry and Measurement).

**G3.B1.S1** Students will develop the ability to describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and analyze shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Students will engage in activities that incorporate technology such as Gizmos to motivate visual stimulus. In turn, this will develop conceptual understanding of measurement and students' geometry and spatial sense.

### **Action Step 1**

Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly benchmark assessments. In addition, meetings will be held to obtain teacher feedback on effectiveness of manipulative usage with students and provide sufficient training/help in order to meet the expectations. Teacher's will monitor student performance on GIZMO lesson usage, by printing reports and conducting data chats with students. Data logs will be monitored by Leadership Team Utilizing the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Go Math Common Core Textbook Series and Manipulative Kits

#### **Funding Source**

Start Up Grant

#### **Amount Needed**

\$12,110



**G4.** On the 2013 FCAT Grade 5 Science 2.0 Test student proficiency was at 26% (District Data). Our goal is to increase student proficiency to 29% indicating an increase of 3 percentage points.

**G4.B1** The anticipated barrier, as noted on the 2013 FCAT 2.0 Science Test, was Reporting Category 1 (Nature of Science). This is due to the lack of knowledge in scientific thinking and processes. Within the reporting category, students are expected to be able to apply scientific thinking to solve real world situations. Students lack the ability to complete activities to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

**G4.B1.S1** Provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. Provide additional practice in solving and graphing quadratic equations that involve real world applications through the use of GIZMOS.

### **Action Step 1**

The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to all areas tested within the FCAT 2.0.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Science Fusion Teacher Bundle K-5

#### **Funding Source**

Start Up Grant

#### **Amount Needed**

\$10,846

**G5.** Our goal for the 2013-2014 school year is to provide students with STEM school-wide activities and Fairs to enable them to apply mathematical, technological and scientific inquiry into real world experiences.

**G5.B1** Students not participating in STEM activities within the classroom or learning environment.

**G5.B1.S1** Focus on the development of teachers in implementing STEM strategies in the classroom.

**Action Step 1**

Provide teachers with professional development in implementing STEM strategies in the classroom.

**Resource Type**

Evidence-Based Program

**Resource**

Professional Development

**Funding Source**

Internal School Funds

**Amount Needed**

\$0