



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jack David Gordon Elementary School

14600 COUNTRY WALK DR

Miami, FL 33186

305-234-4805

<http://jdgordon.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 94%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	20
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	31
Part III: Coordination and Integration	79
Appendix 1: Professional Development Plan to Support Goals	81
Appendix 2: Budget to Support Goals	92

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Jack David Gordon Elementary School

Principal

Caleb Lopez

School Advisory Council chair

Mari Corugedo

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

Name	Title
Caleb Lopez	Principal
Naif Chain	Assistant Principal
Judith Chico-Roman	Assistant Principal
Leighton Finegan	Assistant Principal
Rebecca Watkins	Assistant Principal
Valentine Lloyd-Charles	Non-released Liaison
Rebecca Gavulic	Non-released Liaison
Lidia Sosa-Hidalgo	Reading Leader
Claudia Miller	5th Grade Level Chair
Lori Fata	4th Grade Level Chair
Kimberly Littman	3rd Grade Level Chair
Devlyn Givens	2nd Grade Level Chair
Julie Simon	1st Grade Level Chair
Mabel Glassmer	Kg Grade Level Chair
Joana Pujol	Bilingual/Special Areas Chair

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 majority of the SAC members are not employed by the school district. 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 representative of the ethnic, racial, and economic community served by the school. These include :Five (5) teachers and one (1) alternate teacher, Five (5) parents and one (1) alternate parent, One (1) education support employee and one (1) alternate, One (1) student and one (1) alternate student, Three (3) business/community representatives, the UTD designated building steward, and the principal.

Involvement of the SAC in the development of the SIP

The SAC is involved in assisting the principal in developing and evaluating the school improvement plan and annual budget. The committee provides critical input on the development of the School Improvement Plan, ensuring that the collaborative effort of key stakeholders is well represented.

Activities of the SAC for the upcoming school year

Some of the activities planned include, but are not limited to:
 Review of 2012 - 2013 School Grade and AMO data;
 Review of SAC committee roles and responsibilities:
 Review of School Improvement Plan for 2013 - 2014 school year;
 Review of Title 1 budget and how it aligns with the School Improvement Plan;
 Review of Parent Involvement Plan;
 Disseminate information on professional development opportunities.
 Make recommendations for purchase of instructional materials.
 Make recommendations with regard to discipline and safety concerns.
 Monitor and provide input to the implementation of the School Improvement Plan (SIP).
 Review applicable student performance data and instructional strategies.
 Disseminate information with regard to changes in educational policy and procedures at the national, state, and local level.

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

The purchase of student incentives for academic and attendance recognition.
 The purchase of Supplemental Education Tutoring materials.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Caleb Lopez

Principal

Years as Administrator: 13

Years at Current School: 4

Credentials

B.S.: Elementary Education - Nova Southeastern University

M.S.: Educational Leadership - Nova Southeastern University

Performance Record

2013 - School Grade - A

Rdg. Levels 3-5, 72%

Math Levels 3-5, 69%

Rdg. Lrg. Gains, 69 %

Math Lrg. Gains, 61%

Rdg. Imp. of Lowest 25% - 70%

Math Imp. of Lowest 25% - 64%

Rdg. Progress -

Math Progress -

2012 - School Grade - A

Rdg. Levels 3-5, 71%

Math Levels 3-5, 70%

Rdg. Lrg. Gains, 77 %

Math Lrg. Gains, 84%

Rdg. Imp. of Lowest 25% - 70%

Math Imp. of Lowest 25% - 80%

2011 - School Grade - A

Rdg. Levels 3-5, 87%

Math Levels 3-5, 85%

Rdg. Lrg. Gains, 73%

Math Lrg. Gains, 64%

Rdg. Imp. of Lowest 25% - 70%

Math Imp. of Lowest 25% - 70%

2010 - School Grade - A

Rdg. Levels 3-5, 83%

Math Levels 3-5, 81%

Rdg. Lrg. Gains, 72%

Math Lrg. Gains, 67%

Rdg. Imp. of Lowest 25% - 58%

Math Imp. of Lowest 25% - 70%

2009 - School Grade - A

Rdg. Levels 3-5, 67%

Math Levels 3-5, 64%

Rdg. Lrg. Gains, 72%

Math Lrg. Gains, 72%

Rdg. Imp. of Lowest 25% - 56%

Math Imp. of Lowest 25% - 71%

Judith Chico-Roman

Asst Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

B.S.: Psychology - City College of New York (CUNY)
 M.S.: Elementary Education - Florida International University
 Ed.S.: Educational Leadership - Nova Southeastern University
 Endorsements: Gifted, ESOL

Performance Record

2013 - School Grade - A
 Rdg. Levels 3-5, 72%
 Math Levels 3-5, 69%
 Rdg. Lrg. Gains, 69 %
 Math Lrg. Gains, 61%
 Rdg. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 64%
 Rdg. Progress -
 Math Progress -
 2012 - School Grade - A
 Rdg. Levels 3-5, 71%
 Math Levels 3-5, 70%
 Rdg. Lrg. Gains, 77 %
 Math Lrg. Gains, 84%
 Rdg. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 80%
 2011 - School Grade - A
 Rdg. Levels 3-5, 91%
 Math Levels 3-5, 91%
 Rdg. Lrg. Gains, 71%
 Math Lrg. Gains, 76%
 Rdg. Imp. of Lowest 25% - 78%
 Math Imp. of Lowest 25% - 77%
 2010 - School Grade - A
 Rdg. Levels 3-5, 90%
 Math Levels 3-5, 90%
 Rdg. Lrg. Gains, 74%
 Math Lrg. Gains, 72%
 Rdg. Imp. of Lowest 25% - 77%
 Math Imp. of Lowest 25% - 72%
 2009 - School Grade - A
 Rdg. Levels 3-5, 92%
 Math Levels 3-5, 91%
 Rdg. Lrg. Gains, 74%
 Math Lrg. Gains, 72%
 Rdg. Imp. of Lowest 25% - 81%
 Math Imp. of Lowest 25% - 74%

Leighton Finegan

Asst Principal

Years as Administrator: 14

Years at Current School: 2

Credentials

B.A.: Social Sciences - University of West Indies
 M.S.: Counseling - Barry University
 Certification: Educational Leadership - Nova Southeastern University

Performance Record

2013 - School Grade - A
 Rdg. Levels 3-5, 72%
 Math Levels 3-5, 69%
 Rdg. Lrg. Gains, 69 %
 Math Lrg. Gains, 61%
 Rdg. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 64%
 Rdg. Progress -
 Math Progress -
 2012 - School Grade - A
 Rdg. Levels 3-5, 70%
 Math Levels 3-5, 69%
 Rdg. Lrg. Gains, 73 %
 Math Lrg. Gains, 75%
 Rdg. Imp. of Lowest 25% - 63%
 Math Imp. of Lowest 25% - 81%
 2011 - School Grade - A
 Rdg. Levels 3-5, 91%
 Math Levels 3-5, 92%
 Rdg. Lrg. Gains, 69%
 Math Lrg. Gains, 69%
 Rdg. Imp. of Lowest 25% - 68%
 Math Imp. of Lowest 25% - 75%
 2010 - School Grade - A
 Rdg. Levels 3-5, 89%
 Math Levels 3-5, 90%
 Rdg. Lrg. Gains, 71%
 Math Lrg. Gains, 69%
 Rdg. Imp. of Lowest 25% - 61%
 Math Imp. of Lowest 25% - 67%
 2009 - School Grade - A
 Rdg. Levels 3-5, 79%
 Math Levels 3-5, 72%
 Rdg. Lrg. Gains, 72%
 Math Lrg. Gains, 56%
 Rdg. Imp. of Lowest 25% - 67%
 Math Imp. of Lowest 25% - 68%

Naif Chain

Asst Principal

Years as Administrator: 12

Years at Current School: 4

Credentials

B.A.: English Education - Florida International University

M.S.: Educational Leadership - Nova Southeastern Univeristy

Performance Record

2013 - School Grade - A

Rdg. Levels 3-5, 72%

Math Levels 3-5, 69%

Rdg. Lrg. Gains, 69 %

Math Lrg. Gains, 61%

Rdg. Imp. of Lowest 25% - 70%

Math Imp. of Lowest 25% - 64%

Rdg. Progress -

Math Progress -

2012 - School Grade - A

Rdg. Levels 3-5, 71%

Math Levels 3-5, 70%

Rdg. Lrg. Gains, 77 %

Math Lrg. Gains, 84%

Rdg. Imp. of Lowest 25% - 70%

Math Imp. of Lowest 25% - 80%

2011 - School Grade - A

Rdg. Levels 3-5, 87%

Math Levels 3-5, 85%

Rdg. Lrg. Gains, 73%

Math Lrg. Gains, 64%

Rdg. Imp. of Lowest 25% - 70%

Math Imp. of Lowest 25% - 70%

2010 - School Grade - A

Rdg. Levels 3-5, 83%

Math Levels 3-5, 81%

Rdg. Lrg. Gains, 72%

Math Lrg. Gains, 67%

Rdg. Imp. of Lowest 25% - 58%

Math Imp. of Lowest 25% - 70%

2009 - School Grade - C

Rdg. Levels 3-5, 48%

Math Levels 3-5, 46%

Rdg. Lrg. Gains, 59%

Math Lrg. Gains, 63%

Rdg. Imp. of Lowest 25% - 82%

Math Imp. of Lowest 25% - 67%

Rebecca Watkins

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

B.A.: Health Law Administration - Barry University
 M.S.: Special Education - Nova Southeastern University
 Certification: Educational Leadership - Nova Southeastern University

Performance Record

2013 - School Grade - A
 Rdg. Levels 3-5, 72%
 Math Levels 3-5, 69%
 Rdg. Lrg. Gains, 69 %
 Math Lrg. Gains, 61%
 Rdg. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 64%
 Rdg. Progress -
 Math Progress -
 2012 - School Grade - A
 Rdg. Levels 3-5, 71%
 Math Levels 3-5, 70%
 Rdg. Lrg. Gains, 77 %
 Math Lrg. Gains, 84%
 Rdg. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 80%
 2011 - School Grade - A
 Rdg. Levels 3-5, 87%
 Math Levels 3-5, 85%
 Rdg. Lrg. Gains, 73%
 Math Lrg. Gains, 64%
 Rdg. Imp. of Lowest 25% - 70%
 Math Imp. of Lowest 25% - 70%
 2010 - Worked at Region
 2009 - Worked at Region

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

78

receiving effective rating or higher

78, 100%

Highly Qualified Teachers

78%

certified in-field

, 0%

ESOL endorsed

63, 81%

reading endorsed

7, 9%

with advanced degrees

26, 33%

National Board Certified

7, 9%

first-year teachers

0, 0%

with 1-5 years of experience

3, 4%

with 6-14 years of experience

22, 28%

with 15 or more years of experience

53, 68%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Regular Meetings with new teachers or teachers new to the school. Principal, On-going
2. On-going support and mentorship by Leadership team and teacher mentors. Assistant Principals, On-going
3. Motivate staff with positive recognition and provide for a professional supportive work environment. Assistant Principals, On-going
4. District hosted recruitment events. Assistant Principals, On-going.

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

New teachers are paired with master teachers (Grade level chairs). The master teacher helps the new teacher acclimate to the school environment. She is expected to guide newly assigned teachers or certain designated teachers with instructional support. The master teacher is expected to share new and advanced instructional techniques and may be in charge of coordinating or leading staff development workshops. In addition, the school has one trained MINT (Mentoring and Induction of New Teachers) mentor, Ms. Noemi Pinero, who is trained to support and assist new teacher mentees with lesson planning, classroom management, content area, ? instructional strategies family involvement and parent conferences.

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

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

Tier 2

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

- 1) Review OPM data for intervention groups to evaluate group and individual student response.

2) Support interventions where there is not an overall positive group response

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

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

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

The Jack D. Gordon Elementary MTSS/RtI Leadership Team will consist of the following personnel: Principal, Caleb Lopez, Assistant Principals, N. Chain, J. Chico-Roman, L. Finegan, R. Watkins, Counselor, P. Davis, D. Baugh, Instructional Coaches, V. Lloyd-Charles, R. Gavulic, reading leader, L. Sosa-Hidalgo, a primary teacher, an intermediate teacher and a special area teacher, T. Araque. In addition, the school psychologist, D. Larson, school social worker, M. Jackson, are also members of the MTSS/RTI leadership team.

The Principal and Assistant Principals will use data to positively impact student achievement, ensure a safe school, improve attendance and promote student achievement using data to drive instruction and provide early interventions. The Principal will provide the resources needed to improve student achievement. The non-released Instructional Coaches will provide vital information about the curriculum and will gather, collect and analyze data. They will provide support for low achieving students who are not working on grade level as well as for the Tier 1, 2, and 3 students. They will provide reading strategies for classroom teachers and will model the strategies if needed. They will use the Next Generation Sunshine State Standards to remediate low performing benchmarks. They will also assist with identifying data trends with subgroups and assist with intervention strategies. They will also work with targeted Tier 1, 2 and 3 students that are not meeting grade level mastery.

The guidance counselors will articulate with administration, teachers, instructional coaches and student services team to identify students not achieving desired levels of academic or behavioral progress in response to targeted interventions at Tier 1 through Tier 2 levels. They will provide services and expertise on student's academic and social/emotional development. They will collaborate with teachers to assist in creating academic and behavioral plans for students who need preventive, supplementary instructional services and/or behavior interventions. They will assist in development and monitoring of Functional Assessment of Behavior (FAB), and Behavior Intervention Plan (BIP). Refer student cases as needed to social worker and school psychologist. They will conduct classroom, individual and small group guidance and

consult with parents of high risk students to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Special Education Teachers (SPED), will collaborate with general education teachers to assist them with developing and implementing strategies to best serve special education students. They will meet with parents of SPED students to share best practices and monitor the progress of the students. They will also assist in the development and monitoring of Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP).

Resources will include but will not be limited to research-based programs such as the Comprehensive Research Based Reading Plan, Internet-based programs, such as Success Maker, FASTT Math, and Reading Plus, District state adopted textbooks and materials, such as the McGraw Hill Reading Series, Scott Foresman Science series, Go Math! Mathematics Series, Voyager, Thinkgate reports and CELLA.

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

A problem-solving process is critical to making the instructional adjustments needed for continual improvements. The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rtl implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/Rtl process informs the 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

Data will be used to guide instructional decisions and provide differentiated instruction. The following are used for data management to gather and monitor student progress: Baseline data: Progress Monitoring and

Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive

Assessment Test (FCAT 2.0), district baseline assessment Edusoft. Progress Monitoring: PMRN, FCAT 2.0

simulation, Thinkgate, Foresight Assessments and Interim Assessments Midyear: Florida Assessments for Instruction in Reading

(FAIR), and Interim Assessments. End of year: Florida Assessments for Instruction in Reading (FAIR), CELLA

and Florida Comprehensive Assessment Test (FCAT 2.0).

Tier 1-3:

- Reading- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FAIR, FCAT 2.0, STAR, Reading Plus, Student Grades and Class Performance
- Mathematics- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FCAT 2.0, Student Grades and Class Performance
- Science- Baseline Assessments, Interim Assessments, Chapter Tests, FCAT 2.0, Science Lab, Student Grades and Class Performance
- Writing-Pre/Progress and Post Tests, Monthly Writing Prompts, Small Group Differentiated Instruction, Student Grades and Class Performance

Tier 2:

- Reading- McGraw Hill Reading series Interventions, Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources,

Additional Reading Plus Usage, Before/After School Tutorials

- Mathematics- SuccessMaker, and FASTT MATH, Small Group Differentiated Instruction, Before/After School

Tutorials

- Science- Small Group Differentiated Instruction
- Writing- Small Group Differentiated Instruction

Tier 3:

- Reading- Additional Reading Instruction based on the Comprehensive Research Based Reading Plan, Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional

Reading Plus Usage, Before/After School Tutorials

- Mathematics-Additional Mathematics Instruction, SuccessMaker, Small Group Differentiated Instruction,

Before/After School Tutorials

- Science- Small Group Differentiated Instruction
- Writing- Small Group Differentiated Instruction

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Caleb Lopez	Principal
Naif Chain	Assistant Principal
Judith Chico-Roman	Assistant Principal
Leighton Finegan	Assistant Principal
Rebecca Watkins	Assistant Principal

Name	Title
Valentine Lloyd-Charles	Instructional (Non-released) Liaison
Rebecca Gavulic	Instructional (Non-released) Liaison
Terri Araque	SPED Department
Claudia Miller	5th Grade Chair
Lori Fata	4th Grade Chair
Kimberly Littman	3rd Grade Chair
Devlyn Givens	2nd Grade Chair
Julie Simon	1st Grade Chair
Mabel Glassmer	Kg Grade Chair
Lidia Sosa-Hidalgo	Reading Leader

How the school-based LLT functions

The Literacy Leadership Team (LLT) will meet monthly to discuss testing trends in reading among subgroups and interventions that would be appropriate. They will also identify students who are high achievers and discuss best practices and enrichment strategies. They will facilitate professional development opportunities for teachers in the area of Reading.

Major initiatives of the LLT

The major initiatives of the LLT this year will include ensuring that literacy is infused across the curriculum and providing opportunities for staff to serve in the capacity of model classroom teachers. Also, the Literacy Leadership Team (LLT) will collaborate with general education teachers in regards to data trends and will provide strategies and materials to assist them with improving the lower reading benchmarks. The LLT will also provide teachers the opportunity to share best practices with their respective grade levels. The LLT will collaborate with special education teachers to assist them with developing and implementing strategies to best serve special education students.

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

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Jack D. Gordon Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum using the Houghton Mifflin Series. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. Pre-Kindergarten and Kindergarten teachers take part in vertical articulation. The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten

classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly. To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year which coincide with the Houghton-Mifflin Reading series. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. At the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Kindergarten Orientation takes place towards the end of the school year. Additionally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

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	76%	72%	No	78%
American Indian		0%		
Asian	55%	64%	Yes	60%
Black/African American	62%	56%	Yes	66%
Hispanic	77%	72%	No	79%
White	84%	88%	Yes	86%
English language learners	62%	57%	No	66%
Students with disabilities	47%	33%	No	52%
Economically disadvantaged	73%	67%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	28%	30%
Students scoring at or above Achievement Level 4	243	43%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		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)	220	65%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	99	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	104	31%	38%

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	117	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	69%	Yes	72%
American Indian		0%		
Asian	68%	79%	Yes	72%
Black/African American	55%	40%	No	60%
Hispanic	69%	70%	Yes	72%
White	78%	79%	Yes	80%
English language learners	58%	63%	Yes	63%
Students with disabilities	51%	23%	No	56%
Economically disadvantaged	66%	65%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	37%	39%
Students scoring at or above Achievement Level 4	180	32%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

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	60	30%	33%
Students scoring at or above Achievement Level 4	65	33%	34%

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)	6		8
Participation in STEM-related experiences provided for students	898	83%	85%

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	79	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	26	2%	1%
Students who are not proficient in reading by third grade	57	32%	29%
Students who receive two or more behavior referrals	41	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our 2013 - 2014 goal is to increase parental involvement 3%, from 43% to 46%	387	43%	46%

Goals Summary

- G1.** Student performance data from the 2013 FCAT 2.0 Reading Test indicate that 72% of the students scored at level 3 or above. Our goal is to increase the number of students scoring level 3 or above by 6 percentage points to 78%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate 61% of students achieved 3.5 proficiency. Our goal is to increase proficiency 4 percentage points from 61% to 65%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by 3 percentage points from 69% to 72%.
- G4.** On the 2013 Science FCAT 2.0 Test, 63% of students achieved proficiency (FCAT 2.0 Level 3 or above). Our goal is to increase student proficiency by 3 percentage points to 66%.
- G5.** 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.** We will monitor students who missed 10% or more of instructional time, students retained by 3rd grade, students who are non-proficient in reading by 3rd grade, students who receive 2+ behavioral referrals, or 1 referral leading to suspension,
- G7.** Our goal is to increase the percentage of parents who participate in school-related activities by 5 percentage points.

Goals Detail

G1. Student performance data from the 2013 FCAT 2.0 Reading Test indicate that 72% of the students scored at level 3 or above. Our goal is to increase the number of students scoring level 3 or above by 6 percentage points to 78%.

Targets Supported

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

Resources Available to Support the Goal

- A new reading series designed to meet the Common Core State Standards; Exemplar Text books; Gizmos; Brain Pop; Waterford; Accelerated Reader; computer labs; tutoring; Interventionist; After school tutoring; Foresight Assessments

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Reading Test, 72% of Hispanics and 67% of Economically Disadvantaged students made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of Hispanic students making AMO-2 targets by 7% to 79% and to increase the number of Economically Disadvantaged students making AMO-2 targets 8% to 75%. Performance data for students in these subgroups indicates that there is a deficiency in Reporting Category 4, Informational Text/Research Process (LA.3-5.6.1.1 - Read and organize informational text and text features to perform a task)(RI.3.5, RI.3.7, & W.3.8)
- As noted on the 2013 FCAT 2.0 Reading Test, 33% of Students with Disabilities made AMO-2 target. Our goal for the 2014 FCAT 2.0 is to increase the number of Students with Disabilities making AMO-2 targets by 19% to 75%. Performance data for this subgroup indicates that there is a deficiency in Reporting Category 2, Reading Application. (LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6)
- As noted on the 2013 FCAT 2.0 Reading Test, 57% of English Language Learners made AMO-2 target. Our goal for the 2014 FCAT 2.0 is to increase the number of English Language Learners making AMO-2 targets by 9% to 66%. Performance data for this subgroup indicates that there is a deficiency in Reporting Category 1, Vocabulary. (LA.3-5.1.6.3 Context Clues(L.3.4a & L.3.5) (LA.3-5.1.6.7 Base Words and Affixes(L.3.4b & L.3.4c)
- As noted on the 2013 FCAT 2.0 Reading Test, 28% (160) of Students scored at Level 3. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring at Level 3 by 5 percentage points to 33%. Student performance data for the 2013 FCAT indicates that there is a deficiency in Reporting Category 2, Reading Application. (LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2)
- As noted on the 2013 FCAT 2.0 Reading Test, 43% (243) of Students scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring at Levels 4-5 by 2 percentage points to 45%. Performance data for the 2013 FCAT indicates that there is a deficiency in Reporting Category 4, Informational Text/Research Process. (LA.3-5.6.1.1 Read and organize informational text and text features to perform a task(RI.3.5, RI.3.7, & W.3.8)
- As noted on the 2013 FCAT 2.0 Reading Test, 69% of students made Learning Gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students making Learning Gains by 3 percentage points to 72%. Performance data for the 2013 FCAT indicates that the area of deficiency was Reporting Category 4, Informational Text/Research Process.
- As noted on the 2013 FCAT 2.0 Reading Test, 70% of students in the lowest 25% made Learning Gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students in the lowest 25 % making Learning Gains by 3 percentage points to 73%. Performance data indicates the ineffective use of the MTSS/RtI process.

- As noted on the 2012-2013 CELLA scores, 65% (220) of students scored proficient in Listening/Speaking. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in Listening/Speaking by 4 percentage point to 69% (224)
- As noted on the 2012 -2013 CELLA scores, 29% (99) of students scored proficient in Reading. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in Reading by 7 percentage points to 36% (106).
- As noted on the 2012 - 2013 CELLA scores, 31% (104) of students scored proficient in writing. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in writing 7 percentage points to 38% (111).

Plan to Monitor Progress Toward the Goal

Assessment data will be collected and disaggregated to decide if progress toward goal is satisfactory

Person or Persons Responsible

Literacy Leadership Team MTSS/Rtl Team Administration

Target Dates or Schedule:

monthly quarterly

Evidence of Completion:

Formative assessments Summative: 2014 FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Test indicate 61% of students achieved 3.5 proficiency. Our goal is to increase proficiency 4 percentage points from 61% to 65%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Graphic organizers Descriptive word list Self-editing checklists

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test is that students need additional support with the appropriate writing skills necessary to write with a purpose and to a specific audience, with a specific topic and the use of elaboration.

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl, LLT, and Administrators will review data of monthly writing prompts and make recommendation based on needs assessment.

Person or Persons Responsible

MTSS/Rtl Team LLT Administrators

Target Dates or Schedule:

monthly quarterly

Evidence of Completion:

student papers Writing rubrics 2014 FCAT Writing Test

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by 3 percentage points from 69% to 72%.

Targets Supported

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

Resources Available to Support the Goal

- Computer Assisted Instruction i.e. FCAT Explorer, GO Math, Riverdeep, CPalms, virtual manipulatives, printable worksheets

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Mathematics Test, 40% of Blacks and 65% of Economically Disadvantaged students made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of Black students making AMO-2 targets by 20% to 60% and to increase the number of Economically Disadvantaged students making AMO-2 targets 4% to 69%.
- As noted on the 2013 FCAT 2.0 Mathematics Test, 23% of our SWD made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of SWD making AMO-2 targets by 33% to 56%.
- As noted on the 2013 FCAT 2.0 Mathematics Test, 37% of students scored Level 3. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring Level 3 by 2% to 39%.
- As noted on the 2013 FCAT 2.0 Mathematics Test, 32% of students scored Level 4 or 5. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring Level 4 or 5 by 1% to 38%.
- As noted on the 2013 FCAT 2.0 Mathematics Test, 61% of students made learning gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students making learning gains by 4% to 65%.
- As noted on the 2013 FCAT 2.0 Mathematics Test, 64% of our lowest 25% students made learning gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students in the lowest 25 % making learning gains 4% to 68%

Plan to Monitor Progress Toward the Goal

The MTSS/Rti team and Administration will review data from the bi-weekly benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/Rti Team Administrators

Target Dates or Schedule:

bi-weekly monthly quarterly

Evidence of Completion:

2014 FCAT 2.0 Assessment

G4. On the 2013 Science FCAT 2.0 Test, 63% of students achieved proficiency (FCAT 2.0 Level 3 or above). Our goal is to increase student proficiency by 3 percentage points to 66%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Explore Learning Gizmos, Science Builder (Learning Village), Discovery Education, FCAT Explorere, Virtual Field Trips, Cool Science Resources, Elementary Science Fair

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0 Science Assessment, 30 % of 5th grade students scored Level 3. Our goal is to increase the number of students scoring Level 3 on the FCAT 2.0 2014 Science Assessment by 3% to 33%.
- According to the results of the 2013 FCAT 2.0 Science Assessment, 33 % of 5th grade students scored Level 4 or 5. Our goal is to increase the number of students scoring Level 4 or 5 on the FCAT 2.0 2014 Science Assessment by 1% to 34%.

Plan to Monitor Progress Toward the Goal

Administration, Science Liaison will review results of school-site assessment data to monitor student progress.

Person or Persons Responsible

Science Leader Administration

Target Dates or Schedule:

bi-weekly quarterly monthly

Evidence of Completion:

Formative: Interim Assessments, student work. Summative: Results from 2014 FCAT 2.0 Assessment

G5. 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 labs, Gizmos, Discovery, Science Fair, Math and Science Night, field trips

Targeted Barriers to Achieving the Goal

- There is a minimal number of students given the opportunity to participate in STEM-related experiences .
- The number of STEM-related experiences provided for the students is limited.

Plan to Monitor Progress Toward the Goal

The Assistant Principal and Science and Math Leaders will meet monthly to develop a plan for implementation, discuss scoring and rubrics, and fair logistics. The Leaders will meet with grade levels bi-weekly to share topic ideas, lessons, discuss ongoing progress and assist with resources necessary to conduct classroom experiments. Classroom walkthroughs.

Person or Persons Responsible

Math Leader Science Leader Administration

Target Dates or Schedule:

bi-weekly monthly

Evidence of Completion:

Science Fair projects, science journals, participation in district-wide competitions.

G6. We will monitor students who missed 10% or more of instructional time, students retained by 3rd grade, students who are non-proficient in reading by 3rd grade, students who receive 2+ behavioral referrals, or 1 referral leading to suspension,

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Tangible supplies such as rewards and certificates, Intangibles such as cultural climate and attitudes.

Targeted Barriers to Achieving the Goal

- Students are not familiar with District and School attendance policies, More incentives are needed to encourage students to improve their attendance
- Students are not receiving positive behavior modification and therefore continue to misbehave and get behavior referrals
- Differentiated instruction is not being utilized consistently in order to decrease retentions and reading non proficiency by third grade.

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs reveal teachers using differentiated instruction consistently.

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Class Assessments Interim Assessments 2014 FCAT 2.0

G7. Our goal is to increase the percentage of parents who participate in school-related activities by 5 percentage points.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Community Involvement Specialist, Media center

Targeted Barriers to Achieving the Goal

- Parents have difficulty attending training and informational meetings during the school day and/or after dismissal.
- Parents have limited knowledge of grade level expectations needed to assist their children

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student performance data from the 2013 FCAT 2.0 Reading Test indicate that 72% of the students scored at level 3 or above. Our goal is to increase the number of students scoring level 3 or above by 6 percentage points to 78%.

G1.B1 As noted on the 2013 FCAT 2.0 Reading Test, 72% of Hispanics and 67% of Economically Disadvantaged students made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of Hispanic students making AMO-2 targets by 7% to 79% and to increase the number of Economically Disadvantaged students making AMO-2 targets 8% to 75%. Performance data for students in these subgroups indicates that there is a deficiency in Reporting Category 4, Informational Text/Research Process (LA.3-5.6.1.1 - Read and organize informational text and text features to perform a task)(RI.3.5, RI.3.7, & W.3.8)

G1.B1.S1 Teachers will use text feature charts and text feature analysis to help students interpret graphical information i.e., graphics, legends, illustrations, diagrams, charts, keys and locate, interpret, and organize information.

Action Step 1

For Grade 3, Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

Teachers

Action Step 2

For Grade 4 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

Teachers

Action Step 3

For Grade 5, Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

Teachers

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

The LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of text features.

Person or Persons Responsible

LLT Team Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments Classroom assessments FCAT 2.0 2014

Plan to Monitor Effectiveness of G1.B1.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

printed reports Weekly assessments Quarterly assessments

G1.B2 As noted on the 2013 FCAT 2.0 Reading Test, 33% of Students with Disabilities made AMO-2 target. Our goal for the 2014 FCAT 2.0 is to increase the number of Students with Disabilities making AMO-2 targets by 19% to 75%. Performance data for this subgroup indicates that there is a deficiency in Reporting Category 2, Reading Application. (LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6)

G1.B2.S1 Instructional strategies include: author's purpose chart, informational text structure chart, main idea table, Venn diagram, and content frame.

Action Step 1

For Grade 3, to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Weekly assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

All Teachers

Action Step 2

For Grade 4, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

All teachers

Action Step 3

For Grade 5, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

All Teachers

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

The LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of identifying author's purpose and perspective.

Person or Persons Responsible

Literacy Leadership Team Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Interim Assessments Classroom assessments FCAT 2.0 2014

Plan to Monitor Effectiveness of G1.B2.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

Weekly assessments Quarterly assessments

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, 57% of English Language Learners made AMO-2 target. Our goal for the 2014 FCAT 2.0 is to increase the number of English Language Learners making AMO-2 targets by 9% to 66%. Performance data for this subgroup indicates that there is a deficiency in Reporting Category 1, Vocabulary. (LA.3-5.1.6.3 Context Clues(L.3.4a & L.3.5) (LA.3-5.1.6.7 Base Words and Affixes(L.3.4b & L.3.4c)

G1.B3.S1 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words by using Modeling, Think Alouds, Task Cards, Focusing on Key Vocabulary, Vocabulary with Context Clues, Using Multiple Meaning Words, Interactive Word Walls, Word Banks/Vocabulary Notebooks, and Heritage Language/English Dictionary.

Action Step 1

For Grade 3, teaching reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Providing practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

Teachers

Action Step 2

For Grade 4, during pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

Teachers

Action Step 3

For Grade 5. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students develop and maintain a response journal. Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Students should use sentence and word context to determine meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

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

The LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of vocabulary usage.

Person or Persons Responsible

LLT Team Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments Classroom assessments

Plan to Monitor Effectiveness of G1.B3.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

printed reports Weekly assessments Quarterly assessments

G1.B4 As noted on the 2013 FCAT 2.0 Reading Test, 28% (160) of Students scored at Level 3. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring at Level 3 by 5 percentage points to 33%. Student performance data for the 2013 FCAT indicates that there is a deficiency in Reporting Category 2, Reading Application. (LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2)

G1.B4.S1 Use of two-column notes, summary pyramid, power notes, cause/effect chain, pattern puzzles, common themes in literature, Venn diagrams and content frames.

Action Step 1

For Grade 3, to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and theme within texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

Action Step 2

For Grade 4, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

Action Step 3

For Grade 5, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

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

The LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of reading application.

Person or Persons Responsible

LLT Team Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments Classroom assessments

Plan to Monitor Effectiveness of G1.B4.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

printed reports Weekly assessments Quarterly assessments

G1.B5 As noted on the 2013 FCAT 2.0 Reading Test, 43% (243) of Students scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring at Levels 4-5 by 2 percentage points to 45%. Performance data for the 2013 FCAT indicates that there is a deficiency in Reporting Category 4, Informational Text/Research Process. (LA.3-5.6.1.1 Read and organize informational text and text features to perform a task(RI.3.5, RI.3.7, & W.3.8)

G1.B5.S1 Instructional strategies include: text feature chart, text feature analysis,

Action Step 1

For Grade 3, Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

Action Step 2

For Grade 4 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

Action Step 3

For Grade 5, Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

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

The LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of text features.

Person or Persons Responsible

LLT Team Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments Classroom assessments

Plan to Monitor Effectiveness of G1.B5.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

printed reports Weekly assessments Quarterly assessments

G1.B6 As noted on the 2013 FCAT 2.0 Reading Test, 69% of students made Learning Gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students making Learning Gains by 3 percentage points to 72%. Performance data for the 2013 FCAT indicates that the area of deficiency was Reporting Category 4, Informational Text/Research Process.

G1.B6.S1 Continue the use of Success Maker daily as intervention for 30 minutes daily and focus instruction on specific areas of deficiency.

Action Step 1

Teachers will continue to use Success Maker to target their students' deficit skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

Teachers

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

LLT will review reports from Success Maker to ensure fidelity.

Person or Persons Responsible

LLT Administration

Target Dates or Schedule

Bi-Weekly Quarterly

Evidence of Completion

Printed reports Class Assessments Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

LLT will review reports from Success Maker to ensure effectiveness of intervention

Person or Persons Responsible

LLT Administration

Target Dates or Schedule

Bi-Weekly Quarterly

Evidence of Completion

Printed reports Class Assessments Interim Assessments

G1.B7 As noted on the 2013 FCAT 2.0 Reading Test, 70% of students in the lowest 25% made Learning Gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students in the lowest 25 % making Learning Gains by 3 percentage points to 73%. Performance data indicates the ineffective use of the MTSS/Rtl process.

G1.B7.S1 Provide professional development and ongoing support of the MTSS/Rtl process.

Action Step 1

Provide teachers with support and Professional Development to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Person or Persons Responsible

Teachers MTSS/Rtl Team

Target Dates or Schedule

ongoing

Evidence of Completion

PD Rosters MTSS/Rtl summary reports

Facilitator:

Reading Leader MTSS/Rtl Team

Participants:

Teachers

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

MTSS/Rtl team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

Person or Persons Responsible

Teachers MTSS/Rtl Team

Target Dates or Schedule

ongoing

Evidence of Completion

MTSS/Rtl summary reports Benchmark Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Monitor student performance for the lower performing students on FAIR and administer mini assessments in order to adjust curriculum targets to dictate instructional needs. The MTSS/Rtl team will review data and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers MTSS/Rtl Team

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments Interim Assessments FAIR

G1.B8 As noted on the 2012-2013 CELLA scores, 65% (220) of students scored proficient in Listening/Speaking. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in Listening/Speaking by 4 percentage point to 69% (224)

G1.B8.S1 Students will improve academic performance in Listening/Speaking skills through retelling and summarizing abilities, collaborative conversations and project opportunities.

Action Step 1

The teacher will monitor students abilities to retell and summarize from reading selections and provide opportunities for projects which develop listening and speaking skills

Person or Persons Responsible

Teacher

Target Dates or Schedule

on going

Evidence of Completion

Formative assessments 2014 CELLA

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher informal observation log and rubrics utilized during instruction Classroom Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

printed reports Weekly assessments Quarterly assessments

G1.B9 As noted on the 2012 -2013 CELLA scores, 29% (99) of students scored proficient in Reading. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in Reading by 7 percentage points to 36% (106).

G1.B9.S1 Students will improve academic performance in Reading through computer programs such as Reading Plus, FAIR, SuccessMaker, Accelerated Reader, and Riverdeep along with the use of Task cards and graphic organizers.

Action Step 1

Monitor on-going participation on computer reading programs and classroom assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

printed reports class assessments Interim Assessments

Facilitator:

Reading Leader

Participants:

Teachers

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

The LLT along with the MTSS/RtI Team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher informal observation log utilized during differentiated instruction and rubrics utilized during instruction. Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT MTSS/Rtl Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

printed reports Weekly assessments Quarterly assessments

G1.B10 As noted on the 2012 - 2013 CELLA scores, 31% (104) of students scored proficient in writing. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in writing 7 percentage points to 38% (111).

G1.B10.S1 Students will improve CELLA writing performance through exposure to a variety of writing styles, maintaining a writer's notebook and developing writing from rewriting through final completion.

Action Step 1

The teacher will monitor student writing abilities through their writer's notebook, producing writing that is organized and developed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

collaborative discussions classroom assessments 2014 CELLA

Action Step 2

The teacher will monitor student writing abilities through their writer's notebook, producing writing that is organized and developed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

collaborative discussions classroom assessments 2014 CELLA

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

The LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of text features.

Person or Persons Responsible

LLT Team Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments Classroom assessments

Plan to Monitor Effectiveness of G1.B10.S1

Weekly and monthly assessments

Person or Persons Responsible

Teachers LLT Administration

Target Dates or Schedule

Monthly Quarterly

Evidence of Completion

printed reports Weekly assessments Quarterly assessments

G2. The results of the 2013 FCAT 2.0 Writing Test indicate 61% of students achieved 3.5 proficiency. Our goal is to increase proficiency 4 percentage points from 61% to 65%.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test is that students need additional support with the appropriate writing skills necessary to write with a purpose and to a specific audience, with a specific topic and the use of elaboration.

G2.B1.S1 During writing instruction, students will use graphic organizers to set up a framework for their writing. They will use figurative language, "show not tell", other words for, descriptive words, and magnified moments to expand upon their vocabulary and add depth to their sentences. Introduce students to self-editing checklists so that they can assess and monitor their writing progress and that of their peers.

Action Step 1

Following the FCIM, teachers will administer and score monthly writing prompts to monitor student progress and adjust focus as needed. LLT and MTSS/RtI teams will review data in order to identify areas of need and to regroup for instruction.

Person or Persons Responsible

LLT Administration

Target Dates or Schedule

monthly

Evidence of Completion

Formative; Monthly writing prompts, District Interim Assessments Summative: 2014 FCAT 2.0

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

Teachers will meet with LLT to review and score student writing samples on a monthly/quarterly basis.

Person or Persons Responsible

LLT MTSS/RtI Administration

Target Dates or Schedule

monthly quarterly

Evidence of Completion

FCAT Writing rubrics Writing samples District pre and post tests

Plan to Monitor Effectiveness of G2.B1.S1

Students will use the writing rubric to make revisions and self-edit; Grade level teams will consistently meet to review writing samples.

Person or Persons Responsible

Grade level teams LLT Administrators

Target Dates or Schedule

monthly quarterly

Evidence of Completion

Writing samples Writing rubrics 2014 FCAT Writing Test

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by 3 percentage points from 69% to 72%.

G3.B1 As noted on the 2013 FCAT 2.0 Mathematics Test, 40% of Blacks and 65% of Economically Disadvantaged students made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of Black students making AMO-2 targets by 20% to 60% and to increase the number of Economically Disadvantaged students making AMO-2 targets 4% to 69%.

G3.B1.S1 Students will develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions equivalence, represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.

Action Step 1

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

Person or Persons Responsible

Teachers Math Liaison Administration

Target Dates or Schedule

monthly quarterly

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product.
Summative: Results from 2014 FCAT 2.0 Mathematics Assessment.

Facilitator:

Math Liaison

Participants:

Teachers

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

Review assessment results Classroom walk throughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly bi-weekly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Bi-weekly assessments and District Assessment Summative: Results from the 2014 FCAT 2.0 Mathematics assessment

G3.B2 As noted on the 2013 FCAT 2.0 Mathematics Test, 23% of our SWD made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of SWD making AMO-2 targets by 33% to 56%,

G3.B2.S1 SWD subgroup was deficient in reporting category Expressions, Equations, & Statistics. SWD students need multiple opportunities to construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.

Action Step 1

The students will be provided opportunities to identify or interpret line graphs or double bar graphs to represent a given set of data

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Class Assessments Monthly assessments Interim Assessments

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

Review assessment results, Classroom walk throughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B2.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Bi-weekly assessments and District Assessment

G3.B3 As noted on the 2013 FCAT 2.0 Mathematics Test, 37% of students scored Level 3. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring Level 3 by 2% to 39%.

G3.B3.S1 According to the results of the 2013 FCAT 2.0, students were deficient in Reporting Category – Number: Base 10 and Fractions. Students will be provided an opportunity to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

For Gr. 3 : Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations by providing opportunities for students to represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Class Assessments

Action Step 2

For Gr. 4 :Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Class Assessments

Action Step 3

For Gr. 5: Provide opportunities for students 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

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Assessments

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

Review assessment results Classroom walk throughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Assessment data from Math series, district interims

Plan to Monitor Effectiveness of G3.B3.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Bi-weekly assessments and District Assessment Summative: Results from 2014 FCAT 2.0

G3.B4 As noted on the 2013 FCAT 2.0 Mathematics Test, 32% of students scored Level 4 or 5. Our goal for the 2014 FCAT 2.0 is to increase the number of students scoring Level 4 or 5 by 1% to 38%.

G3.B4.S1 Students need additional opportunities to discuss and write about mathematics.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Assessments

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

Review assessment results Classroom walk throughs

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B4.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison MTSS/RtI Team Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Bi-weekly assessments and District Assessment

G3.B5 As noted on the 2013 FCAT 2.0 Mathematics Test, 61% of students made learning gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students making learning gains by 4% to 65%.

G3.B5.S1 Provide concrete and real world examples of mathematical applications of numbers and operations through the use of manipulatives, models, literacy connections and technology.

Action Step 1

Teachers will provide students with concrete and real world examples of mathematical applications of numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During math instructional time

Evidence of Completion

classroom observation, lesson plans

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

Review assessment results Classroom walk throughs

Person or Persons Responsible

Math Liaison MTSS/Rtl Team Administrators

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Assessment data from Math series, district interims.

Plan to Monitor Effectiveness of G3.B5.S1

Perform grade level articulation with administrative team to share resources and review student assessment data, making adjustments as necessary.

Person or Persons Responsible

Math Liaison, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: monthly assessments, district Interim Assessments

G3.B6 As noted on the 2013 FCAT 2.0 Mathematics Test, 64% of our lowest 25% students made learning gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students in the lowest 25 % making learning gains 4% to 68%

G3.B6.S1 Identify the lowest 25% performing students in grades 3-5 and, based on instructional needs, provide academic support during the school day, as well as mathematical tutoring sessions.

Action Step 1

Differentiated instruction, computer assisted instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

daily for one-half hour (Tier 2) or 45 minutes (Tier 3)

Evidence of Completion

class assessments, computer reports

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Differentiation, Tier 2 Intervention, OPM

Person or Persons Responsible

MTSS/Rtl team, Administration

Target Dates or Schedule

monthly

Evidence of Completion

OPM assessments, computer reports Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guides to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison, MTSS/Rtl team, Administration

Target Dates or Schedule

monthly

Evidence of Completion

OPM reports, formal assessments, summative FCAT 2.0 2014

G4. On the 2013 Science FCAT 2.0 Test, 63% of students achieved proficiency (FCAT 2.0 Level 3 or above). Our goal is to increase student proficiency by 3 percentage points to 66%.

G4.B1 According to the results of the 2013 FCAT 2.0 Science Assessment, 30 % of 5th grade students scored Level 3. Our goal is to increase the number of students scoring Level 3 on the FCAT 2.0 2014 Science Assessment by 3% to 33%.

G4.B1.S1 • Plan collaboratively on a weekly basis using the District Pacing Guide • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Implement all essential laboratories developed by MDCPS. • Promote Project Based Learning (PBL) throughout the year. • Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. • Participate in District recommended field studies.

Action Step 1

The utilization of AIMS Science program will be used with fidelity to provide students with in depth hands on learning, remediation or reteach opportunities for struggling students. Utilize multiple media (oral, written, graphic technology) to reach different learning styles.

Person or Persons Responsible

Science Leader Classroom teachers Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Science Leader and administration will review results of school-site assessment data to monitor student progress

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

Classroom walk throughs to ensure Lesson plans contains: objectives, benchmarks, activities, home learning, and Instructional strategies such as 5 E's (engage, explore, explain, extend, evaluate). Use of inquiry based teaching strategies such as the 5 E's, teacher demonstration, scaffolding, scientific processes, and habits of the mind* are evident. Use of hands on activities/labs/manipulatives to make connections to the real-world.

Person or Persons Responsible

Science Leader Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Science benchmark assessments, Interim Assessments Sumative: 2014 Science FCAT

Plan to Monitor Effectiveness of G4.B1.S1

Bi-weekly Grade Level and Science department discussions and meetings to review data. Weekly, Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Science Unit Tests to ensure progress is being made and adjust instruction as needed. Review Science Pacing Guide to ensure progress is being made.

Person or Persons Responsible

Science Leader Administration

Target Dates or Schedule

bi-weekly quarterly monthly

Evidence of Completion

Interim Assessments, Science benchmark assessments, student work

G4.B2 According to the results of the 2013 FCAT 2.0 Science Assessment, 33 % of 5th grade students scored Level 4 or 5. Our goal is to increase the number of students scoring Level 4 or 5 on the FCAT 2.0 2014 Science Assessment by 1% to 34%.

G4.B2.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Students will be provided with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

class presentations, class experiments and labs

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

Classroom walk throughs to ensure Lesson plans contains: objectives, benchmarks, activities, home learning, and Instructional strategies such as 5 E's (engage, explore, explain, extend, evaluate). Use of inquiry based teaching strategies such as the 5 E's, teacher demonstration, scaffolding, scientific processes, and habits of the mind* are evident. Use of hands on activities/labs/manipulatives to make connections to the real-world.

Person or Persons Responsible

Science leader Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Science benchmark assessments, Summative: 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G4.B2.S1

Bi-weekly Grade Level and Science department discussions and meetings to review data. Weekly, Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Science Unit Tests to ensure progress is being made and adjust instruction as needed. Review Science Pacing Guide to ensure progress is being made.

Person or Persons Responsible

Science leader Administration

Target Dates or Schedule

bi-weekly monthly quarterly

Evidence of Completion

Formative: Science benchmark assessment Summative: 2014 FCAT 2-0 Science

G5. 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.

G5.B1 There is a minimal number of students given the opportunity to participate in STEM-related experiences .

G5.B1.S1 To increase the number of students participating in project based learning in STEM by using both problem-based and performance-based teaching and learning.

Action Step 1

Teachers will provide more opportunities for scientific inquiry and problem based learning with emphasis on the interdisciplinary subjects of science, technology, engineering, and math.

Person or Persons Responsible

Teachers Science Leader

Target Dates or Schedule

on going

Evidence of Completion

Projects Science Lab notebooks

Facilitator:

Science Liaison

Participants:

Teachers

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

Administrators, Science Leader, and Math Leader will monitor over Science and Math to ensure that there is evidence of completed student projects in STEM Review assessment results Classroom walk throughs

Person or Persons Responsible

Math Leader Science Leader Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

number of students participating in STEM projects, i.e. Science Fair, SECME, Fairchild Challenge, First Robotics League.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Science Leader Math Leader Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

class assessments and STEM projects completed

G5.B2 The number of STEM-related experiences provided for the students is limited.

G5.B2.S1 To increase the number of experiences provided to students in STEM.

Action Step 1

To establish a plan and timeline for the development of student projects and increase the number of STEM experiences by participating in competitions (i.e., SECME Olympiad, TEAM, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Person or Persons Responsible

Math Leader Science Leader Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Number of STEM activities participation.

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

Administrators, Science Leader, and Math Leader will look for increased participation in school site STEM competitions that serve as a selection process for district and state STEM competitions

Person or Persons Responsible

Math Leader Science Leader Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Projects selected for further competition.

Plan to Monitor Effectiveness of G5.B2.S1

The STEM team will evaluate the effectiveness of the projects by utilizing rubrics to measure the students' understanding of and application of the scientific method and mathematical computations.

Person or Persons Responsible

Math Leader Science Leader Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Number of quality projects assessed.

G6. We will monitor students who missed 10% or more of instructional time, students retained by 3rd grade, students who are non-proficient in reading by 3rd grade, students who receive 2+ behavioral referrals, or 1 referral leading to suspension,

G6.B1 Students are not familiar with District and School attendance policies, More incentives are needed to encourage students to improve their attendance

G6.B1.S1 Identify and refer students who may be developing a pattern of nonattendance (10 or more absences or tardies) to the MTSS/Rtl team for intervention.

Action Step 1

Students who develop a pattern absenteeism will be referred to the MTSS/Rtl team and a reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Do the Right Thing" project.

Person or Persons Responsible

MTSS/Rtl Team Administrators Attendance Clerk

Target Dates or Schedule

ongoing

Evidence of Completion

Cognos reports District and school attendance reports

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

MTSS/Rtl Team will review attendance reports to develop intervention strategies. Teachers will identify students who qualify for "Do the Right Thing" on a monthly basis.

Person or Persons Responsible

Teacher MTSS/Rtl Team Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Review Committee meetings Students awarded "Do the Right Thing"

Plan to Monitor Effectiveness of G6.B1.S1

Number of student rewards increase, attendance increases.

Person or Persons Responsible

MTSS/Rti Team Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance records improve

G6.B1.S3 The MTSS/Rtl team will monitor students who receive two or more behavioral referrals

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B2 Students are not receiving positive behavior modification and therefore continue to misbehave and get behavior referrals

G6.B2.S1 Increase positive behavior modification strategies in order to reduce behavioral referrals.

Action Step 1

The MTSS/Rtl Team will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

ongoing

Evidence of Completion

Parent conferences counseling logs

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

MTSS/Rtl team will meet bi-weekly to discuss behavior referrals and develop strategies to implement with students.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

ongoing

Evidence of Completion

Implementation strategies meeting notes/logs

Plan to Monitor Effectiveness of G6.B2.S1

MTSS/Rtl team will monitor Cognos reports and number of referrals to determine the effectiveness of the interventions.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

ongoing

Evidence of Completion

Cognos reports number of referrals

G6.B3 Differentiated instruction is not being utilized consistently in order to decrease retentions and reading non proficiency by third grade.

G6.B3.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 benchmarks.

Person or Persons Responsible

Reading Leader

Target Dates or Schedule

monthly

Evidence of Completion

PD rosters

Facilitator:

Reading Leader

Participants:

teachers

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

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

Person or Persons Responsible

Administration Reading Leader

Target Dates or Schedule

During common planning and district professional development days

Evidence of Completion

Sign-In sheets Training agenda persons in attendance

Plan to Monitor Effectiveness of G6.B3.S1

Administrative team will conduct classroom walkthroughs to determine if strategies presented during trainings are being utilized. In addition, the MTSS/RtI team will examine FAIR data and data from other district assessments to determine if students "at risk" are making gains.

Person or Persons Responsible

Administrative Team MTSS/RtI Team Reading Leader

Target Dates or Schedule

ongoing

Evidence of Completion

Evidence of differentiated instruction, Group rotation charts, lists of students in various group work stations, FAIR and District Assessments.

G7. Our goal is to increase the percentage of parents who participate in school-related activities by 5 percentage points.

G7.B1 Parents have difficulty attending training and informational meetings during the school day and/or after dismissal.

G7.B1.S1 Offer parent trainings, meetings, and workshops after school

Action Step 1

The administration will work closely with PTA to ensure that training and meetings are scheduled during times that most parents can attend. A calendar of events which provides a variety of meeting times will be created.

Person or Persons Responsible

Administrative Team, Community Involvement Specialist PTA

Target Dates or Schedule

ongoing

Evidence of Completion

Sign-in sheets Calendar of Events Meeting/Training Agendas

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

The administrative team will attend parent events and monitor the activities calendar to ensure that flexibility in scheduling is provided for parents that cannot attend training or meetings during the school-day.

Person or Persons Responsible

Administrative Team Community Involvement Specialist PTA

Target Dates or Schedule

ongoing

Evidence of Completion

Calendar of events Sign in sheets Agendas

Plan to Monitor Effectiveness of G7.B1.S1

The effectiveness of parent participation will be measured by increased attendance to meetings and/or trainings.

Person or Persons Responsible

Administrative Team, Community Involvement Specialist

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets

G7.B2 Parents have limited knowledge of grade level expectations needed to assist their children

G7.B2.S1 Host a Curriculum Night where parents are given information on state and district testing and how those assessments are directly aligned to the state standards in reading, math and science.

Action Step 1

The school will host a Curriculum Night where parents will be given information, by grade level, on Common Core State Standards, Next Generation Sunshine State Standards and how those standards shape instruction and assessments.

Person or Persons Responsible

Administrative Team Grade Level Chairpersons,

Target Dates or Schedule

January 2014

Evidence of Completion

Agenda Training Handouts Parent Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G7.B2.S1

A Curriculum Night Committee will be developed which will include the Administrative Team, Grade Level Chairpersons, and teachers. The team will meet monthly to select the information that will be disseminated to the parents and create event flyers, and decide on ways to solicit parent participation.

Person or Persons Responsible

Administrative Team, Grade Level Chairpersons,

Target Dates or Schedule

October, November 2013, January 2014

Evidence of Completion

Minutes and/or agenda of Curriculum Night Committee meetings. Flyers and other informational tools used to advertise the event.

Plan to Monitor Effectiveness of G7.B2.S1

Administration will attend all Curriculum Night Committee meetings to ensure that pertinent resources gathered for the event are relevant and current. Administration will attend the event to ensure that the information is delivered in a way that is easy for parents to understand and that translation is being offered at every grade level. A survey will be sent to parents to determine the effectiveness of the event.

Person or Persons Responsible

Administration

Target Dates or Schedule

October, November 2013, January 2014

Evidence of Completion

Survey results Curriculum Night Agenda Parent Sign-In Sheets

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

At Jack D. Gordon Elementary School services are provided to ensure students requiring additional remediation are assisted through push-in and pull-out tutoring as well as before and after-school programs. The district coordinates with Title III in ensuring ELL students' needs are provided. School based, Title I funded Community Involvement Specialist (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Literacy Leadership Team along with grade level chairpersons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with classroom teachers to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. Other components that are integrated into the school-wide program include an extensive Parental Program, School wide Service Learning projects and special support services to special needs populations such as ELL and SWD. The school has 4 computer labs, one in each PLC and two at the main campus, which can be used by all ELLs and SWDs.

Title II

Jack D. Gordon Elementary School uses supplemental funds provided by 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) focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Jack D. Gordon Elementary School uses its Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students

Title X- Homeless

NA

Violence Prevention Programs

Jack D. Gordon Elementary School offers a non-violence and anti-drug program to students that incorporate field trips and counseling. Furthermore, through a school wide Service Learning/Character-Ed project, topics such as bullying are taught as the regular curriculum. Furthermore, counselors conduct classroom lessons on bullying prevention to include internet safety. Finally, fifth grade students receive D.A.R.E. lessons through the Miami Dade Police Department.

Nutrition Programs

1) Jack D. Gordon Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

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

Furthermore, Jack D, Gordon Elementary School is part of the Alliance for a Healthier Generation Healthy Schools program which promotes healthy eating habits.

Housing Programs

NA

Head Start

NA

Adult Education

Jack D. Gordon Elementary School is not a secondary school and therefore does not offer any Adult Education courses.

Career and Technical Education

Jack D. Gordon Elementary School holds an annual week long Career Week which acts as a culminating activity for ongoing research and development of a school to career correlated curriculum.

Job Training

NA

Other

Jack D. Gordon Elementary School Involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, parent organizations such as Parent Information and Resource Centers (PIRC) of Florida and other referral organizations and services. Our goal is to increase parental engagement/involvement through developing (with on-going parental input) our school's

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. 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. This impacts our goal to empower parents and build their capacity for involvement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Student performance data from the 2013 FCAT 2.0 Reading Test indicate that 72% of the students scored at level 3 or above. Our goal is to increase the number of students scoring level 3 or above by 6 percentage points to 78%.

G1.B1 As noted on the 2013 FCAT 2.0 Reading Test, 72% of Hispanics and 67% of Economically Disadvantaged students made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of Hispanic students making AMO-2 targets by 7% to 79% and to increase the number of Economically Disadvantaged students making AMO-2 targets 8% to 75%. Performance data for students in these subgroups indicates that there is a deficiency in Reporting Category 4, Informational Text/Research Process (LA.3-5.6.1.1 - Read and organize informational text and text features to perform a task)(RI.3.5, RI.3.7, & W.3.8)

G1.B1.S1 Teachers will use text feature charts and text feature analysis to help students interpret graphical information i.e., graphics, legends, illustrations, diagrams, charts, keys and locate, interpret, and organize information.

PD Opportunity 1

For Grade 3, Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

PD Opportunity 2

For Grade 4 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

PD Opportunity 3

For Grade 5, Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

G1.B2 As noted on the 2013 FCAT 2.0 Reading Test, 33% of Students with Disabilities made AMO-2 target. Our goal for the 2014 FCAT 2.0 is to increase the number of Students with Disabilities making AMO-2 targets by 19% to 75%. Performance data for this subgroup indicates that there is a deficiency in Reporting Category 2, Reading Application. (LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text (RI.3.6)

G1.B2.S1 Instructional strategies include: author's purpose chart, informational text structure chart, main idea table, Venn diagram, and content frame.

PD Opportunity 1

For Grade 3, to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.

Facilitator

Reading Leader

Participants

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Weekly assessments Interim Assessments

PD Opportunity 2

For Grade 4, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text. Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.

Facilitator

Reading Leader

Participants

All teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly assessments Interim Assessments

PD Opportunity 3

For Grade 5, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.

Facilitator

Reading Leader

Participants

All Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Weekly Assessments Interim Assessments

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, 57% of English Language Learners made AMO-2 target. Our goal for the 2014 FCAT 2.0 is to increase the number of English Language Learners making AMO-2 targets by 9% to 66%. Performance data for this subgroup indicates that there is a deficiency in Reporting Category 1, Vocabulary. (LA.3-5.1.6.3 Context Clues(L.3.4a & L.3.5) (LA.3-5.1.6.7 Base Words and Affixes(L.3.4b & L.3.4c)

G1.B3.S1 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words by using Modeling, Think Alouds, Task Cards, Focusing on Key Vocabulary, Vocabulary with Context Clues, Using Multiple Meaning Words, Interactive Word Walls, Word Banks/Vocabulary Notebooks, and Heritage Language/English Dictionary.

PD Opportunity 1

For Grade 3, teaching reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Providing practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

PD Opportunity 2

For Grade 4, during pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Assessments Interim Assessments

G1.B6 As noted on the 2013 FCAT 2.0 Reading Test, 69% of students made Learning Gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students making Learning Gains by 3 percentage points to 72%. Performance data for the 2013 FCAT indicates that the area of deficiency was Reporting Category 4, Informational Text/Research Process.

G1.B6.S1 Continue the use of Success Maker daily as intervention for 30 minutes daily and focus instruction on specific areas of deficiency.

PD Opportunity 1

Teachers will continue to use Success Maker to target their students' deficit skills.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Assessments Interim Assessments

G1.B7 As noted on the 2013 FCAT 2.0 Reading Test, 70% of students in the lowest 25% made Learning Gains. Our goal for the 2014 FCAT 2.0 is to increase the number of students in the lowest 25 % making Learning Gains by 3 percentage points to 73%. Performance data indicates the ineffective use of the MTSS/Rtl process.

G1.B7.S1 Provide professional development and ongoing support of the MTSS/Rtl process.

PD Opportunity 1

Provide teachers with support and Professional Development to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Facilitator

Reading Leader MTSS/Rtl Team

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PD Rosters MTSS/Rtl summary reports

G1.B9 As noted on the 2012 -2013 CELLA scores, 29% (99) of students scored proficient in Reading. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in Reading by 7 percentage points to 36% (106).

G1.B9.S1 Students will improve academic performance in Reading through computer programs such as Reading Plus, FAIR, SuccessMaker, Accelerated Reader, and Riverdeep along with the use of Task cards and graphic organizers.

PD Opportunity 1

Monitor on-going participation on computer reading programs and classroom assessments.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

printed reports class assessments Interim Assessments

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by 3 percentage points from 69% to 72%.

G3.B1 As noted on the 2013 FCAT 2.0 Mathematics Test, 40% of Blacks and 65% of Economically Disadvantaged students made AMO-2 targets. Our goal for the 2014 FCAT 2.0 is to increase the number of Black students making AMO-2 targets by 20% to 60% and to increase the number of Economically Disadvantaged students making AMO-2 targets 4% to 69%.

G3.B1.S1 Students will develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions equivalence, represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.

PD Opportunity 1

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

Facilitator

Math Liaison

Participants

Teachers

Target Dates or Schedule

monthly quarterly

Evidence of Completion

Formative: Monthly Assessments, District interim assessments data reports, student work product.
Summative: Results from 2014 FCAT 2.0 Mathematics Assessment.

G5. 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.

G5.B1 There is a minimal number of students given the opportunity to participate in STEM-related experiences .

G5.B1.S1 To increase the number of students participating in project based learning in STEM by using both problem-based and performance-based teaching and learning.

PD Opportunity 1

Teachers will provide more opportunities for scientific inquiry and problem based learning with emphasis on the interdisciplinary subjects of science, technology, engineering, and math.

Facilitator

Science Liaison

Participants

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Projects Science Lab notebooks

G6. We will monitor students who missed 10% or more of instructional time, students retained by 3rd grade, students who are non-proficient in reading by 3rd grade, students who receive 2+ behavioral referrals, or 1 referral leading to suspension,

G6.B3 Differentiated instruction is not being utilized consistently in order to decrease retentions and reading non proficiency by third grade.

G6.B3.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 benchmarks.

Facilitator

Reading Leader

Participants

teachers

Target Dates or Schedule

monthly

Evidence of Completion

PD rosters

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student performance data from the 2013 FCAT 2.0 Reading Test indicate that 72% of the students scored at level 3 or above. Our goal is to increase the number of students scoring level 3 or above by 6 percentage points to 78%.	\$9,800
G5.	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.	\$1
Total		\$9,801

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Total
Title 1 Funds, EESAC funds	\$9,800	\$0	\$9,800
Title i Funds	\$0	\$1	\$1
Total	\$9,800	\$1	\$9,801

Budget Details

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

G1. Student performance data from the 2013 FCAT 2.0 Reading Test indicate that 72% of the students scored at level 3 or above. Our goal is to increase the number of students scoring level 3 or above by 6 percentage points to 78%.

G1.B9 As noted on the 2012 -2013 CELLA scores, 29% (99) of students scored proficient in Reading. Our goal for the 2013 - 2014 school year is to increase the percentage of students scoring proficient in Reading by 7 percentage points to 36% (106).

G1.B9.S1 Students will improve academic performance in Reading through computer programs such as Reading Plus, FAIR, SuccessMaker, Accelerated Reader, and Riverdeep along with the use of Task cards and graphic organizers.

Action Step 1

Monitor on-going participation on computer reading programs and classroom assessments.

Resource Type

Technology

Resource

Gizmos, Brain Pop, A/R, STAR,

Funding Source

Title 1 Funds, EESAC funds

Amount Needed

\$9,800

G5. 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.

G5.B1 There is a minimal number of students given the opportunity to participate in STEM-related experiences .

G5.B1.S1 To increase the number of students participating in project based learning in STEM by using both problem-based and performance-based teaching and learning.

Action Step 1

Teachers will provide more opportunities for scientific inquiry and problem based learning with emphasis on the interdisciplinary subjects of science, technology, engineering, and math.

Resource Type

Other

Resource

Science boards, materials, field trips

Funding Source

Title i Funds

Amount Needed

\$1