



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Brentwood Elementary School

3101 NW 191ST ST

Miami Gardens, FL 33056

305-624-2657

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 B	2009-10 C
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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	19
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	32
Part III: Coordination and Integration	106
Appendix 1: Professional Development Plan to Support Goals	109
Appendix 2: Budget to Support Goals	115

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
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Brentwood Elementary School

Principal

Sharon Jackson D

School Advisory Council chair

Miriam Comer

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

Name	Title
Dr. Sharon D. Jackson	Principal
Dr. Solomon Homidas	Assistant Principal
Ms. Olga Acevedo	4th Grade Chairperson
Ms. Isis Gonzalez	5th Grade Chairperson
Ms. Robin Blue	3rd Grade Chairperson
Ms. Michelle Rodriguez	2nd Grade Chairperson
Ms. Claudia Nodal	1st Grade Chairperson
Ms. Winsome Rose	Kindergarten Chairperson
Ms. Lori Margolin	Teacher
Ms. Miriam Comer	Teacher
Ms. Cindy Fitelson	Media Specialist
Ms. Ginette Torres	Counselor
Dr. Helen Smith-Carelli	Counselor
Ms. Jacquelin Thompson	Community Involvement Specialist
Ms. Florencia Velasco	Special Area Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is made up of the Principal, UTD Steward, 5 Teachers, 7 Parents, 3 Business Community Partners, 1 Educational Support person, 1 Student, 1 Alternate Teacher, 1 Alternate Parent, 1 Alternate Educational Support person, and 1 Alternate Student.

Dr. Sharon D. Jackson, Principal – 1
Ms. Latricia Mobley, UTD Steward – 1,
Ms. Miriam Comer, Teacher - 1
Ms. Lori Margolin, Teacher - 1
Ms. Augrel Williams, Teacher - 1
Ms. Claudia Nodal, Teacher - 1
Ms. Robin Blue, Teacher - 1
Ms. Kiyana Wooten, Parent - 1
Mr. Brian Johnson, Parent - 1
Ms. Carlene Hall-Robinson, Parent - 1
Mr. Dale O'Garro, Sr., Parent - 1
Mr. Fred Douglas, Parent - 1
Ms. Miriam Bruton, Parent - 1
Ms. Tequilla Clark, Parent -1
Ms. Jacquelyn Thompson, Educational Support – 1
Ms. Angelica Aguilar, Student – 1
Ms. Brenda Lang Johnson, Business Community – 1
Mr. Oscar Negron, Business Community - 1
Ms. Marjory Saravia, Business Community - 1
Ms. Rome Ivey, Alternate Teacher – 1
Ms. Migdalia Merren, Alternate Educational Support – 1
Ms. Rosario Martinez, Alternate Parent – 1
Ms. Brianna Johnson, Alternate Student - 1

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) has an important function for the success of Brentwood Elementary School. Listed below are some of the functions of the SAC involvement in the development of the School Improvement Plan:

- Recommends providing the necessary professional developments in order to implement reading, writing, mathematics and science strategies identified in the School Improvement Plan
- Assists the school with brainstorming ideas and strategies for the School Improvement Plan

Activities of the SAC for the upcoming school year

- Recommends the provision of appropriate in-services to improve the usage of computers and other media to support instruction as well as the use of technological software to enhance academic growth
- Reaches out to community to obtain more partners
- Assists with the organization of FCAT Family Night

The SIP will be monitored by the Leadership Team.

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

- Recommends the purchasing of supplemental materials to facilitate instruction of District curriculum objectives
 - Recommends providing materials for student incentives to promote achievement such as End of Year Awards Certificates
 - Recommends the purchasing of additional personnel and instructional materials as needed and as the budget allows
- Purchase a Smartboard and LCD Projectors

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sharon Jackson D

Principal

Years as Administrator: 13

Years at Current School: 10

CredentialsElementary Education
Ed Leadership**Performance Record**

'11 '10 '09
 School Grade B C B
 High Standards Rdg. 57 54 58
 High Standards Math 73 63 67
 Lrng Gains-Rdg. 63 59 62
 Lrng Gains-Math 76 70 70
 Gains-Rdg-25% 56 61 60
 Gains-Math-25% 67 69 67
 2013 – School Grade - C
 Rdg. Proficiency, 41%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 65points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 58 points
 Rdg. AMO – 55
 Math AMO– 64
 2012 – School Grade - C
 Rdg. Proficiency, 43%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO – 50
 Math AMO– 60

Dr. Solomon Homidas

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Certifications
 Elementary K-6
 Exceptional Student Education K -12
 E.S.O.L. Endorsement
 Educational Leadership
 Bachelor's in Music
 Master's in Special Education
 Doctorate in Educational Leadership

Performance Record

One month
 '11 '10 '09
 School Grade A B A
 High Standards Rdg. 79 70 79
 High Standards Math 77 70 77
 Lrng Gains-Rdg. 65 66 73
 Lrng Gains-Math 78 60 79
 Gains-Rdg-25% 55 48 55
 Gains-Math-25% 71 63 76
 2013 – School Grade - C
 Rdg. Proficiency, 53%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% -
 65 points
 Math Imp. of Lowest 25% -
 57 points
 Rdg. AMO – 69
 Math AMO– 71
 2012 – School Grade - B
 Rdg. Proficiency, 50%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 56 points
 Math Lrg. Gains, 59points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 56 points
 Rdg. AMO – 65
 Math AMO– 68

Classroom Teachers

of classroom teachers

48

receiving effective rating or higher

0%

Highly Qualified Teachers

67%

certified in-field

, 0%

ESOL endorsed

24, 50%

reading endorsed

6, 13%

with advanced degrees

22, 46%

National Board Certified

1, 2%

first-year teachers

0, 0%

with 1-5 years of experience

2, 4%

with 6-14 years of experience

25, 52%

with 15 or more years of experience

21, 44%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

To recruit, an Interviewing Committee is composed of highly qualified teachers and administrators and a joint decision is made for hiring.

To retain, highly qualified grade level chairpersons support teachers on their grade level.

Administrators provide additional professional development.

- Professional Development through Common Core Standards for reading and Math – District

personnel

- Utilize collaborative planning and lesson studies among teachers to implement Best Practices – Grade level Chairpersons and Leadership Team
- Experienced teachers and Administrators will implement classroom support to assist with rigor in the classroom –
- Modeling of Researched Based Practices

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

Brentwood's mentoring program includes the assistance of the Administrators, the Literacy Leadership Team, grade level chairperson(s) and District support personnel.

Some activities include:

- Classroom observations
- Coaching
- Team teaching
- Reduced Teaching Load

Rationale for Pairings:

Newly hired and new to the grade level teachers are paired with an experienced teacher for guidance.

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

Brentwood's Leadership Team and EESAC will monitor and adjust the School Improvement Plan and behavioral goals through data gathering and data analysis of all District Assessments. Resources will be allocated to fund a Reading Interventionist to support small group and individual instructional needs. The MTSS Leadership Team uses 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:

Tier 1

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. The MTSS and Leadership Team will meet regularly to analyze Interim Assessments, FAIR and Chapter/Unit assessments to determine levels of proficiency.
4. The MTSS and Leadership Team will meet regularly to analyze Interim Assessments, FAIR and Chapter/Unit assessments to determine students that do not show a positive response. These students will be targeted for Tier 2 Intervention.
5. Students
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 implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS 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 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 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

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/Rtl into the culture of each school.

Brentwood's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted such as:

- Dr. Sharon D. Jackson, Principal - Ensures data- based decision making, implementation of MTSS/ Rtl implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
- Dr. Solomon Homidas, Assistant Principal- Ensures data- based decision making, implementation of MTSS/ Rtl implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
- Dr. Helen Smith-Carelli, Counselor - Organizes MTSS/Rtl meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.
- Ginette Torres, Counselor - Organizes MTSS/Rtl meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.
- Cindy Fitelson, Media Specialist – Provides core reading resources that compliments the academic curriculum.
- Howard Morgenstern, School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection,

data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

- Winsome Rose, Kindergarten Chairperson
- Claudia Nodal, 1st Grade Chairperson
- Michelle Rodriguez, 2nd Grade Chairperson
- Robin Blue, 3rd Grade Chairperson
- Olga Acevedo, 4th Grade Chairperson
- Isis Gonzalez, 5th Grade Teacher
- Lori Margolin, Teacher
- Miriam Comer, Teacher

All of the above named Grade Level Chairs provide core instruction and collaborate with other staff members to integrate materials/instruction with activities.

- Alexa Alvarado, School social worker - Provides social history and family background information on students with academic/behavioral needs.
- Cynita Matthews, Speech Pathologist – Provides information about language and speech.

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

- The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
- The Leadership Team will provide levels of support and interventions to students based on data.
- The Rtl Leadership Team met with the EESAC council to help develop the SIP. The team analyzed and provided data on the student trends of strengths and weaknesses and set the expectations for all grade levels.

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

Edusoft and PMRN reports will be accessed and data will be analyzed at Data Chats. The McGraw Hill and Think Central online assessments will be utilized as on-going progress monitoring. Data will be used to guide instructional decisions and system procedures for all students.

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments

The Counselors will monitor attendance and behavioral Student Case Management Forms for habitual attendance and behavior issues. SPOT Success will be encouraged on a weekly basis in every homeroom and special area class to identify positive behaviors.

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month

- Attendance
 - Frequency Monitoring
- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system
 - Adjust the allocation of school-based responses
 - Drive decisions regarding targeted professional development
 - Create student growth trajectories in order to identify and develop interventions

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

The plan to support understanding of the MTSS and to build capacity for staff and parents will include:

1. Data-based problem solving Professional Development will be given at Faculty, PTA, and EESAC meetings
2. District support will include:
 - training for all administrators in the MTSS problem solving, data analysis process;
 - providing support for school staff to understand basic MTSS principles and procedures; and
 - providing a network of ongoing support for MTSS organized through feeder patterns.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 2,160

- We provide an after-school reading tutorial program.
- Chess is offered as an enrichment program to selected students.
- Small group and individual tutoring in reading and math is provided in our extended care program.
- Teachers have common planning time to collaborate, share best practices, and develop lesson plans.
- Professional development is usually offered after school and targets academic needs for all learners.

Strategy Purpose(s)

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

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

A pretest is administered to tutoring participants. Data is collected prior to the start of tutoring sessions. A posttest is given at the end of the tutorial program. Individual and group scores are compared between pre- and post tests to determine the effectiveness of strategies. Mr. Terry Lang of Program and Project Management Services, Ms. Lolita Smith, Ms. Ginette Torres, Ms. Rome Ivey, and Ms. Michelle Rodriguez, On-Site Program Coordinators are responsible for the extended learning tutorial program.

Who is responsible for monitoring implementation of this strategy?

Dr. Sharon D. Jackson, Principal
 Dr. Solomon Homidas, Assistant Principal
 Lori Margolin, Teacher
 Miriam Comer, Teacher
 Dr. Helen Smith-Carelli, Counselor
 Ginette Torres, Counselor
 Cindy Fitelson, Media Specialist
 Howard Morgenstern, School Psychologist
 Winsome Rose, Kindergarten Chairperson
 Claudia Nodal, 1st Grade Chairperson
 Michelle Rodriguez, 2nd Grade Chairperson
 Robin Blue, 3rd Grade Chairperson
 Olga Acevedo, 4th Grade Chairperson
 Isis Gonzalez, 5th Grade Teacher

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

Name	Title
Dr. Sharon D. Jackson	Principal
Dr. Solomon Homidas	Assistant Principal
Ms. Lori Margolin	Teacher
Ms. Miriam Comer	Teacher

Name	Title
Dr. Helen Smith-Carelli	Counselor
Dr. Ginette Torres	Counselor
Ms. Cindy Fitelson	Media Specialist
Howard Morgenstern	School Psychologist
Winsome Rose	Kindergarten Chairperson
Claudia Nodal	1st Grade Chairperson
Michelle Rodriguez	2nd Grade Chairperson
Robin Blue	3rd Grade Chairperson
Olga Acevedo	4th Grade Chairperson
Isis Gonzalez	5th Grade Chairperson
Florencia Velasco	Special Area Chairperson

How the school-based LLT functions

The Literacy Leadership Team meets monthly and as needed. Selected members of the LLT meet to discuss school and grade level issues. Data chats are held to disaggregate student performance data and identify interventions and enrichments. The LLT offers academic and behavioral recommendations to the parent, teacher, and support personnel as needed. The Literacy Leadership Team also assists with the development of the school calendar of events and program implementation.

Major initiatives of the LLT

The major initiatives this year will include the following: routine meetings, school-wide writing across curriculum, Accelerated Reader Top 100, and Riverdeep and SuccessMaker in primary grades. Discovery Education will also be integrated across the curriculum. Another initiative of the Literacy Team will be to maintain the fidelity of the Reading Program, intervention groups and continue to the development of differentiated instruction within the reading, math, science and social studies classes. The Attendance Committee will focus on improving tardies, attendance, and students leaving early.

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

Title I Administration assists Brentwood Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time-highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Brentwood Elementary School offers three classes of a Pre-Kindergarten Program funded by VPK. The Pre-Kindergarten teacher and paraprofessional will administer the Houghton Mifflin Pre-K Growth Indicators Benchmark Assessment three times during the year. They will also keep on-going anecdotal records and conduct three observation parent conferences during the school year. Child Observation Reports (C.O.R.) are used for parent conferences. Low performing students are targeted early and as

identified are given strategies and appropriate academics. The certified teacher and the trained paraprofessional deliver the High Scope Program. The instructional staff provides parents with packets of activities and offers workshops to train parents to assist their children at home. Daily communication takes place between the family and the teacher. In 2008- 2009, Brentwood piloted the “Ready Schools Miami Project which focuses on the vertical articulation and success of Pre- Kindergarten students who transition into Kindergarten. This program is funded by a grant offered from the Kellogg’s Foundation. We will continue to be part of the Ready Schools Miami Project in the 2013 - 2014 school year. The Florida Kindergarten Readiness Screener (FLKRS) is administered by certified Kindergarten teachers to all incoming Kindergarten students as an initial diagnostic assessment tool to determine student readiness. The FLKRS data will be disaggregated to identify students’ needs. The low performing students will be placed in intervention groups to address identified deficient skills. The Reading Coach and Kindergarten teachers will implement strategies to increase the students’ readiness levels.

At Brentwood Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Assessment in Reading (F.A.I.R.) will be used to assess basic academic skill development and academic school readiness of incoming students. The CELLA assessment tool is used to identify English language Learners (ELL).

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Diagnostic tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/ intervention programs.

1. Establish or expand the “Welcome to Kindergarten and the “Meet and Greet” programs to build partnership with parents for all in-coming Pre-Kindergarten and kindergarten students. Through this venture, parents and children will gain familiarity with Pre-kindergarten and Kindergarten as well as receive information relative to the matriculation of students at the school.
2. Provide End of the Year Awards Programs to celebrate growth and achievements made throughout the school year. Pre-Kindergarten teachers provide “A Look Ahead into Kindergarten” snapshot for students to get a jumpstart over the summer.
3. Pre-Kindergarten and Kindergarten students were given the District Summer Reading List and Activities and a look ahead into Math.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	41%	No	55%
American Indian		0%		
Asian		0%		
Black/African American	50%	41%	No	55%
Hispanic	41%	38%	No	47%
White		0%		
English language learners	47%	29%	No	52%
Students with disabilities	35%	19%	No	42%
Economically disadvantaged	49%	40%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	25%	36%
Students scoring at or above Achievement Level 4	49	14%	19%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

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)	10	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		23%

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	52	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		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	60%	44%	No	64%
American Indian		0%		
Asian		0%		
Black/African American	61%	46%	No	65%
Hispanic	48%	32%	No	54%
White		0%		
English language learners	31%	31%	Yes	38%
Students with disabilities	38%	16%	No	45%
Economically disadvantaged	59%	44%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	29%	44%
Students scoring at or above Achievement Level 4	49	14%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%		No	64%
American Indian				
Asian				
Black/African American	61%		No	65%
Hispanic	48%		No	54%
White				
English language learners	31%		No	38%
Students with disabilities	38%		No	45%
Economically disadvantaged	59%		No	63%

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	40	32%	36%
Students scoring at or above Achievement Level 4	22	18%	20%

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)	50		60
Participation in STEM-related experiences provided for students	297	82%	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	47	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	29	4%	3%
Students who are not proficient in reading by third grade	85	64%	58%
Students who receive two or more behavior referrals	88	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	4%	3%

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

See PIP

Specific Parental Involvement Targets

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

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of All Students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by at least 14 percentage points to 55%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicate that 53% of the Grade 4 students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 5 percentage points to 58%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 44% achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase at or above Level 3 proficiency by 20 percentage points to 64%.
- G4.** The results of the 2013 FCAT 2.0 Science Test indicate that 32% of the Grade 5 students achieved a Level 3. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above by 4 percentage points to 36%.
- G5.** The Early Warning System (EWS) goal for 2013-2014 is to reduce the percent of students with attendance and behavior issues as well as students who are retained and non-proficient by 3rd grade.
- G6.** In 2012–2013, 297(82%) of students completed Science Fair Projects. The STEM goal for the 2013-2014 school year is to increase the number of students completing Science Fair projects using the Scientific Process as a timeline to at least 85%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of All Students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by at least 14 percentage points to 55%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Reading Program SuccessMaker Reading FCAT Explorer Riverdeep

Targeted Barriers to Achieving the Goal

- Students in the All Students subgroup in Grades 3 and 5 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 2, Reading Application; Grade 3 and 5 students experience difficulties identifying the text structure an author uses and explain how it impacts meaning in text. Grade 4 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Vocabulary. Grade 4 students experience difficulty analyzing words in text.
- Performance data of students in the Black subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because only 41 percent of the students achieved proficiency which is a deficit of 9 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 50 percent.
- Performance data of students in the Hispanic subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because 38 percent of the students achieved proficiency which is a deficit of 3 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 41 percent. The 2014 target is 47 percent.
- Performance data of students in the English Language Learners (ELL) subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 1, Vocabulary that 29 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 52 percent.
- Performance data of students in the Students with Disabilities (SWD) subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because 19 percent of the students achieved proficiency which is a deficit of 16 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 35 percent. The 2014 target is 42 percent.
- Performance data of students in the Economically Disadvantaged (ED) subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because 40 percent of the students achieved proficiency which is a deficit of 9 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 49 percent. The 2014 target is 54 percent.
- Performance data of students achieving Level 3 on the 2013 FCAT 2.0 Reading Test indicate that 25 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 36 percent. There is a deficiency in Reporting Category 2, Reading Application.
- Performance data of students achieving Level 4 or above on the 2013 FCAT 2.0 Reading Test indicate that 14 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 19 percent. There is a deficiency in Reporting Category 2, Reading Application.

- Performance data of students making Learning Gains on the 2013 FCAT 2.0 Reading Test indicate that 59 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 63 percent. There is a deficiency in Reporting Category 2, Reading Application.
- Performance data of students in the Lowest 25 percent making Learning Gains on the 2013 FCAT 2.0 Reading Test indicate that 64 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 68 percent. There is a deficiency in Reporting Category 2, Reading Application.
- Performance data of students on the 2012-2013 Listening and Speaking CELLA subtest indicate that 37 percent of the students demonstrated mastery as compared to the 2013-2014 target which is 43 percent. There is a deficiency in Reporting Category 1, Vocabulary.
- Performance data of students on the 2012-2013 CELLA Reading subtest indicate that 19 percent of the students demonstrated mastery as compared to the 2013-2014 target which is 27 percent. There is a deficiency in Reporting Category 1, Vocabulary.
- Performance data of students on the 2012-2013 CELLA Writing subtest indicate that 14 percent of the students demonstrated mastery as compared to the 2013-2014 target which is 23 percent. There is a deficiency in Reporting Category 1, Vocabulary.

Plan to Monitor Progress Toward the Goal

The Leadership Literacy Team (LLT) and the MTSS/Rtl will monitor students' progress regularly through means of benchmark reading assessments, student grades, FAIR, Star, WonderWorks, SuccessMaker reports, and authentic student work samples. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held between administrators and classroom teachers.

Person or Persons Responsible

The Leadership Literacy Team (LLT) and the MTSS/Rtl

Target Dates or Schedule:

Monthly basis

Evidence of Completion:

Florida Continuous Improvement Model (FCIM) Formative: Monthly and Interim Assessments, student authentic work, FAIR and Star reports, Student grades Summative: 2014 FCAT 2.0 Assessment and 2014 CELLA

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 53% of the Grade 4 students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 5 percentage points to 58%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw-Hill English Language Arts Program/ELL Support District Writing Prompts (Grade 4 only) District Language Arts website

Targeted Barriers to Achieving the Goal

- Performance data indicates that 53 percent of the students demonstrated mastery of 3.5 and above on the 2013 FCAT 2.0 Writing Test as compared to the target of 58 percent on the 2014 FCAT 2.0 Writing Test.

Plan to Monitor Progress Toward the Goal

Administrators will meet monthly with the 4th grade team to discuss writing scores and review monthly student writing samples.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Florida Continuous Improvement Model (FCIM) Formative: FCAT Writing Scoring Rubric, Writing Samples, Pretest, Mid-Year, Posttest Summative: 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 44% achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase at or above Level 3 proficiency by 20 percentage points to 64%.

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

- Go Math! Program SuccessMaker Math

Targeted Barriers to Achieving the Goal

- Students in the All Students subgroup in Grade 3 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. Grade 4 and 5 students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.
- Performance data of students in the Black subgroup on the 2013 FCAT 2.0 Mathematics Test indicate that 46 percent of the students achieved proficiency which is a deficit of 15 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 61 percent. The 2014 target is 65 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.
- Performance data of students in the Hispanic subgroup on the 2013 FCAT 2.0 Mathematics Test indicate that 32 percent of the students achieved proficiency which is a deficit of 16 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 48 percent. The 2014 target is 54 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.
- Performance data of students in the Students with Disabilities (SWD) subgroup on the 2013 FCAT 2.0 MathematicsTest indicate that 16 percent of the students achieved proficiency which is a deficit of 22 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 38 percent. The 2014 target is 45 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.
- Performance data of students in the Economically Disadvantaged (ED) subgroup on the 2013 FCAT 2.0 MathematicsTest indicate that 44 percent of the students achieved proficiency which is a deficit of 15 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 59 percent. The 2014 target is 63 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

- Performance data of students achieving Level 3 on the 2013 FCAT 2.0 Mathematics Test indicates that 29 percent of the students achieved proficiency . The 2014 target is 44 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.
- Performance data of students achieving Level 4 and above on the 2013 FCAT 2.0 Mathematics Test indicates that 14 percent of the students achieved high standards . The 2014 target is 20 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.
- Performance data of students making Learning Gains on the 2013 FCAT 2.0 Mathematics Test indicates that 65 percent of the students achieved learning gains . The 2014 target is 69 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.
- Performance data of students in the lowest 25 percent making Learning Gains on the 2013 FCAT 2.0 Mathematics Test indicates that 58 percent of the students achieved learning gains . The 2014 target is 62 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.
- Performance data of students in the English Language Learners (ELL) subgroup on the 2013 FCAT 2.0 Mathematics Test indicates that 31 percent of the students achieved proficiency and met the AMO target. The 2014 target is 38%. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Plan to Monitor Progress Toward the Goal

Monitor and analyze student data on formative assessments including Go Math! Mid-chapter and chapter assessments, monthly SuccessMaker reports, and District Interim Assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Florida Continuous Improvement Model (FCIM) Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 32% of the Grade 5 students achieved a Level 3. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above by 4 percentage points to 36%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science FCAT Explorer Gizmos Discovery

Targeted Barriers to Achieving the Goal

- Performance data of students achieving Level 3 on the 2013 FCAT 2.0 Science Test indicate that 32 percent of the students achieved proficiency as compared to the 2013-2014 target which is 36 percent. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Content Cluster: Nature of Science. Students need additional experiences with inquiry-based learning in Science.
- Performance data of students achieving Level 4 and above on the 2013 FCAT 2.0 Science Test indicate that 18 percent of the students achieved proficiency as compared to the 2013-2014 target which is 20 percent. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Content Cluster: Nature of Science. Students need to use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate conceptual understanding of topics being addressed.

Plan to Monitor Progress Toward the Goal

Administration will monitor on-going formative assessment progress.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

G5. The Early Warning System (EWS) goal for 2013-2014 is to reduce the percent of students with attendance and behavior issues as well as students who are retained and non-proficient by 3rd grade.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- McGraw-Hill Reading Go Math! Math Scott Foresman Science Tardy/Attendance Logs

Targeted Barriers to Achieving the Goal

- We understand that student academic development is correlated to student attendance. Six percent of the students missed 10 percent or more of instructional time. The 2014 target is to reduce it to 5 percent.
- In 2013, four percent of the Kindergarten through 5th grade students were retained. The 2014 target is to reduce it to 3 percent.
- In 2013, 64 percent of the students were not proficient in reading by Grade 3. The 2014 target is to reduce it to 58 percent.
- In 2013, 11 percent of the students received two or more behavior referrals. The 2014 target is to reduce it to 10 percent. In 2013, 4 percent of the students received one or more behavior referrals that lead to suspension. The 2014 target is to reduce it to 3 percent..

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Weekly and Unit McGraw-Hill Reading Assessments, on-going FAIR reports, WonderWorks data and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 and SAT-10 results will be used to determine the effectiveness of this strategy.

G6. In 2012–2013, 297(82%) of students completed Science Fair Projects. The STEM goal for the 2013-2014 school year is to increase the number of students completing Science Fair projects using the Scientific Process as a timeline to at least 85%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Scott Foresman Science Discovery Education GIZMOS FCAT Achieves

Targeted Barriers to Achieving the Goal

- The number of STEM-related experiences provided for students is limited to field trips and the in-house school Science Fair. Students need additional experiences with inquiry-based learning in Science.
- The participation in STEM-related experiences provided for students consists of the in-house School Science Fair. Performance data of students completing a Science Fair Project indicates that 82 percent of the students completed a project. The target for 2014 is 85 percent or greater. Students need more opportunities to conduct hands on activities and produce project-based learning.

Plan to Monitor Progress Toward the Goal

Administration will assess Science Interim Assessments to determine if progress is being made.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Florida Continuous Improvement Model Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of All Students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by at least 14 percentage points to 55%.

G1.B1 Students in the All Students subgroup in Grades 3 and 5 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 2, Reading Application; Grade 3 and 5 students experience difficulties identifying the text structure an author uses and explain how it impacts meaning in text. Grade 4 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Vocabulary. Grade 4 students experience difficulty analyzing words in text.

G1.B1.S1 Strategy(ies): Through the use of close readings, implement differentiated instruction on skill based lessons on the following reading benchmark skills: Action Steps: 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. For Grade 4, 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. 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. For all grades, students will receive differentiated instruction in the teacher led center to address identified deficiencies and students will be assigned specific tasks on SuccessMaker that are focused on main idea, text structure and using context clues to determine the meaning of academic words and phrases in complex text. Utilize the McGraw Hill WonderWorks, Voyager and SuccessMaker intervention programs in small group instruction to reinforce areas of deficiency.

Action Step 1

Teachers will provide effective instruction using a variety of strategies to comprehend complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

Facilitator:

Lori Margolin

Participants:

English Language Arts Teachers

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B1.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B2 Performance data of students in the Black subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because only 41 percent of the students achieved proficiency which is a deficit of 9 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 50 percent.

G1.B2.S1 Strategy(ies): Through the use of close readings, implement differentiated instruction on skill based lessons on the following reading benchmark skills: Action Steps: 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. For Grade 4, 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. 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. For all grades, students will receive differentiated instruction in the teacher led center to address identified deficiencies and students will be assigned specific tasks on SuccessMaker that are focused on main idea, text structure and using context clues to determine the meaning of academic words and phrases in complex text. Utilize the McGraw Hill WonderWorks, Voyager and SuccessMaker intervention programs in small group instruction to reinforce areas of deficiency.

Action Step 1

Teachers will provide effective instruction using a variety of strategies to comprehend complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B2.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B3 Performance data of students in the Hispanic subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because 38 percent of the students achieved proficiency which is a deficit of 3 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 41 percent. The 2014 target is 47 percent.

G1.B3.S1 : Strategy(ies): Through the use of close readings, implement differentiated instruction on skill based lessons on the following reading benchmark skills: Action Steps: o 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. o For Grade 4, 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. o 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. o For all grades, students will receive differentiated instruction in the teacher led center to address identified deficiencies and students will be assigned specific tasks on SuccessMaker that are focused on main idea, text structure and using context clues to determine the meaning of academic words and phrases in complex text. o Utilize the McGraw Hill WonderWorks, Voyager and SuccessMaker intervention programs in small group instruction to reinforce areas of deficiency.

Action Step 1

Teachers will provide effective instruction using a variety of strategies such as: close reads to comprehend complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B3.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B4 Performance data of students in the English Language Learners (ELL) subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 1, Vocabulary that 29 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 52 percent.

G1.B4.S1 Strategy(ies): Through the use of close reads, implement differentiated instruction on skill based lessons on the following reading benchmark skills: Action Steps: Teach 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. Useful instructional strategies include: word walls with graphics, personal and Spanish/English and Haitian Creole/English dictionaries, context clue chart, understanding context clues, spectrum of a word, concept of definition map, word arrays, Isabel Beck's Three Tiered Vocabulary, multiple meaning chart, understanding multiple meaning words. For all grades, students will receive differentiated instruction in the teacher led center to address identified deficiencies and students will be assigned specific tasks on SuccessMaker that are focused on main idea, text structure and using context clues to determine the meaning of academic words and phrases in complex text. Utilize the McGraw Hill's WonderWorks and SuccessMaker intervention programs in small group instruction to reinforce vocabulary and areas of deficiency.

Action Step 1

Teachers will provide effective instruction using a variety of strategies to comprehend complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Administration ELL Teacher

Target Dates or Schedule

Monthly ELL Weekly Assigned Teacher

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B4.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B5 Performance data of students in the Students with Disabilities (SWD) subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because 19 percent of the students achieved proficiency which is a deficit of 16 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 35 percent. The 2014 target is 42 percent.

G1.B5.S1 Utilize selective underlining of key words, side summary notes used to condense gist/details of passages, and utilize close readings to analyze and interact with grade level text. Implementation of differentiated Instruction with emphasis of targeted skill instruction on main idea and supporting details.

Action Step 1

Teachers will provide effective instruction using a variety of strategies such as: close reads to comprehend complex text. Teachers will follow the District Pacing Guides. Teachers will provide flexible settings and additional time with a variety of responding to text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B5.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks. IEP's will be adjusted when needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B6 Performance data of students in the Economically Disadvantaged (ED) subgroup on the 2013 FCAT 2.0 Reading Test indicate that there is a deficiency in Reporting Category 2, Reading Application because 40 percent of the students achieved proficiency which is a deficit of 9 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 49 percent. The 2014 target is 54 percent.

G1.B6.S1 Strategy(ies): Through the use of close readings, implement differentiated instruction on skill based lessons on the following reading benchmark skills: Action Steps: 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. For Grade 4, 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. 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. For all grades, students will receive differentiated instruction in the teacher led center to address identified deficiencies and students will be assigned specific tasks on SuccessMaker that are focused on main idea, text structure and using context clues to determine the meaning of academic

Action Step 1

Teachers will provide effective instruction using a variety of strategies to comprehend complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B6.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B7 Performance data of students achieving Level 3 on the 2013 FCAT 2.0 Reading Test indicate that 25 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 36 percent. There is a deficiency in Reporting Category 2, Reading Application.

G1.B7.S1 Strategy(ies): Through the use of close readings, implement differentiated instruction on skill based lessons using informational text. Action Steps: Use 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. to read and comprehend literature and informational text at the high end of each corresponding grade level text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers.

Action Step 1

Teachers will provide effective instruction using a variety of strategies to comprehend complex text. Teachers will follow the District Pacing Guide.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B7.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B8 Performance data of students achieving Level 4 or above on the 2013 FCAT 2.0 Reading Test indicate that 14 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 19 percent. There is a deficiency in Reporting Category 2, Reading Application.

G1.B8.S1 Provide multiple opportunities for students to actively engage in the research process. Increase amount of informational texts students encounter on a daily basis.

Action Step 1

Teachers will provide effective research instruction using a variety of resources such as: whiteboards, desktop computers and non-fiction complex texts. In addition, students will be given time to do research individually and in small groups in the Media Center to complete project based activities. Teachers will follow the McGraw-Hill District Pacing Guides .

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B8.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B9 Performance data of students making Learning Gains on the 2013 FCAT 2.0 Reading Test indicate that 59 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 63 percent. There is a deficiency in Reporting Category 2, Reading Application.

G1.B9.S1 Strategy(ies): Through the use of close reads of literary text, implement differentiated instruction on skill based lessons. Action Steps: Teach students to identify, interpret, and analyze elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: story map, somebody/wanted/but/so, turning point graphic, Author’s Toolbox for bringing a character to life, open mind, character chart, tools Author’s use: Literary devices and Figurative language.

Action Step 1

Teachers will provide effective instruction using a variety of strategies to help students identify, interpret, and analyze elements of story structure in complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students’ progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held quarterly.

Person or Persons Responsible

The Leadership Literacy Team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B9.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

The MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B10 Performance data of students in the Lowest 25 percent making Learning Gains on the 2013 FCAT 2.0 Reading Test indicate that 64 percent of the students achieved proficiency as compared to the 2013-2014 Annual Measurable Objective 2 (AMO-2) target which is 68 percent. There is a deficiency in Reporting Category 2, Reading Application.

G1.B10.S1 Through the use of close reads of a variety of text, students will be shown how to identify the text structure such as cause/effect, compare/contrast, chronological order, main idea and details. Useful instructional strategies include: author's purpose chart, two column note: opinion/support, conclusion/support. cause/effect , main idea table, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, Venn diagram, content frame.

Action Step 1

Teachers will provide effective instruction using a variety of strategies to comprehend text structures of complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

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

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held.

Person or Persons Responsible

Leadership Literacy Team (LLT) Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B10.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work, FAIR, McGraw Hill assessments, Star Reports Summative: 2014 FCAT 2.0 Reading

G1.B11 Performance data of students on the 2012-2013 Listening and Speaking CELLA subtest indicate that 37 percent of the students demonstrated mastery as compared to the 2013-2014 target which is 43 percent. There is a deficiency in Reporting Category 1, Vocabulary.

G1.B11.S1 Based on the ESOL assessments, students would benefit from intense instruction using hands on activities in developing their fluency skills in listening and speaking. The teachers will use listening stations. Audio books, phonetic audio pronunciation, interactive word walls and listening to words with manipulative, will enhance their auditory and verbal understanding of the language. During instruction, students will be provided with opportunities to listen to read alouds, and think a louds and to participate in Reader's Theater. Students will participate in cooperative learning groups to provide opportunities for role play.

Action Step 1

The ELL teacher will ensure the implementation of ESOL strategies based on grade level expectations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Evaluation: Student participation in Reader's Theater and following directions.
Summative: CELLA 2014 Assessment.

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

Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held. The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments.

Person or Persons Responsible

Administration Leadership Literacy Team (LLT)

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Evaluation: Student work samples, on-going teacher observation, Reader's Theater, following directions Summative: CELLA 2014 Assessment.

Plan to Monitor Effectiveness of G1.B11.S1

The MTSS/RtI Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Rubrics will be used to evaluate mastery in Listening and Speaking. Interventions will be monitored using McGraw Hill WonderWorks Assessments.

Person or Persons Responsible

The MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction
Summative Assessment – Results of the 2014 CELLA

G1.B12 Performance data of students on the 2012-2013 CELLA Reading subtest indicate that 19 percent of the students demonstrated mastery as compared to the 2013-2014 target which is 27 percent. There is a deficiency in Reporting Category 1, Vocabulary.

G1.B12.S1 Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies with text supported by visuals. KWL charts will be utilized to build background knowledge. Chunking will also be utilized to improve students' vocabulary development and fluency. Using graphic organizers and Reading Response logs will further support reading vocabulary and comprehension.

Action Step 1

Teachers will use Reciprocal Teaching Strategies with visuals and graphic organizers during close reads to comprehend complex text. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments – Teacher informal observation log utilized during differentiated instruction and rubrics utilized during instruction, on-going FAIR Assessments, Interim Assessments, STAR
Summative Assessment – Results of the 2014 CELLA

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

Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held. The ELL Teacher will ensure that ESOL strategies are being implemented. The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of mini benchmark reading assessments.

Person or Persons Responsible

Administration ELL Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments – Teacher informal observation log utilized during differentiated instruction and rubrics utilized during instruction . Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B12.S1

The MTSS/Rtl Team will monitor student progress on a monthly basis on McGraw-Hill weekly and unit assessments, STAR reports, FAIR data, Interim Assessments, student generated work samples, classroom walkthroughs and observations. Interventions will be monitored using WonderWorks.

Person or Persons Responsible

The MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Teacher informal observation log utilized during differentiated instruction and rubrics utilized during instruction . Summative Assessment – Results of the 2014 CELLA

G1.B13 Performance data of students on the 2012-2013 CELLA Writing subtest indicate that 14 percent of the students demonstrated mastery as compared to the 2013-2014 target which is 23 percent. There is a deficiency in Reporting Category 1, Vocabulary.

G1.B13.S1 During instruction, students will be provided and guided in completing graphic organizers and Reading Response logs. Students will also illustrate and label key concepts when involved in writing activities. Students will participate in the school-wide monthly writing activities.

Action Step 1

Teachers will provide effective instruction using ESOL strategies to support writing activities and reading response writing. Teachers will follow the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Rubrics will be used to evaluate mastery.

Plan to Monitor Fidelity of Implementation of G1.B13.S1

Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction. Data conferences will be held. The Leadership Literacy Team (LLT) will monitor students' progress monthly through means of mini benchmark writing assessments.

Person or Persons Responsible

Administration Leadership Literacy Team (LLT)

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments – Teacher informal observation log , students monthly writing samples, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B13.S1

The MTSS/RtI Team will monitor the implementation of identified ESOL and writing strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Teacher informal observation log , students monthly writing samples, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 53% of the Grade 4 students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 5 percentage points to 58%.

G2.B1 Performance data indicates that 53 percent of the students demonstrated mastery of 3.5 and above on the 2013 FCAT 2.0 Writing Test as compared to the target of 58 percent on the 2014 FCAT 2.0 Writing Test.

G2.B1.S1 Provide instruction to students to apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, Students will use revising/editing charts, collaborative discussions, or peer editing. Teacher conferencing will follow.

Action Step 1

Provide instruction to students to apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

District Pretest compared to Mid-Year Test Student Writing Samples 2014 FCAT 2.0 Writing Test

Facilitator:

Olga Acevedo, 4th Grade Language Arts Teacher

Participants:

Grade 4 Language Arts Teachers

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

Administration will compare lesson plans to District Pacing Guides.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: FCAT Writing Scoring Rubric, Writing Samples, Pretest, Mid-Year, Posttest Summative: 2014 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Score and chart monthly student writing samples. Review Writing Portfolios/Notebooks

Person or Persons Responsible

The MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FCAT Writing Scoring Rubric, Writing Samples, Pretest, Mid-Year, Posttest Summative: 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 44% achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase at or above Level 3 proficiency by 20 percentage points to 64%.

G3.B1 Students in the All Students subgroup in Grade 3 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. Grade 4 and 5 students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G3.B1.S1 For Grade 3, provide opportunities for students to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Action Step 1

Provide opportunities for students to practice identifying fractions using area, set, and linear models in real world applications.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Facilitator:

Miriam Comer

Participants:

Math Teachers

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

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B1.S2 For Grade 4, Provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Action Step 1

Using manipulatives, Math Teachers will provide effective instruction to help students determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Facilitator:

Miriam Comer

Participants:

Math Teachers Administration

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S2

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B1.S3 For Grade 5, provide opportunities for students to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Action Step 1

Teachers will provide effective instruction for students to perform a two-step unit conversion.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B1.S3

The Leadership Literacy Team (LLT) will monitor students' progress bi-weekly through means of Go Math! Assessments. Administration will perform classroom walkthroughs and observations on a regular basis to observe lesson plans and instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S3

The MTSS/RtI Team will monitor student progress on a regular basis on Go Math! Mid-Chapter and End of Chapter Assessments, Interim Assessments, student generated work samples, classroom walkthroughs and observations.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B2 Performance data of students in the Black subgroup on the 2013 FCAT 2.0 Mathematics Test indicate that 46 percent of the students achieved proficiency which is a deficit of 15 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 61 percent. The 2014 target is 65 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B2.S1 For Grade 3, provide opportunities for students to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Action Step 1

Provide opportunities for students to practice identifying fractions using area, set, and linear models in real world applications.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B2.S2 For Grade 4, Provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Action Step 1

Provide opportunities for students to determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S2

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B2.S3 For Grade 5, provide opportunities for students to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Action Step 1

Provide opportunities for students to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S3

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B3 Performance data of students in the Hispanic subgroup on the 2013 FCAT 2.0 Mathematics Test indicate that 32 percent of the students achieved proficiency which is a deficit of 16 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 48 percent. The 2014 target is 54 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B3.S1 For Grade 3, provide opportunities for students to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Action Step 1

Provide opportunities for students to practice identifying fractions using area, set, and linear models in real world applications.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B3.S2 For Grade 4, Provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Action Step 1

Provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S2

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B3.S3 For Grade 5, provide opportunities for students to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Action Step 1

Provide opportunities for students to perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B3.S3

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S3

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B4 Performance data of students in the Students with Disabilities (SWD) subgroup on the 2013 FCAT 2.0 Mathematics Test indicate that 16 percent of the students achieved proficiency which is a deficit of 22 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 38 percent. The 2014 target is 45 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B4.S1 For Grade 3: Provide opportunities to 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.

Action Step 1

The SPED teacher will implement the inclusion and pull out model of mathematics instruction to support the grade level content of the curriculum using small group instruction.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B4.S2 For Grades 4 • Provide opportunities for students to: • determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape.

Action Step 1

The SPED teacher will implement the inclusion and pull out model of mathematics instruction to support the grade level content of the curriculum using small group instruction.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S2

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B4.S3 For Grade 5: • Provide opportunities for students to: • determine the volume of prisms

Action Step 1

The SPED teacher will implement the inclusion and pull out model of mathematics instruction to support the grade level content of the curriculum using small group instruction.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S3

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B5 Performance data of students in the Economically Disadvantaged (ED) subgroup on the 2013 FCAT 2.0 Mathematics Test indicate that 44 percent of the students achieved proficiency which is a deficit of 15 percentage points as compared to 2012-2013 Annual Measurable Objective 2 (AMO-2) target which was 59 percent. The 2014 target is 63 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B5.S1 Grade 3 • According to the results of the 2013 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 3 students was Reporting Category: Number: Fractions. • Using manipulatives, provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model

Action Step 1

Teachers will provide effective instructional strategies with the use of manipulatives to identify a fraction from an area or set model, or vice versa and to compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B5.S2 For Grade 4 and 5 students, provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Action Step 1

Teachers will provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S2

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B6 Performance data of students achieving Level 3 on the 2013 FCAT 2.0 Mathematics Test indicates that 29 percent of the students achieved proficiency . The 2014 target is 44 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B6.S1 For Grade 3, Provide opportunities for students to: • identify an equivalent fraction, excluding fractions greater than one, using a model

Action Step 1

Teachers will provide effective instruction using manipulatives to teach equivalent fractions.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

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

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B6.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B6.S2 For Grade 4 and 5 students, provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Action Step 1

Teachers will provide effective instruction using manipulatives to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B6.S2

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B7 Performance data of students achieving Level 4 and above on the 2013 FCAT 2.0 Mathematics Test indicates that 14 percent of the students achieved high standards . The 2014 target is 20 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B7.S1 For Grade 3, provide opportunities for students to: • represent and identify equivalent fractions, including fractions greater than one, using models

Action Step 1

Teachers will provide effective instruction using manipulatives for students to represent and identify equivalent fractions, including fractions greater than one, using models.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B7.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B7.S2 For Grade 4, provide opportunities for students to: • identify or describe a situation that requires the use of the area formula in a real-world context.

Action Step 1

Teachers will provide effective instruction using manipulatives for students to identify or describe a situation that requires the use of the area formula in a real-world context.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B7.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B7.S2

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B7.S3 For Grade 5, • Provide opportunities for students to: • perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Action Step 1

Teachers will provide effective instruction using manipulatives for students to perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B7.S3

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B7.S3

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B8 Performance data of students making Learning Gains on the 2013 FCAT 2.0 Mathematics Test indicates that 65 percent of the students achieved learning gains . The 2014 target is 69 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B8.S1 For Grade 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.

Action Step 1

Teachers will provide effective instruction and 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.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B8.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B8.S2 For Grade 4, provide opportunities for students to: • identify benchmark angles of 45° , 90° , 180° , or 360° ; and identify acute, obtuse, right, or straight angles.

Action Step 1

Teachers will provide effective instruction in identifying benchmark angles of 45° , 90° , 180° , or 360° ; and identify acute, obtuse, right, or straight angles.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B8.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B8.S2

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B8.S3 For Grade 5, support mathematical fluency and problem solving skills in the areas of: • determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will provide effective instruction in determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B8.S3

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B8.S3

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B9 Performance data of students in the lowest 25 percent making Learning Gains on the 2013 FCAT 2.0 Mathematics Test indicates that 58 percent of the students achieved learning gains . The 2014 target is 62 percent. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B9.S1 For Grade 4, provide opportunities for students to: • determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape.

Action Step 1

Teachers will provide effective instruction in determining the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B9.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B9.S2 For Grade 5, provide opportunities for students to: • perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Action Step 1

Teachers will provide effective instruction in performing a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B9.S2

Administration will compare lesson plans to District Pacing Guides and Go Math! student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B9.S2

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B10 Performance data of students in the English Language Learners (ELL) subgroup on the 2013 FCAT 2.0 Mathematics Test indicates that 31 percent of the students achieved proficiency and met the AMO target. The 2014 target is 38%. There is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

G3.B10.S1 Though our ELL subgroup met the AMO goal of 31 percent, we still want to improve to 38%. For Grade 3, we will provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

All 3rd grade students will engage in a weekly fraction activity, identifying area, set and linear fractions. Answers will be written in Math journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Administration will compare lesson plans to District Pacing Guides and student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B10.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B10.S2 Though our ELL subgroup met the AMO goal of 31 percent, we still want to improve to 38%. For Grades 4 and 5, we will provide more opportunities of contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

Action Step 1

All 4th and 5th grade students will engage in a weekly measurement and/or geometry activity, recording measurements and results in their journals. Once a month they will review and share the results of the activities with the whole group and create additional examples to add to their journals. Engaging measurement activities will be developed that increase in complexity each week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B10.S2

Administration will compare lesson plans to District Pacing Guides and student assignments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B10.S2

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 32% of the Grade 5 students achieved a Level 3. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above by 4 percentage points to 36%.

G4.B1 Performance data of students achieving Level 3 on the 2013 FCAT 2.0 Science Test indicate that 32 percent of the students achieved proficiency as compared to the 2013-2014 target which is 36 percent. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Content Cluster: Nature of Science. Students need additional experiences with inquiry-based learning in Science.

G4.B1.S1 -Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. and increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic and increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

Facilitator:

Fifth Grade Science Teacher

Participants:

Science Teachers

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

Administration will compare lesson plans to the District Pacing Guides and view students' Science Journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Science Teachers Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

G4.B2 Performance data of students achieving Level 4 and above on the 2013 FCAT 2.0 Science Test indicate that 18 percent of the students achieved proficiency as compared to the 2013-2014 target which is 20 percent. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Content Cluster: Nature of Science. Students need to use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate conceptual understanding of topics being addressed.

G4.B2.S1 Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Teachers will provide effective instruction integrating instructional technology to enhance student conceptual understanding of topics being addressed.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

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

Administration will compare lesson plans to the District Pacing Guides and view students' Science Journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

G5. The Early Warning System (EWS) goal for 2013-2014 is to reduce the percent of students with attendance and behavior issues as well as students who are retained and non-proficient by 3rd grade.

G5.B1 We understand that student academic development is correlated to student attendance. Six percent of the students missed 10 percent or more of instructional time. The 2014 target is to reduce it to 5 percent.

G5.B1.S1 ? Provide meetings for parents where the attendance guidelines for Miami Dade County Public Schools will be explained and provide monthly newsletters to parents explaining the importance of attendance and being on time. ? Community Involvement Specialist (CIS) will contact parents of students with excessive absences and tardies. ? Students with perfect attendance will receive awards as an incentive every grading period. ? The administration , counselor, social worker, and community involvement specialist will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Action Step 1

Administration,counselors and teachers will monitor daily attendance/tardy logs. Teachers will follow procedure for SCAM reports.

Person or Persons Responsible

Community Involvement Specialist Counselor Administration

Target Dates or Schedule

Daily

Evidence of Completion

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

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

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Person or Persons Responsible

Administration Counselors

Target Dates or Schedule

Daily

Evidence of Completion

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Plan to Monitor Effectiveness of G5.B1.S1

The administration, counselor, social worker, and community involvement specialist will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Daily

Evidence of Completion

Students who are deemed as missing more than 10 percent of instructional time will be referred to the MTSS/RtI team.

G5.B2 In 2013, four percent of the Kindergarten through 5th grade students were retained. The 2014 target is to reduce it to 3 percent.

G5.B2.S1 To reduce the number of high risk students in danger of being retained, a during and after school tutorial program will be established to address weaknesses.

Action Step 1

Teachers and the MTSS/Rtl team will ensure that reading interventions are provided during and after school when possible.

Person or Persons Responsible

Teachers MTSS/Rtl

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Weekly and Unit McGraw-Hill Reading Assessments, on-going FAIR reports, WonderWorks data and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 and SAT-10 results will be used to determine the effectiveness of this strategy.

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

Administrators will compare lesson plans to District Pacing Guides and conduct walkthroughs to ensure that high risk students are receiving small group instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Weekly and Unit McGraw-Hill Reading Assessments, on-going FAIR reports, WonderWorks data and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 and SAT-10 results will be used to determine the effectiveness of this strategy.

Plan to Monitor Effectiveness of G5.B2.S1

The MTSS/RtI team will monitor on-going progress monitoring, FAIR data, Interim Assessments, McGraw-Hill assessments and data chats with teachers.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Weekly and Unit McGraw-Hill Reading Assessments, on-going FAIR reports, WonderWorks data and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 and SAT-10 results will be used to determine the effectiveness of this strategy.

G5.B3 In 2013, 64 percent of the students were not proficient in reading by Grade 3. The 2014 target is to reduce it to 58 percent.

G5.B3.S1 To reduce the number of high risk students in danger of not being proficient in reading by Grade 3, reading intervention will be offered daily for an additional 30 minutes during the school day.

Action Step 1

Teachers will be providing small group instruction on a daily basis using WonderWorks and other intervention resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: McGraw-Hill Reading Assessments, FAIR, on-going progress monitoring, SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 and SAT-10

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Administration will conduct walkthroughs to monitor effective small group instruction to meet the needs of reading intervention.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: McGraw-Hill Reading Assessments, FAIR, on-going progress monitoring, SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 and SAT-10

Plan to Monitor Effectiveness of G5.B3.S1

The MTSS/RtI will review all on-going progress monitoring and determine the effectiveness of the intervention for students not proficient in reading by Grade 3.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: McGraw-Hill Reading Assessments, FAIR, on-going progress monitoring, SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 and SAT-10

G5.B4 In 2013, 11 percent of the students received two or more behavior referrals. The 2014 target is to reduce it to 10 percent. In 2013, 4 percent of the students received one or more behavior referrals that lead to suspension. The 2014 target is to reduce it to 3 percent..

G5.B4.S1 Utilize the Code of Student Conduct by providing incentives for compliance through the use of SPOT Success Recognition Program.

Action Step 1

Teachers will model and students will follow the Code of Student Conduct. Incentives will be provided through the use of SPOT Success. Students with repeated behavior referrals will meet with counselors and changes in behavior will be monitored and rewarded with SPOT Success.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Administration will monitor and encourage the use of the SPOT Success Recognition Program. SCAM and COGNOS reports will be viewed regularly.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

Plan to Monitor Effectiveness of G5.B4.S1

The MTSS/RtI team will meet regularly to review strategies to determine if they are effective in reducing the number of students with two or more behavior referrals.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension. In addition, parent contact logs will be reviewed for evidence of communication with parents of students who display inappropriate behavior.

G6. In 2012–2013, 297(82%) of students completed Science Fair Projects. The STEM goal for the 2013-2014 school year is to increase the number of students completing Science Fair projects using the Scientific Process as a timeline to at least 85%.

G6.B1 The number of STEM-related experiences provided for students is limited to field trips and the in-house school Science Fair. Students need additional experiences with inquiry-based learning in Science.

G6.B1.S1 Conduct How To Do A Science Fair Project for Students, Parents and/or Teachers Workshop. Students will conduct more hands on activities through Gizmos, Discovery Education, science fair, and journal response writing and increase the number of opportunities to participate in science related field trips.

Action Step 1

Teachers will provide effective instruction in the Scientific Process including on-going Science Labs as well as apply for science related field trips.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, GIZMOs reports and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

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

Administration will conduct classroom walk-throughs on a regular basis to observe the Scientific Process in action and view student lab reports in Science Response Journals as well as viewing science fieldtrips reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, GIZMOs reports and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Plan to Monitor Effectiveness of G6.B1.S1

District interim data will also be analyzed utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' quarterly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, GIZMOs reports and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

G6.B2 The participation in STEM-related experiences provided for students consists of the in-house School Science Fair. Performance data of students completing a Science Fair Project indicates that 82 percent of the students completed a project. The target for 2014 is 85 percent or greater. Students need more opportunities to conduct hands on activities and produce project-based learning.

G6.B2.S1 Conduct How To Do A Science Fair Project for Students, Parents and/or Teachers Workshop. Students will conduct more hands on activities through Gizmos, Discovery Education, Science Fair, and journal response writing and increase the participation of science related field trips.

Action Step 1

Science teacher(s) will provide more opportunities for participation of science related field trips.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, GIZMOs reports and District Interim Assessments, roster of students participating in a field trip.
Summative Assessment: The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Facilitator:

Science Teachers

Participants:

Science Teachers

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

Administrators will compare lesson plans to District Pacing Guides and student Science Journals and Lab Reports. In addition, Administrators will monitor the number of students participating in the School Science Fair and attending field trips.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, GIZMOs reports and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Plan to Monitor Effectiveness of G6.B2.S1

Data from monthly benchmark assessments and number of students participating in the Science Fair will also be analyzed by the Leadership Team to monitor effectiveness and student progress. District interim data will also be analyzed. Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, GIZMOs reports and District Interim Assessments Summative Assessment: The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The 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.

4)The school participates in the Fresh Fruit & Vegetable Program which provides funds to offer students fresh fruit and vegetable snacks during the school day.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Other Programs available at Brentwood Elementary School

Little Brothers and Sisters Striving for Success Mentoring Program - This program provides At Risk students an opportunity to participate in after school team building activities such as: Sports, Drama and Music.

Feed South Florida/Heart of America - On a monthly basis, this program provides up to 22 pounds of food to every student in the school.

Big Brother, Big Sister Program - This is a non-profit organization whose mission is to help children reach their potential through professionally supported, one-to-one relationships with mentors.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of All Students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by at least 14 percentage points to 55%.

G1.B1 Students in the All Students subgroup in Grades 3 and 5 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 2, Reading Application; Grade 3 and 5 students experience difficulties identifying the text structure an author uses and explain how it impacts meaning in text. Grade 4 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Vocabulary. Grade 4 students experience difficulty analyzing words in text.

G1.B1.S1 Strategy(ies): Through the use of close readings, implement differentiated instruction on skill based lessons on the following reading benchmark skills: Action Steps: 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. For Grade 4, 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. 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. For all grades, students will receive differentiated instruction in the teacher led center to address identified deficiencies and students will be assigned specific tasks on SuccessMaker that are focused on main idea, text structure and using context clues to determine the meaning of academic words and phrases in complex text. Utilize the McGraw Hill WonderWorks, Voyager and SuccessMaker intervention programs in small group instruction to reinforce areas of deficiency.

PD Opportunity 1

Teachers will provide effective instruction using a variety of strategies to comprehend complex text. Teachers will follow the District Pacing Guides.

Facilitator

Lori Margolin

Participants

English Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative: Monthly and Interim Assessments, student authentic work Summative: 2014 FCAT 2.0 Assessment.

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 53% of the Grade 4 students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 5 percentage points to 58%.

G2.B1 Performance data indicates that 53 percent of the students demonstrated mastery of 3.5 and above on the 2013 FCAT 2.0 Writing Test as compared to the target of 58 percent on the 2014 FCAT 2.0 Writing Test.

G2.B1.S1 Provide instruction to students to apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, Students will use revising/editing charts, collaborative discussions, or peer editing. Teacher conferencing will follow.

PD Opportunity 1

Provide instruction to students to apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing.

Facilitator

Olga Acevedo, 4th Grade Language Arts Teacher

Participants

Grade 4 Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

District Pretest compared to Mid-Year Test Student Writing Samples 2014 FCAT 2.0 Writing Test

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 44% achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase at or above Level 3 proficiency by 20 percentage points to 64%.

G3.B1 Students in the All Students subgroup in Grade 3 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. Grade 4 and 5 students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G3.B1.S1 For Grade 3, provide opportunities for students to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

PD Opportunity 1

Provide opportunities for students to practice identifying fractions using area, set, and linear models in real world applications.

Facilitator

Miriam Comer

Participants

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B1.S2 For Grade 4, Provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

PD Opportunity 1

Using manipulatives, Math Teachers will provide effective instruction to help students determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Facilitator

Miriam Comer

Participants

Math Teachers Administration

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Go Math! Mid-chapter and chapter assessments, Monthly SuccessMaker report, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. The results of the 2013 FCAT 2.0 Science Test indicate that 32% of the Grade 5 students achieved a Level 3. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above by 4 percentage points to 36%.

G4.B1 Performance data of students achieving Level 3 on the 2013 FCAT 2.0 Science Test indicate that 32 percent of the students achieved proficiency as compared to the 2013-2014 target which is 36 percent. The area of deficiency as noted on the 2013 administration of the FCAT Science Test was Content Cluster: Nature of Science. Students need additional experiences with inquiry-based learning in Science.

G4.B1.S1 -Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. and increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

PD Opportunity 1

Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic and increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Facilitator

Fifth Grade Science Teacher

Participants

Science Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Science

G6. In 2012–2013, 297(82%) of students completed Science Fair Projects. The STEM goal for the 2013-2014 school year is to increase the number of students completing Science Fair projects using the Scientific Process as a timeline to at least 85%.

G6.B2 The participation in STEM-related experiences provided for students consists of the in-house School Science Fair. Performance data of students completing a Science Fair Project indicates that 82 percent of the students completed a project. The target for 2014 is 85 percent or greater. Students need more opportunities to conduct hands on activities and produce project-based learning.

G6.B2.S1 Conduct How To Do A Science Fair Project for Students, Parents and/or Teachers Workshop. Students will conduct more hands on activities through Gizmos, Discovery Education, Science Fair, and journal response writing and increase the participation of science related field trips.

PD Opportunity 1

Science teacher(s) will provide more opportunities for participation of science related field trips.

Facilitator

Science Teachers

Participants

Science Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formative Assessments: Weekly and Unit Scott Foresman Assessments, FCAT Explorer reports, GIZMOs reports and District Interim Assessments, roster of students participating in a field trip.
Summative Assessment: The 2014 FCAT 2.0 results will be used to determine the effectiveness of this strategy.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of All Students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by at least 14 percentage points to 55%.	\$2,000
G2.	The results of the 2013 FCAT 2.0 Writing Test indicate that 53% of the Grade 4 students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 5 percentage points to 58%.	\$500
G3.	The results of the 2013 FCAT 2.0 Mathematics Test indicate that 44% achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase at or above Level 3 proficiency by 20 percentage points to 64%.	\$2,000
G5.	The Early Warning System (EWS) goal for 2013-2014 is to reduce the percent of students with attendance and behavior issues as well as students who are retained and non-proficient by 3rd grade.	\$500
Total		\$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Total
Principal's Fund	\$4,000	\$1,000	\$5,000
Total	\$4,000	\$1,000	\$5,000

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 41% of All Students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 or above student proficiency by at least 14 percentage points to 55%.

G1.B1 Students in the All Students subgroup in Grades 3 and 5 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 2, Reading Application; Grade 3 and 5 students experience difficulties identifying the text structure an author uses and explain how it impacts meaning in text. Grade 4 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Vocabulary. Grade 4 students experience difficulty analyzing words in text.

G1.B1.S1 Strategy(ies): Through the use of close readings, implement differentiated instruction on skill based lessons on the following reading benchmark skills: Action Steps: 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. For Grade 4, 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. 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. For all grades, students will receive differentiated instruction in the teacher led center to address identified deficiencies and students will be assigned specific tasks on SuccessMaker that are focused on main idea, text structure and using context clues to determine the meaning of academic words and phrases in complex text. Utilize the McGraw Hill WonderWorks, Voyager and SuccessMaker intervention programs in small group instruction to reinforce areas of deficiency.

Action Step 1

Teachers will provide effective instruction using a variety of strategies to comprehend complex text. Teachers will follow the District Pacing Guides.

Resource Type

Other

Resource

Copy Paper

Funding Source

Principal's Fund

Amount Needed

\$2,000

G2. The results of the 2013 FCAT 2.0 Writing Test indicate that 53% of the Grade 4 students scored at or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 5 percentage points to 58%.

G2.B1 Performance data indicates that 53 percent of the students demonstrated mastery of 3.5 and above on the 2013 FCAT 2.0 Writing Test as compared to the target of 58 percent on the 2014 FCAT 2.0 Writing Test.

G2.B1.S1 Provide instruction to students to apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, Students will use revising/editing charts, collaborative discussions, or peer editing. Teacher conferencing will follow.

Action Step 1

Provide instruction to students to apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing.

Resource Type

Other

Resource

Copy Paper

Funding Source

Principal's Fund

Amount Needed

\$500

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 44% achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase at or above Level 3 proficiency by 20 percentage points to 64%.

G3.B1 Students in the All Students subgroup in Grade 3 performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Numbers:Fractions; Grade 4 and 5 students performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Geometry and Measurement. Grade 3 students need additional help identifying a fraction, including fractions greater than one, using area, set, and linear models, or vice versa. Grade 4 and 5 students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G3.B1.S1 For Grade 3, provide opportunities for students to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Action Step 1

Provide opportunities for students to practice identifying fractions using area, set, and linear models in real world applications.

Resource Type

Evidence-Based Materials

Resource

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Funding Source

Principal's Fund

Amount Needed

\$1,000

G3.B1.S2 For Grade 4, Provide opportunities for students to describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Action Step 1

Using manipulatives, Math Teachers will provide effective instruction to help students determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region.

Resource Type

Other

Resource

Copy Paper

Funding Source

Principal's Fund

Amount Needed

\$1,000

G5. The Early Warning System (EWS) goal for 2013-2014 is to reduce the percent of students with attendance and behavior issues as well as students who are retained and non-proficient by 3rd grade.

G5.B1 We understand that student academic development is correlated to student attendance. Six percent of the students missed 10 percent or more of instructional time. The 2014 target is to reduce it to 5 percent.

G5.B1.S1 ? Provide meetings for parents where the attendance guidelines for Miami Dade County Public Schools will be explained and provide monthly newsletters to parents explaining the importance of attendance and being on time. ? Community Involvement Specialist (CIS) will contact parents of students with excessive absences and tardies. ? Students with perfect attendance will receive awards as an incentive every grading period. ? The administration , counselor, social worker, and community involvement specialist will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Action Step 1

Administration,counselors and teachers will monitor daily attendance/tardy logs. Teachers will follow procedure for SCAM reports.

Resource Type

Other

Resource

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Funding Source

Principal's Fund

Amount Needed

\$200

G5.B4 In 2013, 11 percent of the students received two or more behavior referrals. The 2014 target is to reduce it to 10 percent. In 2013, 4 percent of the students received one or more behavior referrals that lead to suspension. The 2014 target is to reduce it to 3 percent..

G5.B4.S1 Utilize the Code of Student Conduct by providing incentives for compliance through the use of SPOT Success Recognition Program.

Action Step 1

Teachers will model and students will follow the Code of Student Conduct. Incentives will be provided through the use of SPOT Success. Students with repeated behavior referrals will meet with counselors and changes in behavior will monitored and rewarded with SPOT Success.

Resource Type

Other

Resource

Copy Paper

Funding Source

Principal's Fund

Amount Needed

\$300