



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Auburndale Elementary School

3255 SW 6TH ST

Miami, FL 33135

305-445-3587

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

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
89%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
99%

## School Grades History

**2013-14**  
C

**2012-13**  
B

**2011-12**  
A

**2010-11**  
B

## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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.

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### 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.

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### 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).

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### 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.

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### 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.

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### 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

Auburndale Elementary School

##### Principal

Ana Gutierrez M

##### School Advisory Council chair

Emily Beech

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

Name	Title
Ana M. Gutierrez	Principal
Ja'Shon Fayson	Assistant Principal
Ania Marti	Community School Assistant Principal
Ana Garces	Counselor
Cari Ballesteros	Psychologist
Georgette Collings	Social Worker
Roxana Padron	Reading Liaison
Silvia Viquez	Math Liaison
Marilyn Albelo	Science Liaison
Maria Gonzalez	SPED Chairperson

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents and other business and community citizens who are representatives of the ethnic, racial, and economic community served by the school.

Principal – 1

UTD Steward – 1

Teachers – 5

Parents – 6  
 Educational Support Specialist – 1  
 Business/Community Representative - 3

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

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The function of EESAC is to bring together stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of school programs. Meetings are scheduled on a monthly basis and recommendation and data findings are shared and discussed. Each grade level made recommendations for the development of the 2013-2014 School Improvement Plan. All suggestions were reviewed and considered.

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

The Educational Excellence School Advisory Council (EESAC) will meet monthly to discuss our school improvement plan and professional development that is directly related to our school deficiencies and goals. Furthermore, we will address data findings, student safety concerns, discipline, resource allocation, instructional materials, instructional technology and student support services.

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

Currently the school's EESAC budget is approximately \$4,000.00. Those funds will be allocated for instructional materials which support the new Common Core State Standards and promote literacy such as Time for Kids and high interest low-level books for the media center.

Time for Kids \$2,000.00

High Interest Low-Level Books \$2,000.00

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

In Compliance

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

### **Highly Qualified Staff**

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

### **Administrators**

#### **# of administrators**

3

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Ana Gutierrez M**

Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

Bachelor of Science Education, Master of Science Educational Leadership. Certifications: Elementary Education K-6, Educational Leadership, ESOL and Reading Endorsement

**Performance Record**

2013 – School Grade = B  
 Rdg. Proficiency, 53%  
 Math Proficiency, 56%  
 Rdg. Lrg. Gains, 65% points  
 Math Lrg. Gains, 54% points  
 Rdg. Imp. of Lowest 25% - 70%points  
 Math Imp. of Lowest 25% - 53% points  
 Rdg. AMO –58%  
 Math AMO– 58%  
 2012 – School Grade = A  
 Rdg. Proficiency, 72%  
 Math Proficiency, 63%  
 Rdg. Lrg. Gains, 79% points  
 Math Lrg. Gains, 73% points  
 Rdg. Imp. of Lowest 25% - 81% points  
 Math Imp. of Lowest 25% - 69% points  
 Rdg. AMO –72%  
 Math AMO–68%  
 2011 – School Grade = A  
 AYP N  
 High Standards Rdg. 79% points  
 High Standards Math 76% points  
 Lrng Gains-Rdg. 71% points  
 Lrng Gains-Math 66% points  
 Gains-Rdg.-25% 62% points  
 Gains-Math-25% 69 % points  
 2010 – School Grade = A  
 AYP N  
 High Standards Rdg. 79 % points  
 High Standards Math 77% points  
 Lrng Gains-Rdg. 70% points  
 Lrng Gains-Math 71% points  
 Gains-Rdg.-25% 56% points  
 Gains-Math-25% 61% points  
 2009 - School Grade = A  
 AYP N  
 High Standards Rdg. 83% points  
 High Standards Math 80% points  
 Lrng Gains-Rdg. 69% points  
 Lrng Gains-Math 65% points  
 Gains-Rdg.-25% 60% points  
 Gains-Math-25% 59% points

**Ja'Shon Fayson**

Asst Principal

Years as Administrator: 6

Years at Current School: 4

**Credentials**

Bachelor of Science, Animal Science, Master of Science, Science Education

Certifications: Middle Grades Science 5-9, Biology 6-12, Earth Space Science 6-12, Educational Leadership

**Performance Record**

2013 – School Grade = B

Rdg. Proficiency, 53%

Math Proficiency, 56%

Rdg. Lrg. Gains, 65% points

Math Lrg. Gains, 54% points

Rdg. Imp. of Lowest 25% - 70% points

Math Imp. of Lowest 25% - 53% points

Rdg. AMO –58%

Math AMO– 58%

2012 – School Grade = A

Rdg. Proficiency, 72%

Math Proficiency, 63%

Rdg. Lrg. Gains, 79% points

Math Lrg. Gains, 73% points

Rdg. Imp. of Lowest 25% - 81% points

Math Imp. of Lowest 25% - 69% points

Rdg. AMO –72%

Math AMO–68%

2011 – School Grade = B

AYP - N

Rdg. Proficiency, 70%

Math Proficiency, 67%

Rdg. Lrg. Gains, 48% points

Math Lrg. Gains, 55% points

Rdg. Imp. of Lowest 25% - 57% points

Math Imp. of Lowest 25% - 56% points

2010 – School Grade = D

AYP - N

Rdg. Proficiency, 49%

Math Proficiency, 62%

Rdg. Lrg. Gains, 81% points

Math Lrg. Gains, 60% points

Rdg. Imp. of Lowest 25% - 50% points

Math Imp. of Lowest 25% - 60% points

2009 – School Grade = A

AYP - N

Rdg. Proficiency, 64%

Math Proficiency, 71%

Rdg. Lrg. Gains, 56% points

Math Lrg. Gains, 79% points

Rdg. Imp. of Lowest 25% - 88% points

Math Imp. of Lowest 25% - 67% points

**Ania Marti**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

Bachelor of Science Education, Master of Science Educational Leadership

**Performance Record**

2013 – School Grade = B  
 Rdg. Proficiency, 53%  
 Math Proficiency, 56%  
 Rdg. Lrg. Gains, 65% points  
 Math Lrg. Gains, 54% points  
 Rdg. Imp. of Lowest 25% - 70%points  
 Math Imp. of Lowest 25% - 53% points  
 Rdg. AMO –58%  
 Math AMO– 58%  
 2012 – School Grade = A  
 Rdg. Proficiency, 72%  
 Math Proficiency, 63%  
 Rdg. Lrg. Gains, 79% points  
 Math Lrg. Gains, 73% points  
 Rdg. Imp. of Lowest 25% - 81% points  
 Math Imp. of Lowest 25% - 69% points  
 Rdg. AMO –72%  
 Math AMO–68%  
 2011 – School Grade = A  
 AYP N  
 High Standards Rdg. 79% points  
 High Standards Math 76% points  
 Lrng Gains-Rdg. 71% points  
 Lrng Gains-Math 66% points  
 Gains-Rdg.-25% 62% points  
 Gains-Math-25% 69 % points  
 2010 – School Grade = A  
 AYP N  
 High Standards Rdg. 79 % points  
 High Standards Math 77% points  
 Lrng Gains-Rdg. 70% points  
 Lrng Gains-Math 71% points  
 Gains-Rdg.-25% 56% points  
 Gains-Math-25% 61% points  
 2009 - School Grade = A  
 AYP N  
 High Standards Rdg. 83% points  
 High Standards Math 80% points  
 Lrng Gains-Rdg. 69% points  
 Lrng Gains-Math 65% points  
 Gains-Rdg.-25% 60% points  
 Gains-Math-25% 59% points

**Classroom Teachers**

**# of classroom teachers**

62

**# receiving effective rating or higher**

62, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

61, 98%

**# ESOL endorsed**

50, 81%

**# reading endorsed**

2, 3%

**# with advanced degrees**

23, 37%

**# National Board Certified**

5, 8%

**# first-year teachers**

0, 0%

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

8, 13%

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

26, 42%

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

28, 45%

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

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Assigning a mentor to new teachers. Providing on-going professional development and support particularly in the areas of classroom management. Offering and encouraging leadership opportunities in an effort to motivate teachers and build their capacity.

### **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**

As part of our commitment to retain highly qualified teachers, all newly hired teachers are assigned a mentor by the principal or designee. Mentor teachers are selected for their leadership qualities, professional achievements, and years of experience. Mentors assist novice teachers with instructional practices and strategies, classroom management techniques and data analysis. Mentor teachers and novice teachers schedules are coordinated in a way that will allow for collaborative planning.

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

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

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

The MTSS/RtI Team meets monthly to identify barriers which impede student achievement and to develop strategies and resources to ensure student academic and social improvement. The effectiveness and fidelity of enrichment and intervention programs are analyzed and modifications are made accordingly. Data from state, district and school assessments is also analyzed to determine effectiveness of the core instruction, identify areas which need improvement and students who are at risk of not meeting grade level expectations and/or target benchmarks. Based on the needs identified from the data gathered, the team develops plans for providing professional development and determines what supplemental resources are needed to aide students in achieving mastery. The team addresses the effectiveness of core instruction as well as the response of individual students at each Tier as follows: Tier 1- The MTSS Leadership Team utilizes the Tier 1 Problem Solving process to set Tier 2 goals, and monitors academic and behavioral data to evaluate progress towards those set goals at least 3 times a year by:

- Utilizing the four step problem solving model as a basis for setting goals, planning and program evaluating during all team member meetings with the focus on student achievement and /or behavioral success
- Deciding on what measures will be used to determine expected levels of progress towards proficiency
- Responding when students are not showing a positive response towards expected levels of growth
- Responding when students are demonstrating a positive response or have met proficiency levels by providing enrichment
- Gathering and analyzing data at all Tiers to determine professional development needs for teachers
- Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 interventions

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

- Review OPM data for intervention groups to evaluate group and individual student progress
- Response Support interventions where there is not an overall positive group

- Response Select students (see SST guidelines) for SST Tier 3 intervention

Periodically the team evaluates the SIP efforts and dictates strategies for the next year's SIP. Trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary grades, the MTSS/Rtl Leadership Team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement. Input from the primary teachers is solicited and considered when developing strategies and identifying resources.

The principal will cultivate the vision for the coordination of the MTSS/Rtl implementation by being an active participant in all MTSS/Rtl Leadership Team meetings and activities. The principal will also build a school culture that supports and promotes data-based decision-making.

The Assistant Principal ensures that the MTSS/Rtl Leadership team is fulfilling its functions and monitors the academic progress of students that are receiving interventions.

The Reading, Math and Science Liaisons model effective instructional practices through lesson studies or Professional Learning Communities, provide professional development, and locate supplemental resources that are aligned to the Common Core State Standards.

The Counselor, Psychologist, and Social Worker provide support services to parents, teachers, and students throughout the intervention process.

The SPED Chairperson identifies effective strategies for SPED students, monitors student progress, and collaborates with general education teachers to meet the needs of all students.

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

The MTSS/Rtl Leadership Team will monitor and adjust the school's academic and behavioral goals through

data gathering and data analysis. They will also monitor the fidelity of the delivery of instruction and intervention as well as provide varying levels of support and interventions to students based on data. The Principal, Ana Gutierrez and/or Assistant Principals Ja'Shon Fayson and Ania Marti facilitate all MTSS/Rtl meetings.

The Counselor, Ana Garces, provides appropriate services to students and their families and provides referral services.

The SPED Chairperson, Maria Gonzalez, monitors and provides support to students and parents and facilitates the development of the IEP.

The Social Worker, Georgette Collings, meets with parents to gather social histories and provide support to student and family.

The School Psychologist, Cari Ballesteros, participates in collecting, interpreting and analyzing data and facilitates in the development of intervention plans and the monitoring of intervention.

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

The Tier 1 and Tier 2 worksheets document aim-lines and supports the goals listed on the SIP plan. Intervention attendance sheets, lesson plans, and assessments are gathered and monitored to ensure fidelity and consistency of interventions. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/Rtl process are the centerpiece for discussion at MTSS/Rtl leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

The MTSS/Rtl Team monitors the progress of students who are not meeting grade level expectations and who may need additional intervention utilizing the Edusoft Assessment Management System

Reports for District and School-wide Assessments, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), including Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory; Stanford Achievement Test (SAT/SESAT); District Principal Portal Reports, and Florida Comprehensive Assessment Test (FCAT) reports.

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

Administration will provide professional development training on MTSS/RtI during teacher planning days selected by the district for professional development. The school will work closely with Dr. Terrence Vaccaro, District RtI Supervisor to ensure effective school-wide RtI implementation.

### **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:** 540

Auburndale Elementary offers after school activities that contribute to a well rounded education. The community school program offers courses in drama, art, music, dance, sports and tutoring.

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

- Enrichment activities that contribute to a well-rounded education

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

Parent surveys are collected and analyzed to determine effectiveness of program. Additionally, the APCE conducts walk-throughs and examine lesson plans to ensure the fidelity and quality of the program.

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

The Community School Assistant Principal is responsible for monitoring proper implementation of this program.

**Strategy:** Extended Day for All Students**Minutes added to school year:** 66

Auburndale Elementary offers after school tutoring for students in grades 3-5 who are performing below grade level.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

The Leadership Team analyzes formative and summative student data to determine effectiveness of tutorial program.

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

The Leadership Team is responsible for monitoring proper implementation of this program.

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

<b>Name</b>	<b>Title</b>
Ana Gutierrez	Principal
Ja'Shon Fayson	Assistant Principal
Ania Marti	Assistant Principal
Roxana Padron	Reading Liaison
Ana Garces	Counselor
Yahaira Rufin	Kindergarten and First Grade Level Chairperson
Lanier James	Second Grade Level Chairperson
Ileana Alvarez	Third Grade Level Chairperson
Emily Beech	Fourth Grade Level Chairperson
Yolanda Garcia	Fifth Grade Level Chairperson
Maria Gonzalez	SPED Chairperson
Regina Ceballos	Media Specialist

**How the school-based LLT functions**

The Literacy Team meets quarterly. The team reviews data, establishes expectations of high achievement in reading, and develops a school-wide literacy plan centered on reading/writing connection. The team facilitates collaboration across grade levels and monitors interventions for students failing to meet grade-level expectations. The team identifies students who are in need of enrichment and provides resources, strategies and activities to maximize their learning potential. The Principal guides the development of the School Literacy Plan through collaboration and sharing of best practices in literacy education, providing training and support for teachers, monitoring literacy instruction via focused walk-throughs, and ensures that literacy remains a priority.

The Principal and Assistant Principal, along with the SPED Chairperson, School Counselor, and School

Psychologist analyzes and interprets school data; works with team members to establish goals based on data; develops strategies to achieve goals; monitors the use of FAIR decision Tree to develop differentiated instruction in Reading, monitors literacy instruction via focused classroom walk-throughs and ensures that literacy remains a priority. The Media Specialist provides instructional leadership in the use of information resources and literature and establishes a culture of reading among the students in the school. SPED Chairperson supports student achievement in the classroom by collaborating with teachers to provide feedback on the effective use of accommodations in the classroom and provide additional resources and insight while making recommendations to use with struggling readers.

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

The major initiatives this year are to strengthen reading comprehension and reading for pleasure. A major focus will be the extended implementation of the Common Core standards, the emphasis of text based evidence, the use of Informational and Literary Text, the emphasis on writing in response to text and the use of the Close Read skill for understanding literary text.

### **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**

Auburndale Elementary offers informational meetings and articulation events to nearby pre-schools and daycares. Parent Orientation Day is also offered to parents of Pre-Kindergarten and Kindergarten students. Auburndale Elementary School also assesses all students prior to entering Kindergarten. The areas that were assessed were knowledge of English skills. The assessment instruments are the Comprehensive English Language Learning Assessment (CELLA) and The Florida Kindergarten Readiness Screener (FLKRS). These are administered to assess the readiness of each child for Kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment for Instruction in Reading (FAIR) for Kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. Data was used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening tools will be re-administered mid-year and at the end of the year. Early childhood programs are encouraged to visit our Elementary School. Invitations are sent to neighboring pre-school programs.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	53%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	58%	53%	No	62%
White	78%		No	80%
English language learners	45%	45%	Yes	51%
Students with disabilities	39%	27%	No	45%
Economically disadvantaged	57%	52%	No	61%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	28%	36%
Students scoring at or above Achievement Level 4	95	24%	27%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	264	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	285	70%	73%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	250	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	135	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	111	23%	31%

**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	77	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	58%	56%	No	62%
American Indian				
Asian				
Black/African American				
Hispanic	58%	57%	No	62%
White	73%		No	75%
English language learners	49%	52%	Yes	54%
Students with disabilities	36%	33%	No	42%
Economically disadvantaged	57%	54%	No	61%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	29%	33%
Students scoring at or above Achievement Level 4	107	27%	29%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		48%
Students scoring at or above Level 7	[data excluded for privacy reasons]		2%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	220	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	216	53%	58%

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	62%
American Indian				
Asian				
Black/African American				
Hispanic	58%		No	62%
White	73%		No	75%
English language learners	49%		No	54%
Students with disabilities	36%		No	42%
Economically disadvantaged	57%		No	61%

**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	20%	25%
Students scoring at or above Achievement Level 4	17	13%	15%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	1%

**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	91	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	44	5%	4%
Students who are not proficient in reading by third grade	67	50%	45%
Students who receive two or more behavior referrals	53	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

## Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by ten percentage points to 63%
  
- G2.** To decrease all Early Warning Signs from actual performance to 2014 target goals.
  
- G3.** The results of the 2013 FCAT 2.0 Writing assessment indicate that 58% (77) students scored at or above Level 3.5. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students scoring at or above Level 3.5 by 4 percentage points to 62%.
  
- G4.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 56% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by 6 percentage points to 62%.
  
- G5.** The results of the 2013 FCAT 2.0 Science Test indicate that 33% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by 7 percentage points to 40%
  
- G6.** The STEM goal for the 2013-2014 school year is to increase inquiry-based activities in the science and mathematics classroom that optimize real-world application of science, technology, engineering, and mathematics.

## Goals Detail

**G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by ten percentage points to 63%

### **Targets Supported**

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

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

- A new reading series designed to meet the Common Core State Standards

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

- Performance data from the 2013 Reading FCAT 2.0 indicates that students scoring Level 3 demonstrated a deficiency in Reporting Category 2: Reading Application. The average percent correct for this Reporting Category was 60%.
- Performance data from the 2013 Reading FCAT 2.0 indicates that students scoring Level 4 or above demonstrated a deficiency in Reporting Category 2: Reading Application. The average percent correct for this Reporting Category was 60%.
- Performance data from the 2013 FAA indicates that 27% (4) of students scored a Level 4-6 in Reading.
- Performance data from the 2013 FAA indicates that 20% (3) of students scored a Level 7-9 in Reading.
- Performance data from the 2013 Reading FCAT 2.0 indicates that students in the Hispanic and Economically Disadvantage subgroups did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Reading Category 1: Vocabulary. The average percent correct for this Reporting Category was 56%.
- Performance data from the 2013 Reading FCAT 2.0 indicates that students in the Students with Disabilities subgroup did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Reading Category 2: Reading Application. The average percent correct for this Reporting Category was 60%.
- Performance data from the 2013 Reading FCAT 2.0 indicates that 65% (219) of students made learning gains.
- Performance data from the 2013 Reading FCAT 2.0 indicates that 70% (54) of students in the lowest 25th percentile made learning gains.
- The results of the 2013 CELLA Listening/Speaking Assessment indicate that 53% (250) of students scored proficient.
- The results of the 2013 CELLA Reading Assessment indicate that 29% (135) of students scored proficient.
- The results of the 2013 CELLA Writing Assessment indicate that 23% (111) of students scored proficient.

## Plan to Monitor Progress Toward the Goal

Using data from Interims, School-wide Assessments, FCAT 2.0

### Person or Persons Responsible

MTSS/Rtl Team, Literacy Team, Administration

### Target Dates or Schedule:

October 28, 2013 January 22, 2014 April 2014 Quarterly

### Evidence of Completion:

Data form Fall and Winter Interims, FCAT 2.0

## G2. To decrease all Early Warning Signs from actual performance to 2014 target goals.

### Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### Resources Available to Support the Goal

- MTSS/Rtl Team
- Literacy Team
- New Reading Intervention Series

### Targeted Barriers to Achieving the Goal

- In the 2012-2013 school year 67 (50%) of the students were not proficient in reading by third grade. The goal for 2014 is to decrease the number of students who are not proficient in reading by third grade by 5 percentage points to 45%.
- In the 2012-2013 school year 91 (10%) of the students missed 10% or more instructional time. The goal for 2014 is to decrease the number of students who miss 10% or more instructional time by one percentage point to 9%.
- In the 2012-2013 school year 53 (6%) of the students received two or more behavior referrals. The goal for 2014 is to decrease the number of students who receive two or more behavior referrals by one percentage point to 5%.
- In the 2012-2013 school year 44 (5%) of the students (PK-Grade 5) were retained. The goal for 2014 is to decrease the number of students (PK-Grade 5) who are retained by one percentage point to 4%.

### Plan to Monitor Progress Toward the Goal

The administrative team will conduct classroom walkthroughs to determine if classroom management strategies presented during trainings are being utilized. Furthermore, the counselor will monitor student referral data to determine if the number of behavior referrals has decreased.

**Person or Persons Responsible**

Administrative Team and counselor

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Student absences and tardy data

**G3.** The results of the 2013 FCAT 2.0 Writing assessment indicate that 58% (77) students scored at or above Level 3.5. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students scoring at or above Level 3.5 by 4 percentage points to 62%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Melissa Forney supplemental materials

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 FCAT 2.0 Writing Test indicate that 58% of students achieved Level 3.5 proficiency or above. Our goal for the 2014 school year is to increase proficiency by 4 percentage points to 62%

### Plan to Monitor Progress Toward the Goal

The administration team will conduct classroom walkthroughs to determine if students are engaging in the writing process through peer-editing, conferencing, and dialogue.

**Person or Persons Responsible**

MTSS Team, Administration, Reading Liaison

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Student work samples Monthly prompt essays

**G4.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 56% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by 6 percentage points to 62%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Availability of a computer lab
- Supplemental researched-based computer programs such as Success Maker and Gizmos

**Targeted Barriers to Achieving the Goal**

- Students performance data from the 2013 Mathematics FCAT 2.0 indicates that students scoring Level 3 or above demonstrated a deficiency in the area of Number: Base Ten and Fractions. The average percent correct for this Reporting Category was 58%.
- Performance data from the 2013 Mathematics FCAT 2.0 indicates that students scoring Level 4 or above demonstrated a deficiency in Number Operations: Problems and Statistics. The average percent correct for this Reporting Category was 65%.
- Performance data from the 2013 FAA indicates that 44% (7) of students scored a Level 4-6 in Mathematics.
- Performance data from the 2013 FAA indicates that 0% (0) of students scored a Level 7-9 in Mathematics.
- Performance data from the 2013 Mathematics FCAT 2.0 indicates that students in the Hispanic and Economically Disadvantage subgroups did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Number: Base Ten and Fractions. The average percent correct for this Reporting Category was 58%.
- Performance data from the 2013 Mathematics FCAT 2.0 indicates that students in the Students with Disabilities subgroup did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Number: Base Ten and Fractions. The average percent correct for this Reporting Category was 58%.
- Performance data from the 2013 Mathematics FCAT 2.0 indicates that 54% of students made learning gains.
- Performance data from the 2013 Reading FCAT 2.0 indicates that 53% of students in the lowest 25th percentile made learning gains.

**Plan to Monitor Progress Toward the Goal**

Administration of the District's Fall and Winter Interim Assessments, Administration of the FCAT 2.0, Quarterly Go Math! Assessments

**Person or Persons Responsible**

Administrative Team and Math Liaison

**Target Dates or Schedule:**

October 28, 2013 January 22, 2014 April 2014 Quarterly

**Evidence of Completion:**

Edusoft Reports District Interim Assessment and FCAT 2.0 Reports

**G5.** The results of the 2013 FCAT 2.0 Science Test indicate that 33% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by 7 percentage points to 40%

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Computer Lab
- Gizmos's Software

**Targeted Barriers to Achieving the Goal**

- Performance data from the 2013 Science FCAT 2.0 indicates that students scoring Level 3 demonstrated a deficiency in Physical Science. The average percent correct for this Reporting Category was 50%.
- Performance data from the 2013 Science FCAT 2.0 indicates that students scoring Level 4 or above demonstrated a deficiency in Nature of Science. The average percent correct for this Reporting Category was 50%.

**Plan to Monitor Progress Toward the Goal**

Team will monitor data after District Interim and Quarterly Assessments to determine if the use of essential labs are being effective in raising student achievement.

**Person or Persons Responsible**

MTSS Team, Science Liaison, Administration

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

District Interim and Quarterly Assessments, and FCAT 2.0

**G6.** The STEM goal for the 2013-2014 school year is to increase inquiry-based activities in the science and mathematics classroom that optimize real-world application of science, technology, engineering, and mathematics.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Computer Lab

**Targeted Barriers to Achieving the Goal**

- Students have limited opportunities to conduct experiments in cooperative and group settings.

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

The Assistant Principal and Science Liaison will meet monthly to develop a plan for implementation, discuss scoring and rubrics, and fair logistics. Science Liaison will meet with grade levels bi-weekly to share topic ideas, lessons, discuss on-going progress and assist with resources necessary to conduct classroom experiments. Administration will conduct walk-throughs to look for evidence of classroom and individual science fair projects.

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

MTSS/Rtl Team, Science Liaison, Administration

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

From August 20, 2013-December 2014

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

Science Fair Project Display Boards Project Sheets Science Journals Student Workfolders

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by ten percentage points to 63%

**G1.B1** Performance data from the 2013 Reading FCAT 2.0 indicates that students scoring Level 3 demonstrated a deficiency in Reporting Category 2: Reading Application. The average percent correct for this Reporting Category was 60%.

**G1.B1.S1** Emphasize content focus such as main idea (stated or implied) using Reciprocal Teaching strategies and graphic organizers.

### Action Step 1

Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied. Students will use graphic organizers such as author's purpose chart, main idea table, Venn diagram and timelines to make meaning of text.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, lesson plans, focused classroom walkthroughs

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

Administrative team will conduct focused walkthroughs to ensure that students are being given the opportunity to emphasize content focus such as main idea (stated or implied) using Reciprocal Teaching strategies and graphic organizers.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Classroom walkthroughs observations, student work, and lesson plans

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

Following the FCIM model, the Reading Liaison, teachers, and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

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

Administrative Team, MTSS/RtI Team

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

Ongoing

#### **Evidence of Completion**

lesson plans, content of instruction, guiding questions, student work, result of district and or school-wide assessments

**G1.B2** Performance data from the 2013 Reading FCAT 2.0 indicates that students scoring Level 4 or above demonstrated a deficiency in Reporting Category 2: Reading Application. The average percent correct for this Reporting Category was 60%.

**G1.B2.S1** Students will interact with text using reciprocal reading strategies to predict, question, clarify, question and summarize.

#### **Action Step 1**

Students will use grade-level appropriate texts and will be given opportunities to predict, question, clarify, question and summarize.

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

Teacher

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

On-going

#### **Evidence of Completion**

Student work Lesson Plans Focused classroom walkthroughs

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

Administrative team will conduct focused walkthroughs to ensure that students are being given opportunities to predict, question, clarify, question and summarize.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson Plans Student Work Focused Classroom Walkthroughs

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

Following the FCIM model, the Reading Liaison, teachers and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team, Administrative Team

**Target Dates or Schedule**

October 28, 2013 January 22, 2014 April 2014 Quarterly

**Evidence of Completion**

School-wide/District Assessments FCAT 2.0 FAIR

**G1.B3** Performance data from the 2013 FAA indicates that 27% (4) of students scored a Level 4-6 in Reading.

**G1.B3.S1** Re-reading selections using a variety of tools such as auditory tapes and text readers that provide print with visuals and or symbols.

**Action Step 1**

Students will be allowed multiple reads of a selection prior to responding to comprehension questions. The teacher will use read alouds, auditory tapes and text readers that provide print with visuals and or symbols to promote reading comprehension.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Focused classroom observations Lesson Plans Student work

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

The Administrative Team will conduct focused walkthroughs to ensure that students are being given the opportunity to re-read text utilizing a variety of tools such as auditory tapes and text readers that provide print with visuals and or symbols.

**Person or Persons Responsible**

MTSS/RtI Team, Reading Liaison, Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans Focused Walkthroughs Student Work

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

Following the FCIM model, the Reading Liaison, teachers, and Administrative Team, will review assessment data on a monthly basis and adjust instruction as needed.

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

MTSS/RtI Team, Administrative Team

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

Ongoing

#### **Evidence of Completion**

Student work, District and school-wide assessment results.

**G1.B4** Performance data from the 2013 FAA indicates that 20% (3) of students scored a Level 7-9 in Reading.

**G1.B4.S1** Teachers will use picture cards that match pictures with words, identifying rhyming words, and prompting students to recall previously learned information via habitual responses to increase complexity in order to advance to independent levels.

#### **Action Step 1**

Teachers will introduce vocabulary to students with pictures and print to enhance long term comprehension and retention.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Lesson Plans Focused walkthroughs

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

The Administrative Team will conduct focused walkthroughs to ensure that students are using picture cards to match pictures with words.

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

Reading Liaison, MTSS/Rti Team, teachers and Administrative Team

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments Student Work

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

Following the FCIM model, the Reading Liaison, MTSS/Rti Team, teachers and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

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

Reading Liaison, MTSS/Rti Team, teachers and Administrative Team

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments

**G1.B5** Performance data from the 2013 Reading FCAT 2.0 indicates that students in the Hispanic and Economically Disadvantage subgroups did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Reading Category 1: Vocabulary. The average percent correct for this Reporting Category was 56%.

**G1.B5.S1** During pre-reading activities students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

### **Action Step 1**

During pre-reading activities students will use concept maps ( definition map, word arrays,Other Ways to Say Vocabulary Map, multiple meaning chart, etc.) to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work Lesson Plans

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

The Administrative Team will conduct focused walkthroughs to determine if concept maps are being used to help build knowledge of word meanings and relationships.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Student Work Lesson Plans

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

Following the FCIM model, the MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

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

MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessment results, FCAT 2.0, FAIR

**G1.B6** Performance data from the 2013 Reading FCAT 2.0 indicates that students in the Students with Disabilities subgroup did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Reading Category 2: Reading Application. The average percent correct for this Reporting Category was 60%.

**G1.B6.S1** Teachers will use Think, Pair, Share technique to assist students in developing a conceptual understanding of a topic.

#### **Action Step 1**

Teachers will pose a question and allow the students to think about it individually and they work in pairs to answer the question and then share their findings with the class.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student work Lesson Plans Classroom Observations

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

Following the FCIM model, the MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

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

MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments

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

Following the FCIM model, the MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

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

MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments, FAIR, FCAT 2.0

**G1.B7** Performance data from the 2013 Reading FCAT 2.0 indicates that 65% (219) of students made learning gains.

**G1.B7.S1** Teacher-led groups will be utilized to introduce material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

**Action Step 1**

Teacher-led groups will be utilized to introduce material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Group Charts/Rosters Lesson Plans Lesson Plans Classroom Observations

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

Administrative Team will conduct focused classroom walkthroughs to determine if teacher-led groups are being implemented.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Group Rotation Charts/Rosters Classroom Observations Student Work

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

Following the FCIM model, the MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

District and school-wide assessments, FCAT 2.0, FAIR

**G1.B8** Performance data from the 2013 Reading FCAT 2.0 indicates that 70% (54) of students in the lowest 25th percentile made learning gains.

**G1.B8.S1** The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts

#### Action Step 1

Teachers will repeatedly use picture walks to assist students in making predictions of a reading selection.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Walkthroughs, Lesson Plans

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

The Administrative Team will conduct focused classroom walkthroughs to determine if students are engaging in picture walks to assist with making predictions of text.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walkthrough observations Student Work

### **Plan to Monitor Effectiveness of G1.B8.S1**

Following the FCIM model, the MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team, Reading Liaison, teachers, and Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District and school-wide assessments, FCAT 2.0, FAIR

**G1.B9** The results of the 2013 CELLA Listening/Speaking Assessment indicate that 53% (250) of students scored proficient.

**G1.B9.S1** Cooperative Learning Groups will be used to help students develop linguistic and academic skills simultaneously.

**Action Step 1**

Students be given opportunities to work in Cooperative Learning Groups to develop linguistic and academic skills simultaneously.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student group work Lesson Plans Focused Classroom Observations

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

Administrative team will conduct classroom walkthroughs to determine if students are being given the opportunity to work cooperatively in groups.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Observations Student Work Lesson Plans

## Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, the Administrative Team, MTSS/RtI Team, Literacy Team, Reading Liaison, and teachers will monitor data from assessments and adjust instruction accordingly.

### Person or Persons Responsible

Administrative Team, MTSS/RtI Team, Literacy Team, Reading Liaison, and teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

District and school-wide assessments, FCAT 2.0, FAIR, CELLA

**G1.B10** The results of the 2013 CELLA Reading Assessment indicate that 29% (135) of students scored proficient.

**G1.B10.S1** Reader's Theater will be utilized to allow students opportunities to write, read, perform and interpret their roles in order to acquire a better understanding of the literature.

### Action Step 1

Students will participate in Reader's Theater activities by reading aloud, performing with a purpose, and bringing enjoyment to both themselves and their audiences. As students write, read, perform and interpret their roles they acquire a better understanding of the literature.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Focused classroom walkthroughs Student work Lesson Plans

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

Administrative team will conduct focused classroom walkthroughs to determine if students are being given opportunities to participate in Readers Theater activities.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Lesson Plans Walkthrough observations

### **Plan to Monitor Effectiveness of G1.B10.S1**

Following the FCIM model, the Reading Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

Reading Liaison, MTSS/RtI Team, Administration Team, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District and school-wide assessments, FCAT 2.0, FAIR, CELLA

**G1.B11** The results of the 2013 CELLA Writing Assessment indicate that 23% (111) of students scored proficient.

**G1.B11.S1** The students will use reading response journal/logs to initiate and continue discussion about specific text.

**Action Step 1**

Teachers will provide students opportunities to record their thoughts and questions about anything they are reading, including content area or research material using reading response journals. Students will share their journal entries to initiate and continue discussion about specific text.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans Student Work Classroom Observations

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

The Administrative Team will conduct focused classroom walkthroughs to determine if students are being given opportunities to initiate and continue discussion about specific text using entries from their journal response notebooks.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walkthroughs Student Work Lesson Plans

### **Plan to Monitor Effectiveness of G1.B11.S1**

Following the FCIM model, the Reading Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

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

Reading Liaison, MTSS/RtI Team, Administration Team, and teachers

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments, FAIR, FCAT 2.0, CELLA

### **G2. To decrease all Early Warning Signs from actual performance to 2014 target goals.**

**G2.B1** In the 2012-2013 school year 67 (50%) of the students were not proficient in reading by third grade. The goal for 2014 is to decrease the number of students who are not proficient in reading by third grade by 5 percentage points to 45%.

**G2.B1.S1** Provide professional development on how to differentiate instruction during the 90 minute reading block

#### **Action Step 1**

Provide a series of workshops to demonstrate how to meet the needs of all learners during the 90 minute reading block through teacher-led centers and work stations that are aligned to standards and objectives.

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

Reading Liaison

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

During common planning time and district professional development days

#### **Evidence of Completion**

Sign-in sheets Training agenda

#### **Facilitator:**

Reading Liaison

#### **Participants:**

Reading Liaison Reading Teachers Interventionists

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

Administrative team will attend trainings to monitor fidelity of implementation of trainings

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

Administration

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

during common planning and district professional development days

#### **Evidence of Completion**

sign-in sheets training agenda persons in attendance Evidence of differentiated instruction Group Rotation charts, schedule and instructions List of students in various groups Work Stations FAIR and District Assessment Reports

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

Following the FCIM model, the Administrative Team, MTSS/Rtl Team, Reading Liaison, and teachers will monitor data from assessments and will adjust instruction as needed.

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

Administrative Team, MTSS/Rtl Team, Reading Liaison

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

On-going

#### **Evidence of Completion**

District and school-wide assessments, FAIR, CELLA, FCAT 2.0

**G2.B2** In the 2012-2013 school year 91 (10%) of the students missed 10% or more instructional time. The goal for 2014 is to decrease the number of students who miss 10% or more instructional time by one percentage point to 9%.

**G2.B2.S1** Offer parent meetings and other forms of communication to inform parents on the importance of school attendance.

**Action Step 1**

Parent meetings and other forms of communication will be offered to inform parents of the importance of school attendance.

**Person or Persons Responsible**

Administration, PTA

**Target Dates or Schedule**

Various times throughout the year

**Evidence of Completion**

Sign In Sheets Agenda Informational Flyers/Letters

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Administrative team will attend trainings to monitor fidelity of implementation of trainings.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Sign-In Sheets Flyers/Letters Agendas

## Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, the Administrative Team, MTSS/RtI Team and teachers will monitor student attendance and tardies and will adjust strategies to increase instructional time as needed.

### Person or Persons Responsible

Administrative Team, MTSS/RtI Team and teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Agenda of MTSS/Rti meetings

**G2.B3** In the 2012-2013 school year 53 (6%) of the students received two or more behavior referrals. The goal for 2014 is to decrease the number of students who receive two or more behavior referrals by one percentage point to 5%.

**G2.B3.S1** As part of the school's Progressive Discipline Plan and in an effort to reduce behavior referrals, teachers will receive training on classroom management strategies.

### Action Step 1

Counselor will provide teachers training on classroom management and behavior modification strategies.

### Person or Persons Responsible

Counselor

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Training Agenda Sign-In Sheets

### Facilitator:

School Counselor

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Administrative team will attend trainings to monitor fidelity of implementation of trainings

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Training Agendas Sign-In Sheets

### **Plan to Monitor Effectiveness of G2.B3.S1**

Following the FCIM model, the Administrative Team, and teachers will monitor student behavior and will adjust strategies as needed.

**Person or Persons Responsible**

Administrative Team, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reduced number of referrals

**G2.B4** In the 2012-2013 school year 44 (5%) of the students (PK-Grade 5) were retained. The goal for 2014 is to decrease the number of students (PK-Grade 5) who are retained by one percentage point to 4%.

**G2.B4.S1** Provide professional development on how to differentiate instruction during the 90 minute reading block.

**Action Step 1**

Provide a series of workshops to demonstrate how to meet the needs of all learners during the 90 minute reading block through teacher-led centers and work stations that are aligned to standards and objectives.

**Person or Persons Responsible**

Reading Liaison

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-In Sheets Agendas

**Plan to Monitor Fidelity of Implementation of G2.B4.S1**

Administrative team will attend trainings to monitor fidelity of implementation of trainings

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-In Sheets Agendas

### Plan to Monitor Effectiveness of G2.B4.S1

Following the FCIM model, the Administrative Team, MTSS/RtI Team, Reading Liaison, and teachers will monitor data from assessments and will adjust instruction as needed.

#### Person or Persons Responsible

the Administrative Team, MTSS/RtI Team, Reading Liaison, and teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

FCAT 2.0 Interim Assessments Classroom Assessments Student Work

**G3.** The results of the 2013 FCAT 2.0 Writing assessment indicate that 58% (77) students scored at or above Level 3.5. Our goal for the 2014 FCAT 2.0 is to increase the percentage of students scoring at or above Level 3.5 by 4 percentage points to 62%.

**G3.B1** The results of the 2013 FCAT 2.0 Writing Test indicate that 58% of students achieved Level 3.5 proficiency or above. Our goal for the 2014 school year is to increase proficiency by 4 percentage points to 62%

**G3.B1.S1** Allow students time for peer editing, dialogue, conferencing, and meaningful development of the writing process.

#### Action Step 1

Teachers will provide student opportunities to practice the writing process by developing lessons that include meaningful activities which incorporate peer-editing, conferencing, and dialogue.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson Plans Student Work Focused walkthroughs

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

The administrative team will conduct focused walkthroughs to determine if teachers providing opportunities for students to engage in peer-editing, conferencing, and dialogue in an effort to develop and strengthen the writing process.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Lesson Plans Student Work Classroom Walkthroughs

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

Following the FCIM model, the Reading Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

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

MTSS/RtI Team, Reading Liaison, Administrative Team, Literacy Team

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments, FCAT 2.0

**G4.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 56% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by 6 percentage points to 62%.

**G4.B1** Students performance data from the 2013 Mathematics FCAT 2.0 indicates that students scoring Level 3 or above demonstrated a deficiency in the area of Number: Base Ten and Fractions. The average percent correct for this Reporting Category was 58%.

**G4.B1.S1** Students will be given opportunities to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

### **Action Step 1**

Students will be given opportunities to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Lesson Plans Student work Classroom walkthroughs

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

The Administrative Team will conduct focused walkthroughs to determine if students are being given opportunities to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Classroom walkthroughs Student work Lesson Plans

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

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

the Math Liaison, MTSS/RtI Team, Administration Team, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District and school-wide assessments, FCAT 2.0

**G4.B2** Performance data from the 2013 Mathematics FCAT 2.0 indicates that students scoring Level 4 or above demonstrated a deficiency in Number Operations: Problems and Statistics. The average percent correct for this Reporting Category was 65%.

**G4.B2.S1** Use bar graphs, pictographs, frequency tables, or line plots to solve problems.

**Action Step 1**

Provide students opportunities to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

The administrative team will conduct focused walkthroughs to determine if students are being provided opportunities to analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

Math Liaison, MTSS/RtI Team, Administration Team, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District and school-wide assessments, FCAT 2.0

**G4.B3** Performance data from the 2013 FAA indicates that 44% (7) of students scored a Level 4-6 in Mathematics.

**G4.B3.S1** Use manipulatives visuals, number lines and assistive technology to introduce concepts and reinforce skills.

**Action Step 1**

Teachers will provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

Math Liaison, MTSS/RtI Team, Administration Team, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District and school-wide assessments, FCAT 2.0

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

The administrative team will conduct focused walkthroughs to determine if teachers are providing students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

**Person or Persons Responsible**

Administration Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

**G4.B4** Performance data from the 2013 FAA indicates that 0% (0) of students scored a Level 7-9 in Mathematics.

**G4.B4.S1** Use guided discussion to engage students in real life math problems.

**Action Step 1**

Teachers will use guided discussion to engage students in real life math problems.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

The administrative team will conduct focused walkthroughs to determine if teachers are using guided discussions to engage students in real life math problems.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

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

Math Liaison, MTSS/RtI Team, Administration Team, and teachers

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments, FCAT 2.0

**G4.B5** Performance data from the 2013 Mathematics FCAT 2.0 indicates that students in the Hispanic and Economically Disadvantage subgroups did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Number: Base Ten and Fractions. The average percent correct for this Reporting Category was 58%.

**G4.B5.S1** Relate halves and fourths to percents and percents to halves or fourths.

#### **Action Step 1**

Students will be given opportunities to make connections by relating halves and fourths to percents and percents to halves or fourths

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

The administrative team will conduct focused walkthroughs to determine if students are being given opportunities to relate halves and fourths to percents and percents to halves or fourths.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

Math Liaison, MTSS/RtI Team, Administration Team, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District and school-wide assessments, FCAT 2.0

**G4.B6** Performance data from the 2013 Mathematics FCAT 2.0 indicates that students in the Students with Disabilities subgroup did not make their AMO. The area of deficiency, as noted on the 2013 FCAT 2.0 administration, was Number: Base Ten and Fractions. The average percent correct for this Reporting Category was 58%.

**G4.B6.S1** Relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

**Action Step 1**

Teachers will allow students to practice and apply learned concepts in real-life situations. Activities will include relating decimals, fractions, and percents; and comparing and ordering fractions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

The administrative team will conduct focused walkthroughs to determine if students are being given opportunities to practice and apply learned concepts in real-life situations.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

#### Person or Persons Responsible

Math Liaison, MTSS/RtI Team, Administration Team, and teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

District and school-wide assessments, FCAT 2.0

**G4.B7** Performance data from the 2013 Mathematics FCAT 2.0 indicates that 54% of students made learning gains.

**G4.B7.S1** The teacher will model and demonstrate to the learner how to do a task, and using the gradual release model the student is then expected to copy the model.

#### Action Step 1

The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling will involve thinking aloud or talking about how to work through a task.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Lesson Plans Focused Classroom Walkthroughs

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

The administrative team will conduct focused walkthroughs to determine if the teacher is modeling and giving students opportunities for the students to copy the model.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments, FCAT 2.0

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

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

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

Math Liaison, MTSS/RtI Team, Administration Team, and teachers

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

Ongoing

#### **Evidence of Completion**

District and school-wide assessments, FCAT 2.0

**G4.B8** Performance data from the 2013 Reading FCAT 2.0 indicates that 53% of students in the lowest 25th percentile made learning gains.

**G4.B8.S1** Small-group instruction will be used to introduce, reinforce, and practice skills.

#### **Action Step 1**

Teacher will provide small group instruction to students who have common needs, such as reinforcement or enrichment.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

### **Plan to Monitor Fidelity of Implementation of G4.B8.S1**

The administrative team will conduct focused walkthroughs to determine if teachers are providing small group instruction.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

### **Plan to Monitor Effectiveness of G4.B8.S1**

Following the FCIM model, the Math Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

Math Liaison, MTSS/RtI Team, Administration Team, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District and school-wide assessments, FCAT 2.0

**G5.** The results of the 2013 FCAT 2.0 Science Test indicate that 33% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by 7 percentage points to 40%

**G5.B1** Performance data from the 2013 Science FCAT 2.0 indicates that students scoring Level 3 demonstrated a deficiency in Physical Science. The average percent correct for this Reporting Category was 50%.

**G5.B1.S1** Provide instruction that includes teacher demonstrated and student-centered lab activities that apply and explain concepts related to matter, energy, force and motion.

### **Action Step 1**

Teachers will conduct essential labs to enhance comprehension of Physical Science related skills.

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

Teachers

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

On-going

#### **Evidence of Completion**

Lab Sheets Science Journal Student Work Lesson Plans Classroom Walkthroughs

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

Administrative team will conduct classroom walkthroughs to determine if students are conducting essential labs.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Classroom Walkthroughs Science Lab Sheets Science Journals Lesson Plans Student Work

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

Following the FCIM model, the Science Liaison, MTSS/RtI Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

#### Person or Persons Responsible

Administrative Team, MTSS/RtI Team, Science Liaison

#### Target Dates or Schedule

October 28, 2013 January 22, 2014 April 2014

#### Evidence of Completion

Data from district and school-wide reports and FCAT 2.0

**G5.B1.S2** Students will utilize Gizmos Science Virtual Interactive Lessons to enhance comprehension of Physical Science skills.

#### Action Step 1

Teachers will create lessons which include opportunities for students to utilize Gizmos Science Virtual Interactive Lessons to enhance comprehension of skills taught.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Science Lab Sheets Science Journal entries Student Work Classroom walkthroughs Lesson Plans

### Plan to Monitor Fidelity of Implementation of G5.B1.S2

Administration will conduct focused classroom walkthroughs to assess if students are using Gizmos Science Virtual Interactive Lessons.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Lesson Plans Student Work Observations from walkthroughs

## Plan to Monitor Effectiveness of G5.B1.S2

Team will monitor data after District Interim and Quarterly Assessments to determine if the use of Gizmos Science Virtual Interactive Lessons are being effective in raising student achievement.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

### Evidence of Completion

District Science Interim and Quarterly Assessments, FCAT 2.0

**G5.B2** Performance data from the 2013 Science FCAT 2.0 indicates that students scoring Level 4 or above demonstrated a deficiency in Nature of Science. The average percent correct for this Reporting Category was 50%.

**G5.B2.S1** Establish a plan and timeline for the development of student projects and Ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

### Action Step 1

Students will conduct science experiments and will participate in a school-wide science fair.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Lesson Plans Focused Classroom Walkthroughs

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

The administrative team will conduct focused walkthroughs to determine if students are being given the opportunity to participate in science experiments.

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

Administrative team

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

Ongoing

#### **Evidence of Completion**

Student Work Lesson Plans Focused Classroom Walkthroughs

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

Following the FCIM model, the Science Liaison, MTSS/Rtl Team, Administration Team, and teachers will review assessment data on a monthly basis and adjust instruction as needed.

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

Science Liaison, MTSS/Rtl Team, Administration Team, and teachers

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

Ongoing

#### **Evidence of Completion**

Science Fair Project, District and school-wide assessments, FCAT 2.0

**G6.** The STEM goal for the 2013-2014 school year is to increase inquiry-based activities in the science and mathematics classroom that optimize real-world application of science, technology, engineering, and mathematics.

**G6.B1** Students have limited opportunities to conduct experiments in cooperative and group settings.

**G6.B1.S1** A school-wide Science Fair will be conducted to promote real-world application of science and provide students with inquiry-based activities.

### **Action Step 1**

A Science Fair Committee will be formed to formulate a plan for implementation. A Science Fair Handbook will be created and distributed to teachers with pertinent information such as suggested topics, due dates, display board requirements, etc. A training session will take place for teachers and a Science Fair Night will be offered for parents to disseminate information regarding project expectations and requirements.

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

Science Liaison, Administration

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

December 2014

#### **Evidence of Completion**

Projects

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

Administrative Team and Science Liaison will have on-going meetings to ensure an effective implementation of the Science Fair. Classroom walkthroughs will be conducted to ensure that all students are being exposed to the scientific process and that Science Fair assignments are being conducted.

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

Administrative Team, Science Liaison

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

September 2013-December 2013

#### **Evidence of Completion**

Projects Lesson Plans Classroom Walkthroughs Student Work

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

The MTSS/RtI Team, Science Liaison, and Administration will evaluate the effectiveness of the science fair through judging the science fair projects. Rubrics will be utilized to measure the students' understanding of and application of the scientific method. Following the The FCIM model the MTSS/RtI Team, Science Liaison, teachers and Administration will monitor data from assessments and will adjust instruction as needed.

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

The MTSS/RtI Team, Science Liaison, and Administration

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

December 2013

#### **Evidence of Completion**

District and school-wide assessments, FCAT 2.0 Rubrics from Final Projects

## 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 1: Part A:

Auburndale Elementary will provide additional remediation to students requiring assistance through extended learning opportunities, i.e. after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The Administrative Team develops, leads, and evaluates school core content standards/ programs; identifies and analyzes 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special supports/services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title II:

Auburndale Elementary will use supplemental funds from the district for improving basic education as follows:

- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release

time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III:

Auburndale Elementary will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-5)
- Reading and supplementary instructional materials (K-5)

#### Title X-Homeless:

Auburndale Elementary will collaborate with the district's Homeless Assistance Program that seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

#### Supplemental Academic Instruction (SAI):

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

#### Violence Prevention Programs:

- Ronald McDonald – Anti-Bullying presentation
- Anti-Violence Message – Through WLRN-ITV Programming, presented year-round
- In-house Anti-Bullying classroom presentations presented by school counselor (Beginning of school year)
- Safety Patrol – School-wide program to promote a safe non-violent environment
- Counselor will implement conflict resolution sessions and document them on a Student Services SCM

#### Nutrition Programs:

- Auburndale Elementary 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, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start:

Auburndale Elementary encourages parents of students that completed a Head Start program to visit the school campus so they become familiar with the school atmosphere and learning environment.

Parental Involvement:

Auburndale Elementary will involve parents in the planning and implementation of the Title I Program 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.

Auburndale Elementary will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We will 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. We will complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section.

## 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.*

**G2.** To decrease all Early Warning Signs from actual performance to 2014 target goals.

**G2.B1** In the 2012-2013 school year 67 (50%) of the students were not proficient in reading by third grade. The goal for 2014 is to decrease the number of students who are not proficient in reading by third grade by 5 percentage points to 45%.

**G2.B1.S1** Provide professional development on how to differentiate instruction during the 90 minute reading block

### PD Opportunity 1

Provide a series of workshops to demonstrate how to meet the needs of all learners during the 90 minute reading block through teacher-led centers and work stations that are aligned to standards and objectives.

#### Facilitator

Reading Liaison

#### Participants

Reading Liaison Reading Teachers Interventionists

#### Target Dates or Schedule

During common planning time and district professional development days

#### Evidence of Completion

Sign-in sheets Training agenda

**G2.B3** In the 2012-2013 school year 53 (6%) of the students received two or more behavior referrals. The goal for 2014 is to decrease the number of students who receive two or more behavior referrals by one percentage point to 5%.

**G2.B3.S1** As part of the school's Progressive Discipline Plan and in an effort to reduce behavior referrals, teachers will receive training on classroom management strategies.

### **PD Opportunity 1**

Counselor will provide teachers training on classroom management and behavior modification strategies.

#### **Facilitator**

School Counselor

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Training Agenda Sign-In Sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by ten percentage points to 63%	\$4,000
Total		\$4,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	\$4,000	\$4,000
Total	\$4,000	\$4,000

### Budget Details

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

**G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 53% of students achieved Level 3 proficiency or Level 4 or above on the FAA. Our goal for the 2014 school year is to increase proficiency by ten percentage points to 63%

**G1.B1** Performance data from the 2013 Reading FCAT 2.0 indicates that students scoring Level 3 demonstrated a deficiency in Reporting Category 2: Reading Application. The average percent correct for this Reporting Category was 60%.

**G1.B1.S1** Emphasize content focus such as main idea (stated or implied) using Reciprocal Teaching strategies and graphic organizers.

### Action Step 1

Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied. Students will use graphic organizers such as author's purpose chart, main idea table, Venn diagram and timelines to make meaning of text.

#### Resource Type

Evidence-Based Program

#### Resource

Time for Kids

#### Funding Source

EESAC

#### Amount Needed

\$2,000

**G1.B8** Performance data from the 2013 Reading FCAT 2.0 indicates that 70% (54) of students in the lowest 25th percentile made learning gains.

**G1.B8.S1** The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts

### **Action Step 1**

Teachers will repeatedly use picture walks to assist students in making predictions of a reading selection.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

High-Interest, Low-Level Books

#### **Funding Source**

EESAC

#### **Amount Needed**

\$2,000