



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Mater Academy Of International Studies**

795 NW 32ND ST

Miami, FL 33127

305-634-0445

<http://www.materacademyis.com/>

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
97%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
99%

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## School Grades History

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**2013-14**  
A

**2012-13**  
D

**2011-12**  
C

**2010-11**  
C

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Mater Academy Of International Studies

##### Principal

Ileana Melian/ Roberto Blanch (Board Chair)

##### School Advisory Council chair

Elizabeth Sauri

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

Name	Title
Ileana Melian	Principal
Olga Camarena	Assistant Principal
Christopher Plantada	Assistant Principal
Tannia Rodriguez	Reading Coach

#### 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 membership of the SAC is as follows: 2 teachers, 4 parents and one alternate, one educational support employee, one business community representative, one board of director, and the principal.

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

The SAC is an integral part of the development of the School Improvement Plan. Throughout the school year, data is reviewed and adjustments are made if necessary which are discussed at the SAC meetings. Input is received from stakeholders of the SAC as it pertains to changes in the School Improvement Plan for the following year.

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

The School Advisory Council will meet four times a year to discuss school-wide activities, use of EESAC funds, assessment data, response to intervention, and the School Improvement Plan.

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

School Improvement Funds for the 2013-2014 school year will be used to offer free tutoring to our struggling students especially those students in the lowest 25% category. \$2,865 will pay for two teachers for afterschool tutoring; therefore, two groups of ten students will be offered free tutoring. Corresponding resource materials will be purchased with these funds.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Ileana Melian/ Roberto Blanch (Board Chair)**

Principal

Years as Administrator: 13

Years at Current School: 1

**Credentials**

B.S. Childhood Education, M.S. Elementary Education, Certification in Educational Leadership K-12

**Performance Record**

2013- No Data Available: Principal at Mater Mount Sinai  
 2012- No Data Available: Administrator was the SES Director  
 2011- No Data Available: Administrator was the SES Director  
 2010- No Data Available: Administrator was the SES Director  
 2009- No Data Available: Administrator was the SES Director

**Olga Camarena**

Asst Principal

Years as Administrator: 8

Years at Current School: 1

**Credentials**

B.S. Elem. Education, K-6  
 Florida International University;  
 M.S. Special Program Administration  
 NOVA Southeastern University

**Performance Record**

2013: MAIS Assistant Principal  
 School Grade:D  
 Rdg. Proficiency, 51%  
 Math Proficiency, 69%  
 Rdg. Lrg. Gains, 55%  
 Math Lrg. Gains, 71%  
 Rdg. Imp. of Lowest 25% - 61%  
 Math Imp. of Lowest 25%- 59%  
 2012: Mater Gardens Assistant Principal  
 School grade: A  
 AYP: NO  
 High standards reading: 75%  
 High standards math: 76%  
 Learning gains reading: 66%  
 Learning gains math: 75%  
 Gains- reading- lowest 25%: 59%  
 Gains- math- lowest 25%: 65%  
 2011: Mater Gardens Assistant Principal  
 School grade: A  
 AYP: NO  
 High standards reading: 81%  
 High standards math: 87%  
 Learning gains reading: 70%  
 Learning gains math: 74%  
 Gains- reading- lowest: 63%  
 Gains- math- lowest: 85%  
 2010: Mater Gardens Assistant Principal  
 School grade: A  
 AYP: NO  
 High standards reading: 84%  
 High standards math: 86%  
 Learning gains reading: 76%  
 Learning gains math: 80%  
 Gains- reading- lowest: 57%  
 Gains- math- lowest: 63%  
 2009: Gibson Principal  
 No Data- Not enough students



**Christopher Planatda**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

B.A. Psychology, Loyola University New Orleans;  
 M.S. Educational Leadership, Nova Southeastern University;  
 Certification in Educational Leadership K-12

**Performance Record**

2013 School Grade: A  
 Rdg. Proficiency: 65%  
 Math Proficiency: 77%  
 Rdg. Lrg. Gains: 65 points  
 Math Lrg. Gains: 82 points  
 Rdg. Imp. of Lowest 25%: 77 points  
 Math Imp. of Lowest 25%: 81 points  
 Rdg. AMO: Yes  
 Math AMO: Yes

2012  
 School Grade A  
 AYP: N  
 High Standards Reading 62  
 High Standards Math 55  
 Learning Gains - Reading 73  
 Learning Gains – Math 74  
 Gains – Reading – 25% 73  
 Gains – Math – 25% 83

2011  
 School Grade: B  
 AYP: N  
 High Standards Reading: 76  
 High Standards Math: 62  
 Learning Gains - Reading: 65  
 Learning Gains – Math: 56  
 Gains – Reading – 25%: 65  
 Gains – Math – 25%: 56

2010  
 School Grade: A  
 AYP: N  
 High Standards Reading: 73  
 High Standards Math: 69  
 Learning Gains - Reading: 70  
 Learning Gains – Math: 67  
 Gains – Reading – 25%: 69  
 Gains – Math – 25%: 65

2009  
 School Grade: A  
 AYP: N  
 High Standards Reading: 71  
 High Standards Math: 71  
 Learning Gains - Reading: 77  
 Learning Gains – Math: 76

Gains – Reading – 25%: 75  
Gains – Math – 25%: 77

### Instructional Coaches

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Tannia Rodriguez		
Full-time / School-based	Years as Coach: 3	Years at Current School: 5
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.A. Elementary Education K-6 ESOL endorsement, Florida International University; M.S. Reading K-12 Barry University	
<b>Performance Record</b>	2013- School Reading Coach School Grade: D AYP: N High Standards Rdg.: 51% High Standards Math: 69% Lrng Gains Rd.: 55% Lrng Gains-Math: 71% Low 25% Gains-Rdg: 61% Low 25%Gains-Math: 59% 2012- School Reading Coach School Grade: C AYP: N High Standards Rdg.: 50% High Standards Math: 53% Lrng Gains Rd.:70% Lrng Gains-Math:65% Low 25% Gains-Rdg: 79% Low 25%Gains-Math: 57% 2011- Classroom Teacher School Grade: C AYP: N High Standards Rdg.: 69% High Standards Math: 77% Lrng Gains Rd.:58% Lrng Gains-Math:47% Low 25% Gains-Rdg: 47% Low 25%Gains-Math: 53% 2010- Classroom Teacher School Grade: B AYP: N High Standards Rdg.: 59% High Standards Math: 76% Lrng Gains Rd.:58% Lrng Gains-Math:67% Low 25% Gains-Rdg: 58% Low 25%Gains-Math: 67% 2009- No Data: Not employed at a school	

**Classroom Teachers**

**# of classroom teachers**

27

**# receiving effective rating or higher**

27, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

27, 100%

**# ESOL endorsed**

20, 74%

**# reading endorsed**

3, 11%

**# with advanced degrees**

8, 30%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 11%

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

18, 67%

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

6, 22%

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

0, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel**

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

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. Advertise positions
2. Hiring process requires candidates to interview with two interview panels.
3. Assign mentor teachers
4. Assign grade level chairs
5. Involve teachers in decision making process through Leadership teams.

### **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**

The mentoring plan at Mater Academy of International Studies is one that provides several layers of support to new teachers. Each new teacher is assigned a highly qualified mentor teacher who will work closely with them throughout the year.

Additionally, the Assistant Principal and Reading Coach will provide assistance and feedback to new teachers through informal classroom walk-throughs observations and through monthly mentoring meetings each focusing on a different topic.

Mentor: Jennifer Chavez Mentee: Marisela Arreaga

Rational for Pairing: New teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

Mentor: Martha Diaz Mentee: Aitor Munguruza

Rational for Pairing: New teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

Mentor: Barry LeMaitre Mentee: Emely Gazitua

Rational for Pairing: New teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

Mentor: Lia Agamez Mentee: Leslie Perez

Rational for Pairing: Beginning teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and

guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

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

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

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

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

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

#### **Tier 2**

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

Principal – Ileana Melian  
Assistant Principal – Olga Camarena  
Assistant Principal – Christopher Plantada  
Reading Coach – Tannia Rodriguez  
SPED Program Specialist – Cristina Carmona

Principal: Provides a common vision for the use of data-based decision making and ensures that the school based team is implementing the Rtl, ensures adequate professional development to support implementation.

Assistant Principal: Conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, communicates with parents regarding school –based Rtl plans and activities.

Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of MTSS/Rtl.

Reading Coach: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 Interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

SPED Program Specialist: Provides assistance to general education teachers to implement accommodations and strategies for children with exceptional needs or “at-risk”. Consults monthly with teachers, administrators, and students.

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

The school MTSS RTI team works collaboratively with the EESAC, the LLT and other stakeholders to develop the SIP. The MTSS Rtl Team will monitor the fidelity of the interventions and delivery of instructional methods. It consists of problem identification, problem analysis, goal setting, fidelity of implementation and evaluation. The MTSS RTI team contributes to the development of the SIP through the provision of levels of support and interventions for students based on data. This on-going process involves the active participation of each MTSS RTI team member and other schools stakeholders.

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

1. Adjust the delivery of curriculum and instruction to meet the specific needs of students
2. Adjust the delivery of behavior management system
3. Adjust the allocation of school based resources
4. Drive decisions regarding targeted professional development

Create student growth trajectories in order to identify and develop interventions.

### **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**

School data will be used to guide the MTSS Rtl and instructional decision-making process. At each Tier level there will be consistent and ongoing evaluation to monitor student growth. The following Academic monitoring and management systems will be used throughout the year.

Reading: The Baseline Assessment and District Interim Assessment data which is managed through Edusoft, will be used to guide instructional decisions. F.A.I.R. Assessment, managed through PMRN, will provide data for Kindergarten through 3rd grade and Level 1 and 2 students in 4th and 5th grades. iReady utilization and detailed Progress Reports, Voyager Bi-Weekly Progress Monitoring reports and data, along with Oral Fluency Measures, will drive decisions regarding student performance at each Tier. The Voyager data is managed by the Reading Coach with the assistance of the Voyager intervention specialists. The data from the Kindergarten Diagnostic Entrance Exam is managed by the school administration and used to identify strengths and weaknesses among the incoming kindergarten population. FCAT data is provided by the state and widely used to steer instructional decisions school wide as it pertains to grades 3rd to 5th. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

**Mathematics:** The Baseline Assessment data and District Interim Assessment data is managed through Edusoft. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

**Science:** Science data is gathered through hands-on inquiry-based activities (labs) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design on a weekly basis. Assessments are based on experiments and on the topic learned that week. This data is managed by each teacher and discussed at grade level meetings with the Reading Coach and Administration. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.

**Writing:** The writing process and student growth are monitored by the classroom teacher on a weekly basis through individual student conferencing about their writing. A cumulative writing portfolio is maintained for each student in order to monitor individual growth. The Reading Coach and the school administration supervise this process and provide support as needed. Monthly Writing Prompts are administered and the data collected is used to make instructional adjustments. The FCAT writing data provided by the state for students in 4th grade is widely used to steer instructional decisions.

**Behavior:** Student behavior is managed at the classroom level through the teacher established behavior management system. Students with severe behavior issues are referred to the school counselor for interventions. If the behavior persists, the case is referred to the SST team for closer analysis and goals are set via a FAB/BIP. The parent/guardian is involved in every step of this process. Student Case Management System (SCAMS) and Detention/Suspension Logs are official forms used to document and monitor student behavior.

#### Data Sources

##### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- iReady Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

##### Behavior

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

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

The MTSS RtI team will evaluate the staff's professional development needs and work in conjunction with the Administration and Reading Coach to facilitate the provision of professional development opportunities for teachers at the school level. In addition, training on how to systematically monitor progress, graph and use data will be provided by the Reading Coach and ESE Program Specialist to



assist teachers in prescribing the right intensity of intervention at the classroom level.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for support, MTSS/RTI decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

### Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,200

The Mater Academy of International Studies Tutoring Program meets three times a week for 60 minutes. The program targets the lowest 25th percentile students in 3rd – 5th grade and runs for 28 weeks during the school year. In addition, 4th graders will receive additional tutoring sessions (1 hour each) that will support them in writing.

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

- Instruction in core academic subjects

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

Prior to the beginning of the tutoring sessions, the leadership team and teachers will meet to analyze the data of the lowest 25 percentile by grade. The team will use the interactive data spreadsheets provided by Mr. Hermes Ortiz. The team will gather information on students' specific areas of weaknesses. The targeted benchmarks will be scheduled into a tutoring focus calendar and will be aligned to the tutoring curriculum (Florida Ready) that will be implemented in the program. The leadership team will complete this process and adjust goals as it pertains to new data received from the interim benchmark assessments.

In addition, a pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests are graded and compared to show growth and improvement.

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

The administration team and reading coach are to monitor the fidelity and progress of the program.

**Strategy:** Weekend Program**Minutes added to school year:** 1,200

The Saturday Academy meets once a week on Saturdays for ten weeks. Students receive focused FCAT strategy lessons in the areas of Reading, Math, Writing (4th grade only) and Science (5th grade only).

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Prior to the beginning of the tutoring sessions, the leadership team and teachers will meet to analyze the data of the lowest 25 percentile by grade. The team will use the interactive data spreadsheets provided by Mr. Hermes Ortiz. The team will gather information on students' specific areas of weaknesses. The targeted benchmarks will be scheduled into a tutoring focus calendar and will be aligned to the tutoring curriculum (Florida Ready) that will be implemented in the program. The leadership team will complete this process and adjust goals as it pertains to new data received from the interim benchmark assessments.

In addition, a pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests are graded and compared to show growth and improvement.

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

The administration team and reading coach are to monitor the fidelity and progress of the program.

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

<b>Name</b>	<b>Title</b>
Ileana Melian	Principal
Christopher Plantada	Assistant Principal
Olga Camarena	Assistant Principal
Tannia Rodriguez	Reading Instructional Leader
Aynet Bustillo	Grade Level Team Leader
Jennifer Chavez	Grade Level Team Leader
Martha Diaz	Grade Level Team Leader
Barry Lemaitre	Grade Level Team Leader
Lia Agamez	Grade Level Team Leader
Steven Burgos	Grade Level Team Leader

**How the school-based LLT functions**

Principal: Selection of team members within the LLT; ensuring members are highly qualified. Reinforces the positive and convincing students, parents and teachers that all children can learn and improve academically. Promote the school's common vision in promoting literacy development.

Assistant Principals: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Reading Instructional Leader: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Develops leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Grade Level Chairperson: Assist and facilitate in providing support to teachers and reading instructional leader in assessing, formulating lessons, analyzing data, progress monitoring, and the implementation of literacy strategies throughout the year.

Media Specialist: Assists in promoting literacy, exposing children to different genres and literary strategies. She works with the Literacy Leadership Team in working with students on reading software. The LLT team will meet monthly to:

1. Gather and analyze data at all Tiers to determine areas of focus in order to provide professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
2. Hold regular team meetings. Use 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. Develop lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text-dependent questions.
4. Develop lessons that provide students with opportunities for research and incorporate writing throughout.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

In addition, the LLC will promote the continued implementation of Reading initiatives such as Achieve 3000 and Accelerated Reader that are created to motivate students to read as well as to promote literacy throughout the school. In addition this team will:

- Initiate a school-wide instructional focus calendar that incorporates reading strategies and best practices from evidence based research to be taught in every content area.
- Implement a writing plan across the curriculum
- Incorporate a school-wide reading initiative as an incentive system to use with Accelerated Reader to encourage and motivate students to read independently.
- Implementing reading intervention programs through Voyager and iReady
- Host a Scholastic Book Fair to promote literacy
- Host a school-wide literacy night (Reading Under the Stars)

- Monitor and implement literacy software programs
- Facilitate the use of the media center as a location to indulge in reading activities

## Every Teacher Contributes to Reading Instruction

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

In order to ensure that every teacher contributes to reading improvement, the school offers a variety of professional development opportunities. In some cases, the reading coach will train teachers on how to use reading strategies in the content areas, use valuable resources and student software (I.e., Achieve 3000, FCAT Explorer, etc.), and incorporate writing and literacy activities throughout their instruction. The coach will also use the coaching model to make observations, provide feedback and modeling to teachers who need assistance. Monthly data chats will be used as valuable tool in guiding teachers to the areas of weaknesses to tackle within their classrooms.

## 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

Preschoolers are screened for Kindergarten readiness to determine the specific skills and knowledge of students. Low-performing students are targeted and enrolled in the Voyager Reading Intervention Program. Parents attend an Open House meeting where they are presented with an overview of the Kindergarten program, support provided by the school and teacher as well as a packet that describes ways they can assist their child make the transition into Kindergarten.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The teachers at Mater Academy of International Studies work diligently to connect the curriculum to real-world experiences. Among these examples, teachers strive to engage and expose students to careers that entail aspects of the curriculum in their daily responsibilities and roles. Teachers invite community members to share information about their careers. Students are also exposed to different Colleges and Universities at a young age so students are informed and begin to establish long-term goals for themselves.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Mater Academy of International Studies promotes academic and career planning by organizing a day dedicated to different career. Community professionals from a variety of careers volunteer their time to share what they do with the students at our school. Students have the opportunity to interact with professionals from areas of their own individual interests and also share discussions and ask questions that relate to the tasks and responsibilities within that career.

### Strategies for improving student readiness for the public postsecondary level

The Achieve 3000 software program our students utilize has a career component called the Career Center. The Career Center includes a list of career categories for students to explore. The students can

expand the list to see the individual careers that may interest them. The program allows children to search information on their favorite careers. The information includes a description and responsibilities of the selected career and also includes the educational requirements for that career. Career and current Lexile scores are compared so students know how many Lexile levels they are away from reaching their career goals.

## 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	54%	51%	No	59%
American Indian				
Asian				
Black/African American	53%	53%	Yes	58%
Hispanic	53%	49%	No	58%
White				
English language learners	46%	43%	No	51%
Students with disabilities	42%	0%	No	48%
Economically disadvantaged	54%	48%	No	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	29%	36%
Students scoring at or above Achievement Level 4	37	20%	23%

#### 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)		55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	65%

**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)	121	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	57	24%	32%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

**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	14	32%	39%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	69%	Yes	65%
American Indian				
Asian				
Black/African American	68%	63%	Yes	71%
Hispanic	60%	69%	Yes	64%
White				
English language learners	53%	70%	Yes	57%
Students with disabilities	58%	0%	No	63%
Economically disadvantaged	60%	69%	Yes	64%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	32%	34%
Students scoring at or above Achievement Level 4	65	36%	37%

**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		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		



**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	12	23%	28%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		4%

**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%

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

**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%

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

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

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**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	18	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	1%
Students who are not proficient in reading by third grade	39	46%	41%
Students who receive two or more behavior referrals	37	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	6%	5%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		
Students who fail a mathematics course	0		
Students who fail an English Language Arts course	0		
Students who fail two or more courses in any subject	0		
Students who receive two or more behavior referrals	0		
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0		

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Mater Academy of International Studies is a Title I school. Please refer to the Parent Involvement Plan.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

NA

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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NA

## Goals Summary

- G1.** The results of the 2013 FCAT Reading Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Reading by 8 points to 59%.
- G2.** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Writing by 7 points to 39%.
- G3.** The results of the 2013 FCAT Mathematics Test indicate that 69% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Mathematics Test by 2 points to 71%.
- G4.** The results of the 2013 FCAT Science Test indicate that 12 (23%) students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Science Test by 5 points to 28%.
- G5.** Mater Academy of International Studies' goal for the 2013-2014 school year is to increase the number of STEM learning opportunities for students.
- G6.** Decrease the amount of students who miss 10% or more of instructional time from 3% to 2%, behavioral referrals from 6% to 5%, number of students who are not proficient in reading by grade 3 from 46% to 41%, and students retained from 2% to 1%.
- G7.** Mater Academy of International Studies is a Title I school. Please refer to the Parent Involvement Plan.

## Goals Detail

**G1.** The results of the 2013 FCAT Reading Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Reading by 8 points to 59%.

### Targets Supported

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

### Resources Available to Support the Goal

- In order to achieve our AMO reading goal, Mater Academy of International Studies elementary school plans on using the following resources to support the goal: • District Pacing Guides • Instructional Focus Calendars • Teacher-created Interactive Word Walls • Common Board Configuration • Pre-reading activities • ELL Strategies • CRISS handouts/ resource guide • Vocabulary graphic organizers • Context Clues Chart • FCAT/ Common Core Task Cards

### Targeted Barriers to Achieving the Goal

- Target: Subgroups not making AMO The results of the 2013 FCAT Test indicate that 49% of the Hispanic subgroup of our student population achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students scoring proficiency on the FCAT by 9 points to 58%. Students in the Hispanic subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.6] Identify shades of meaning in related words.
- Target: Subgroups not making AMO The results of the 2013 FCAT Test indicate that 43% of the ELL subgroup of our student population achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of ELL students scoring proficiency on the FCAT by 8 points to 51%. Students in the ELL subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 4: Informational Text/ Research Process.
- Target: Subgroups not making AMO The results of the 2013 FCAT Test indicate that 48% of the Economically Disadvantaged subgroup of our student population achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Economically Disadvantaged students scoring proficiency on the FCAT Reading by 11 points to 59%. Students in the Economically Disadvantaged subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Reading Application [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text inferring, paraphrasing, summarizing, and identifying relevant details.
- Target: FCAT 2.0 Level 3 The results of the 2013 FCAT Reading Test indicate that 29% (53) of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a level 3 on the FCAT Reading 7 points to 36%. Students scoring a level 3 proficiency in the 2013 FCAT indicate that there is a deficiency in Reporting Category 2: Reading Application [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text inferring, paraphrasing, summarizing, and identifying relevant details.
- Target FCAT 2.0 Level 4 and above The results of the 2013 FCAT Reading Test indicate that 20% (37) of students achieved a proficiency level of 4 and above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a level 4 and above on the FCAT Reading Test by 3 points to 23%. Students' performance data from the 2013 FCAT indicates that greatest area of improvement for students scoring at or above a Level 4 in Reading is Reporting Category-4 Informational Text/Research Process
- Target: Learning Gains All The results of the 2013 FCAT Reading Test indicate that 55% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains on the FCAT Reading Test by 5 points to 60%.

Students' performance data from the 2013 FCAT indicates that greatest area of improvement for students making learning gains in Reading is Reporting Category-3 Literary Analysis/Fiction/ NonFiction.

- Target: Learning Gains lowest 25% The results of the 2013 FCAT Reading Test indicate that 61% of our lowest 25% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains on the FCAT Reading Test by 4 points to 65%. Students need additional instructional time in order to bridge learning gaps and access grade level curriculum.
- Target: CELLA Listening and speaking The results of the 2013 CELLA Test indicate that 50% (121) of students scored proficiency in Listening/ Speaking subtests of the assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency in the Listening/Speaking subtests of the CELLA by 5 points to 55%. Students' language acquisition is being impeded due to native language being only spoken at home. Students require additional opportunities in and outside the classroom to speak in English.
- Target: CELLA Reading The results of the 2013 CELLA Test indicate that 21% (51) of students scored proficiency in the Reading subtest of the assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency in the Reading subtest of the CELLA by 8 points to 29%. Students need additional practice with the English language and vocabulary in order to be able to analyze the elements of story structure in a literature selection. Students require additional opportunities to read in English.
- Target: CELLA Writing The results of the 2013 CELLA Test indicate that 24% (57) of students scored proficiency in the Writing subtest of the assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency in the Writing subtest of the CELLA by 8 points to 32%. Students have difficulty composing grammatically correct sentences that include descriptions and details. Students require additional opportunities to write in English.

### Plan to Monitor Progress Toward the Goal

The leadership team will meet monthly to discuss and analyze observations and formative results. The team will identify teachers strength and weaknesses and create strategies to support teachers in areas of needed improvement.

#### Person or Persons Responsible

MTSS/ Rtl team, administrators, reading coach, classroom teachers, instructional coaches

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Agenda/Meeting minutes District Interim exams Formative assessment results

**G2.** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Writing by 7 points to 39%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writers' Notebooks
- Linear graphic organizers, including timelines and storyboards to include main idea, characters, setting, problem, events, solutions and endings
- FCAT 2.0 Writing rubric
- Writing Data Spreadsheets
- Reading/Language Arts Sample Writing Lesson
- Annotated Writing Exemplars/ Calibration Sets
- Grade 4 Writing Prompts
- Editing/ Revising Checklist

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment was applying writing applications in a narrative essay.

**Plan to Monitor Progress Toward the Goal**

Teachers will be provided assistance to help students who are not making adequate progress in Writing. The administrators will provide necessary support by providing tutoring and/or tool and strategies to assist the children in the classroom.

**Person or Persons Responsible**

Administrators, Reading Coach

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Grade level meeting minutes, workshops, data chats

**G3.** The results of the 2013 FCAT Mathematics Test indicate that 69% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Mathematics Test by 2 points to 71%.

### Targets Supported

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

### Resources Available to Support the Goal

- GO Math Series Go Math Manipulative Kit Go Math Differentiated Instruction Math Kit Mathematics

### Targeted Barriers to Achieving the Goal

- Target: FCAT 2.0 Level 3 The results of the 2013 FCAT Mathematics Test indicate that 32% (59) of students scored a Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 proficiency in the 2014 FCAT Mathematics Test by 2 points to 34%. The area that would require students to improve performance based on the 2013 FCAT administration of the FCAT Mathematics test was Big Idea 2: Number (Fractions)
- Target: FCAT 2.0 Level 4 and above The results of the 2013 FCAT Mathematics Test indicate that 36% (65) of students scored a proficiency level of 4 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a proficiency level of 4 or above in the 2014 FCAT Mathematics Test by 1 point to 37%. The area that would require students to improve performance based on the 2013 FCAT administration of the FCAT Mathematics test was Big Idea 2: Number: Base Ten and Fractions.
- Target: Learning Gains- ALL The results of the 2013 FCAT Mathematics Test indicate that 71% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains in the 2014 FCAT Mathematics Test by 3 point to 74%. Students need to be provided the appropriate remediation, interventions and enrichment opportunities to increase the percentage of students making learning gains.
- Target: Learning Gains- Lowest 25% The results of the 2013 FCAT Mathematics Test indicate that 59% of students in the lowest 25% made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in the 2014 FCAT Mathematics Test by 4 point to 63%. Students are in need of a various types of remediation and intervention in order to improve.

### Plan to Monitor Progress Toward the Goal

In order to monitor the progress toward meeting our Mathematics goal, the administration and MTSS/Rtl team will follow the FCIM model to monitor student progress. The team will review Instructional Focus Calendars, monitor Mathletics software reports, and analyze student data to support teachers in making instructional adjustments for students who need additional support.

#### Person or Persons Responsible

Administration and MTSS/Rtl team

#### Target Dates or Schedule:

On-going

#### Evidence of Completion:

Formative assessment results, district interim assessments, classroom assessments, observations by administration, Interim assessments, Mathletics Software Performance Reports, FCAT 2014 2.0 Mathematics assessment



**G4.** The results of the 2013 FCAT Science Test indicate that 12 (23%) students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Science Test by 5 points to 28%.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science Journals • BrainPop • The Happy Scientist • Discovery • Science Laboratories • Science Fair Projects • Fieldtrips

**Targeted Barriers to Achieving the Goal**

- The lowest performance as noted on the 2013 administration of the FCAT Science Test was Physical Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process.
- The lowest performance as noted on the 2013 administration of the FCAT Science Test was Nature of Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process.

**Plan to Monitor Progress Toward the Goal**

In order to monitor progress toward meeting our science goal, student work and data will be analyzed. The school leadership team will evaluate student performance on science projects, weekly science labs, classroom assignments and interim exams to ensure progress is being made. The team will have on-going discussions with teachers to support students who are not making sufficient progress.

**Person or Persons Responsible**

School leadership team and teachers

**Target Dates or Schedule:**

Monthly/ quarterly

**Evidence of Completion:**

Data chats, reports, grades, sign-in sheets

**G5.** Mater Academy of International Studies' goal for the 2013-2014 school year is to increase the number of STEM learning opportunities for students.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Technology lab
- Discovery Education
- Desktop Computers
- Science Lab materials/ kits
- Go Math Series

**Targeted Barriers to Achieving the Goal**

- Target: Number of STEM related experiences Barrier: M.A.I.S. did not require enough STEM related activities.
- Target: Participation in STEM related activities Barrier: Few opportunities for advanced level STEM learning activities within school.

**Plan to Monitor Progress Toward the Goal**

To monitor the progress toward the goal, administrators will collect quarterly technology logs. Administrators will also observe teachers during the content area time to assure students are working in science labs and are conducting different activities with the use of mathematics, science, and technology.

**Person or Persons Responsible**

Administrators, teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Technology logs, competition applications/results, Science projects, sample student work

**G6.** Decrease the amount of students who miss 10% or more of instructional time from 3% to 2%, behavioral referrals from 6% to 5%, number of students who are not proficient in reading by grade 3 from 46% to 41%, and students retained from 2% to 1%.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Project Wisdom- Character Education Program • Do the Right Thing Program • Student Code of Conduct • Connect-Ed messages • Tutoring Programs • Interventions • Software Programs (Technology)

**Targeted Barriers to Achieving the Goal**

- Target: Students who miss 10% or more instructional time Students' frequent illnesses prevent them from attending school.
- Target: Students retained Students are lacking necessary fundamental reading skills (fluency, phonics, comprehension, and vocabulary) to prevent retention in the current grade.
- Target: Students who are not proficient in reading by grade 3 Students are lacking necessary fundamental reading skills (fluency, phonics, comprehension, and vocabulary) to prevent retention in grade three.
- Target: Students with 2 or more behavior referrals/ one or ore that lead to suspension Students do not adequately understand the conduct expected as noted in the Code of Student Conduct.

**Plan to Monitor Progress Toward the Goal**

In order to meet our Early Warning Systems goal, teachers, administrators, and support staff will work together to monitor student progress, and promote attendance to ensure academic progress.

**Person or Persons Responsible**

MTTS/ Rtl Team, Administrators, Reading Coach, Teachers

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Observation by administrators, Monitoring of interventions (Intervention checkpoints) student discipline/ suspension records, attendance records

**G7.** Mater Academy of International Studies is a Title I school. Please refer to the Parent Involvement Plan.

**Targets Supported**

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT Reading Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Reading by 8 points to 59%.

**G1.B1** Target: Subgroups not making AMO The results of the 2013 FCAT Test indicate that 49% of the Hispanic subgroup of our student population achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students scoring proficiency on the FCAT by 9 points to 58%. Students in the Hispanic subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.6] Identify shades of meaning in related words.

**G1.B1.S1** Teachers will participate in lesson studies. After synthesizing school- wide and classroom data from bi-weekly formative assessment results, the administration team and reading coach will target teachers who have students scoring high proficiency levels on benchmark exams. The teachers will be asked to model lessons, using the strategies they use in their class represent model/ exemplar lessons.

### Action Step 1

Teachers will participate in lesson studies with their peers in which they will model lessons for each other on targeted skills that they were successful in teaching.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson Study Sign in sheets, Agenda, Presentation sample documents

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

Administrators will monitor that monthly lesson studies are in action by collecting lesson study agendas and sign in sheets.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson study agendas and and sign in sheets

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

To monitor effectiveness of the Lesson Study strategy, administrators and literacy coach will evaluate and synthesize student benchmark data to determine progress in benchmarks that have been covered in the Lesson studies.

### Person or Persons Responsible

Administrators and reading coach

### Target Dates or Schedule

Bi-Monthly

### Evidence of Completion

Bi-weekly formative assessment data

**G1.B1.S2** • Students will use CRISS reading strategies will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • The students will utilize vocabulary with context clues, concept maps, use multiple meaning words, and interactive Word Walls. • Teachers will plan effective lessons using the grade-level and subject specific vocabulary words and will be reflected in the Instructional Focus Calendar. • The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. • Students will be provided with opportunities to practice returning to the text to verify answers using context clues.

### Action Step 1

The effectiveness of this strategy will be monitored by ongoing classroom assessments, classroom walk-throughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings. The data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the data collected. These meetings will be held quarterly to compare data growth and expectations monthly to help teachers plan effectively.

### Person or Persons Responsible

Administration, Multi-Tiered Support Team and Reading Coach

### Target Dates or Schedule

Bi-weekly/ monthly

### Evidence of Completion

• Observation checklists • Data chat agendas/ meeting minutes/sign-in sheets • Bi-Weekly Formative assessment results spreadsheet • District interim assessments • Software reports • FAIR assessment

## Action Step 2

All teachers in our school will be trained on CRISS strategies by the reading coach who is well versed in CRISS strategies. The teachers will receive resources and practice using the strategies in this professional development opportunity.

### Person or Persons Responsible

School-wide

### Target Dates or Schedule

Early release/ teacher planning day

### Evidence of Completion

Professional Development evaluation Follow-Up activity

### Facilitator:

Reading Coach

### Participants:

School-wide

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

The leadership team will be involved in monitoring the fidelity of the implementation of these strategies by conducting observations. The team will also check lesson plans to ensure that the teachers are providing evidence for their use of the strategies.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Daily, weekly, or quarterly

### Evidence of Completion

Daily classroom walk-throughs Informal and informal observations Teacher Lesson Plans

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

The LLT will ensure the effectiveness of the strategies by analyzing student data to ensure students are making adequate progress.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

bi-weekly, monthly, quarterly

### Evidence of Completion

Formative Assessment Results spreadsheet District Interim Assessments FAIR Assessment

**G1.B2** Target: Subgroups not making AMO The results of the 2013 FCAT Test indicate that 43% of the ELL subgroup of our student population achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of ELL students scoring proficiency on the FCAT by 8 points to 51%. Students in the ELL subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 4: Informational Text/ Research Process.

**G1.B2.S1** Students will be using resources aligned to ELL strategies in the classroom and in tutoring. The materials will be purchased from Triumph Learning. Teachers and tutors will be using these supplemental materials along with ELL strategies to ensure academic progress in the ELL population.

### Action Step 1

Teachers and tutors will be using Triumph learning supplemental resources for ELL students to help bridge the learning acquisition and academic learning gap.

### Person or Persons Responsible

Teachers and tutors

### Target Dates or Schedule

On-going

### Evidence of Completion

Supplemental student activities.



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

The reading coach and administration team will monitor the fidelity of this strategy by conducting weekly walk-throughs.

**Person or Persons Responsible**

Reading Coach and administration team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Walk-through checklists/ annotations

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

In order to monitor the effectiveness of the strategy, the administration team and reading coach will assess the academic growth of ELL students using bi-weekly formative assessment results.

**Person or Persons Responsible**

Administration and reading coach

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Bi-weekly formative assessments

**G1.B2.S2** Instruction will include direct teaching of different text features found in variety informational texts. Graphic organizers will be used during teacher directed instruction and differentiated instruction opportunities. Students will use Text Feature Charts and/or Text Feature Analysis Charts to note the text features found in an article or passage and then identify purpose, meaning and additional understanding of the text. Students will be exposed to real-world documents such as; brochures, how-to articles, fliers, and websites to locate, interpret, and organize information. Students will use text features to make connections and create deeper understanding of the text. Time for Kids Magazines will be used by teacher and students in the classroom to provide as additional materials where students can locate, interpret and organize information. Implementation of the Achieve 3000 software will provide additional exposure to informational text at student's independent levels or zones of proximal development (ZPD). Students will complete a minimum of two activities weekly that demonstrate their understanding of the informational passages. Students will conduct research projects that will reflect what the students are learning in class. Social studies and science connections to real world information will influence students understanding while exposing them to other informational sources. Reading strategies implemented to teach text features to understand text will be infused in content area subjects.

### **Action Step 1**

Students will be provided ample opportunities to analyze and organize informational text using a variety of text feature resources/ tools. Students will practice identifying text features when making text connections to real world articles.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

FCAT Test Generator Benchmark Exams, Bi-weekly formative assessment results, Observations by administrators, Reports from Achieve 3000, District Interim Assessments, classroom assessments

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

To ensure teachers are implementing the strategies with fidelity, the school's leadership team will observe teachers during several content area subjects to ensure strategies are being carried out when teaching and reviewing informational text.

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

MTTS/RtI Team, Administrators, Reading Coach

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

Bi-weekly

#### **Evidence of Completion**

Classroom assignments/assessments, interim exams, computer software reports, observations checklists,

## **Plan to Monitor Effectiveness of G1.B2.S2**

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of classroom assessments focusing on students' performance in the areas of Reporting Category 4: Informational Text/Research Process to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus. The administrative team, along with the Grade Level Team leaders will monitor lesson plans to make sure the strategies are incorporated in all subject areas.

### **Person or Persons Responsible**

MTSS/ RtI team, administrators, Reading Coach

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Formative assessment results, district interim assessments, classroom assignments/ assessments, displayed sample work

**G1.B3 Target:** Subgroups not making AMO The results of the 2013 FCAT Test indicate that 48% of the Economically Disadvantaged subgroup of our student population achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Economically Disadvantaged students scoring proficiency on the FCAT Reading by 11 points to 59%. Students in the Economically Disadvantaged subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 2: Reading Application [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text inferring, paraphrasing, summarizing, and identifying relevant details.

**G1.B3.S1** Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and theme within texts.

### **Action Step 1**

Provide students with on-going opportunities to answer higher-order thinking questions related to objectives within Reading Application. Teachers will require students to provide written responses within their reading journals. Students will formulate responses based on evidence from the passage/article. Teachers will be required to follow a Focus Calendar that will be prepopulated and created using previous student data.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Bi-weekly Formative assessment results, district interim exams, classroom reading journals, sample work

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

The school leadership team will be involved in assuring the strategies listed above are implemented with fidelity. During classroom walk-throughs, the team will ensure teachers are using the appropriate strategies when teaching targeted strategies within the area of Reading Application.

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

MTSS/Rtl team, Reading Coach, Administrators

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

On-going

#### **Evidence of Completion**

Reading journals, administration observation checklists,

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of the bi-weekly assessments focusing on students' performance in Reading Application to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus

### **Person or Persons Responsible**

MTSS/ Rtl team, Reading Coach, Administrators

### **Target Dates or Schedule**

Bi-Weekly

### **Evidence of Completion**

FCAT Test Generator Benchmark Exams, Observations by administrators, Reports from Achieve 3000, District Interim Assessments.

**G1.B4** Target: FCAT 2.0 Level 3 The results of the 2013 FCAT Reading Test indicate that 29% (53) of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a level 3 on the FCAT Reading 7 points to 36%. Students scoring a level 3 proficiency in the 2013 FCAT indicate that there is a deficiency in Reporting Category 2: Reading Application [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text inferring, paraphrasing, summarizing, and identifying relevant details.

**G1.B4.S1** Students will ask and answer questions referring explicitly to the text as the basis for their answers. Each student will have his/her own set of grade-level appropriate Task Cards. All students will have reading response journals where they will have to create written, evidence-based responses to questions relating to themes, topics, across a variety of texts and other higher-order thinking prompts related to the stories they are reading in class. Teachers will create Instructional Focus Calendars in Reading that reflects the corresponding benchmarks. The content focus and benchmarks of study, along with the activities will be described on a daily planner. IFC help teachers stay on track with the pacing guide, make curricular and instructional decisions based on the targeted benchmarks and the calendar acts as a holistic guide that will be used with fidelity to monitor students' progress throughout the year. Teachers will submit formative bi-weekly exams to the administration team that will monitor student progress and provide support for students who are not making adequate learning gains. Using the formative assessment results, teachers will formulate small groups during the 90-minute reading block to emphasize and redirect student needs. Students will have additional practice on identifying themes or topics across a variety of fiction and nonfiction text on research-based software programs including, Achieve 3000 and Accelerated Reader. Teachers will monitor student usage and performance on a weekly basis.

### **Action Step 1**

Teachers will closely monitor student progress for students who achieved a Level 3 in the FCAT. Students who are not making adequate progress will be provided additional support. Teachers will implement a focus calendar reflective of student performance and targeted benchmarks. Small groups will be incorporated within the 90 minute reading block.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, differentiated instruction plans, anecdotal records, observations, classroom assignments/ work folders

#### **Facilitator:**

Reading Coach

#### **Participants:**

All classroom teachers

## Action Step 2

Teachers will closely monitor student progress for students who achieved a Level 3 in the FCAT. Students who are not making adequate progress will be provided additional support. Teachers will implement a focus calendar reflective of student performance and targeted benchmarks. Small groups will be incorporated within the 90 minute reading block.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson plans, differentiated instruction plans, anecdotal records, observations, classroom assignments/ work folders

### Facilitator:

Reading Coach

### Participants:

All classroom teachers

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

The MTTTS Team, administrators and Reading Coach will monitor the fidelity of the strategies by conducting informal observations and conferences with teachers.

### Person or Persons Responsible

The MTTTS Team, administrators and Reading Coach

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Meeting minutes, observation checklists, conference sheets

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of the bi-weekly assessments focusing on students' performance in Reading Application to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus

### **Person or Persons Responsible**

The MTTS Team, administrators and Reading Coach

### **Target Dates or Schedule**

Bi-Weekly

### **Evidence of Completion**

Computer software programs, district interim data reports, formative assessment results, student grades



**G1.B5** Target FCAT 2.0 Level 4 and above The results of the 2013 FCAT Reading Test indicate that 20% (37) of students achieved a proficiency level of 4 and above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a level 4 and above on the FCAT Reading Test by 3 points to 23%. Students' performance data from the 2013 FCAT indicates that greatest area of improvement for students scoring at or above a Level 4 in Reading is Reporting Category-4 Informational Text/Research Process

**G1.B5.S1** •Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. •Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. •Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. •Use supporting facts within and across texts. •The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. •Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. •Use Text feature chart and text feature analysis chart to organize information. • Students will login to Achieve 3000 Diagnostic computer program that serves as an enrichment to the curriculum.

### **Action Step 1**

Teachers will provide small group differentiated instruction that includes opportunities for students to read and work with grade-level informational text. Students will complete activities related to identifying text features in a variety of real-world applications.

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

Classroom teachers

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

Weekly

#### **Evidence of Completion**

Differentiated instruction lesson plans, sample student work, reading work folders, DI folders, Achieve 3000

#### **Facilitator:**

Achieve 3000 Representative

#### **Participants:**

Second through ninth grade Reading, Social Studies, Science teachers

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

Following the FCIM model, administrators, reading coach, and other support staff personnel will monitor fidelity by conducting classroom observations to monitor the fidelity of the implementation of strategies.

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

MTSS/RtI Team, administrators, reading coach, Grade Level chair

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

On-going

#### **Evidence of Completion**

Observation checklists, lesson plans, common board configuration

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

Students bi-weekly assessment performance results will help determine effectiveness of strategies. The benchmark exams will be an indicate the students who need to mastered the skill and is in need of additional support.

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

Classroom teachers, administrators, reading coach

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

On-going

#### **Evidence of Completion**

Interim benchmark exams, formative assessments, FCAT Test Generator exams, classroom projects

**G1.B6 Target:** Learning Gains All The results of the 2013 FCAT Reading Test indicate that 55% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains on the FCAT Reading Test by 5 points to 60%. Students' performance data from the 2013 FCAT indicates that greatest area of improvement for students making learning gains in Reading is Reporting Category-3 Literary Analysis/Fiction/NonFiction.

**G1.B6.S1** •Teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" •Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. •Use poetry to practice identifying descriptive language that defines moods and provides imagery. • Note how authors use figurative language such as similes, metaphors, and personification. •Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. •Some other 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, etc.

### **Action Step 1**

Teachers will use a variety of techniques to help students identify elements of a story. Students will analyze and understand character development by completing graphic organizers that will help them synthesize information and make connections to self and to text.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, classroom work folders, sample student work, Common Board Configuration, daily activities, anecdotes

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

Using the FCIM model, administrators and reading coach will monitor fidelity of the strategies by conduction classroom walk-throughs and conferences with teachers.

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

Administrators, reading coach

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

On-going

#### **Evidence of Completion**

Observation checklists, anecdotal records, grade-level meeting sheets

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

The MTTS Team, administrators and Reading Coach will monitor the implementation of the strategies. Following the FCIM model, the administrators will review the results of the bi-weekly assessments focusing on students' performance in Literary Analysis to ensure that progress is being made and to make adjustments in instructional practices as needed. Additionally, District Interim Data Reports will be analyzed to determine instructional focus

### **Person or Persons Responsible**

MTTS/ Rtl Team, Administrators, Reading Coach

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Bi-weekly formative assessments, District benchmark exams, FAIR Assessment results, classroom grades

**G1.B7 Target:** Learning Gains lowest 25% The results of the 2013 FCAT Reading Test indicate that 61% of our lowest 25% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains on the FCAT Reading Test by 4 points to 65%. Students need additional instructional time in order to bridge learning gaps and access grade level curriculum.

**G1.B7.S1** ?Students in the lowest 25 percentile will participate in numerous additional learning opportunities. Targeted students will participate in 30 minutes of additional reading time using the I-Ready Research-based software program. This diagnostic and intervention program will monitor student progress on different Reading Application benchmarks. ?In addition to the 30 minutes of daily intervention in Reading, interventionists will be assigned to various classrooms to support teachers in a Push-In model. Interventionists will support the teacher and students by providing small-group instruction to students in the lowest 25 percentile. ?Students in the lowest 25 percentile will participate in Intensive tutoring sessions provided by the school. Highly qualified teachers will instruct students based on their differentiated needs. Using our school Target Model, students will be placed into groups according to like needs. Teachers will use I-Ready premade activities that target the groups in addition to Crunch time materials (FCAT Coach, FL Reading) to prepare students. ?The students in the lowest 25 percentile will automatically qualify for the intensive FCAT Saturday program. For 10 consecutive Saturdays, students will receive additional enrichment that will be based on school-wide and individual data from District Interim Exams.

### **Action Step 1**

Students in the lowest 25 percentile will be targeted at the start of the school year. The students will automatically qualify for Tier II interventions where they will receive 30 minutes of additional instructional time in reading. In addition, the students will be placed in an adaptive, Diagnostic online curriculum called I-Ready. This program differentiates to the students' individual needs. The students will also automatically qualify for after school care and Saturday tutoring programs offered by the school.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Software program reports, district interim exams, formative assessments, tutoring attendance logs

#### **Facilitator:**

I-Ready Representative

#### **Participants:**

Classroom teachers

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

To monitor fidelity of the programs implemented to support students in the lowest 25 percentile, teachers, administrators, and support staff specialists will review intervention rosters and checkpoints, monitor tutoring attendance for consistent participation, and run I-Ready reports. These documents will serve as records that the programs are being implemented with fidelity.

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

MTSS/Rtl team, Administrators, Reading Coach

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

On-going

#### **Evidence of Completion**

I- Ready software reports, tutoring attendance sheets, Technology logs

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

To monitor effectiveness of the strategies, administrators and reading coach will monitor student progress through the analysis and synthesizing of student data. Formative assessment results, Interim benchmark exams, classroom assignments/ grades, FAIR assessments will all be used to monitor effectiveness. Instructional adjustments will be made using the data formulated by the different tools.

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

MTSS/ Rtl team, Administrators, Instructional coaches, Reading Coach

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

On-going

#### **Evidence of Completion**

Formative assessment results, Interim benchmark exams, classroom assignments/ grades, FAIR assessments

**G1.B7.S2** All teachers in grade 3-9 will participate in a mandatory data chats with administrators and the school reading coach. Teachers and administrators will sit to synthesize data that has been accumulated into a Target Model spreadsheet by Hermes Ortiz, Academica's data consultant. The teams will also review student individual test scores. Teachers will be able to identify classroom strengths and areas for improvement as well as individual needs. Teachers and administrators will also target the lowest 25% and discuss intervention and support opportunities.

### **Action Step 1**

Teachers and administrators will meet individually to discuss student/ grade-level data. Teachers will be provided with data tools, conference sheets, and data forms that will help them target necessary skills needed to bridge learning gaps and promote growth.

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

Administrators, classroom teachers

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

Quarterly

#### **Evidence of Completion**

Parent/teacher conference sheets, student individual data sheets, data binder, test results, data spreadsheets

#### **Facilitator:**

Reading Coach

#### **Participants:**

Classroom teachers

### **Plan to Monitor Fidelity of Implementation of G1.B7.S2**

To monitor fidelity of the program, administrators will collect data conference sheets from the teachers. The administrators will note that conferences have been conducted with all parents of students in the lowest 25% and teachers have met individually with all the students in their class to discuss their data and set goals.

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

Administrators

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

Quarterly

#### **Evidence of Completion**

Data conference sheets, data binders, data spreadsheets

## Plan to Monitor Effectiveness of G1.B7.S2

Administrators will monitor effectiveness of the program by reviewing and observing lessons during observations. Teacher instructional focus calendars will be modified and updated as new data is released. Instructional practices must coincide with the needs of the students based on their performance results.

### Person or Persons Responsible

Administrators and classroom teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Lesson plans, observation checklists, data binders, instructional focus calendars

**G1.B8** Target: CELLA Listening and speaking The results of the 2013 CELLA Test indicate that 50% (121) of students scored proficiency in Listening/ Speaking subtests of the assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency in the Listening/ Speaking subtests of the CELLA by 5 points to 55%. Students' language acquisition is being impeded due to native language being only spoken at home. Students require additional opportunities in and outside the classroom to speak in English.

**G1.B8.S1** •Teachers will provide small-group instruction to English Language Learners to provide opportunities for working with students who have common needs, such as reinforcement or enrichment. Teachers will target needs of ELL students to emphasize in small groups. •Using brief excerpts or passages from text students are reading, the teacher will have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information.

### Action Step 1

ELL students will acquire listening and speaking skills through experiences in the classroom. Teachers will motivate ELL students to engage in discussions, paraphrase what they have read, reread for fluency and other strategies that will help close the language acquisition gap. Additional opportunities to conduct both individual and group oral reports in the classroom will help increase student confidence and practice the language.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

classroom assessments, teacher observations/anecdotal records, students' oral fluency, 2014 CELLA



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

To ensure fidelity of the implementation of strategies, the MTSS team and support personnel will administer frequent classroom walk-throughs to assure that teachers are providing ELL students numerous opportunities to listen and speak.

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

MTSS Team, Administration, Reading Coach and ESOL Chairperson will monitor the implementation of the strategies. Following the FCIM Model, Administrators will conduct observations during classroom activities, assessments, and presentations.

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

Bi-Weekly

#### **Evidence of Completion**

Teacher informal observation log and rubrics utilized during instruction, weekly assessments, FAIR data, student work folders

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

Following the FCIM model, administrators will conduct frequent walk-throughs to review classroom assessments to monitor the implementation of strategies.

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

MTTS/ Rtl team, administrators, ESOL Chair

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

Bi-weekly

#### **Evidence of Completion**

Classroom assessments, observations, 2014 CELLA Listening/Speaking subtest

**G1.B9** Target: CELLA Reading The results of the 2013 CELLA Test indicate that 21% (51) of students scored proficiency in the Reading subtest of the assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency in the Reading subtest of the CELLA by 8 points to 29%. Students need additional practice with the English language and vocabulary in order to be able to analyze the elements of story structure in a literature selection. Students require additional opportunities to read in English.

**G1.B9.S1** The Comprehensive Research-based Reading Plan (CRRP) task cards will be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful for the students. In order to enhance oral practice and literacy, teachers will engage students in choral reading, in which one or more students read an assigned text aloud and in synchrony. Key vocabulary will be emphasized and presented in various context to the students. When appropriate, teachers will take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. Teachers will use the reciprocal teaching model where students are asked to summarize, question, clarify, and predict while reading various text.

### **Action Step 1**

The MTSS Team, Administration, Reading Coach and Grade Level Chairperson will monitor the implementation of the strategies. Following the FCIM Model, Administrators will conduct observations during classroom activities and review data of the District Interim Assessments to determine areas that need improvement in Reading and adjust instructional practices as needed.

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

The MTSS Team, Administration, Reading Coach and Grade Level Chairperson

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

On-going

#### **Evidence of Completion**

Teacher informal observation logs and rubrics utilized during instruction, weekly assessments, Software reports, FAIR data, interim assessments, formative assessments

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

To ensure that there is fidelity in the implementation of ESOL strategies in reading, the administration/ leadership team will conduct weekly walk-throughs to observe teachers during their reading block. The team will annotate consistent use of strategies used to support and reinforce reading skills.

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

MTSS/Rtl team, administrators, ESOL Chairperson, classroom teachers

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

Weekly

#### **Evidence of Completion**

Observation checklists, anecdotal records, classroom work folders, agenda of activities

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

ELL student scores will be monitored closely to assure growth in the areas of reading.

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

Administrators, reading coach, ESOL chairperson

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

Bi-weekly

#### **Evidence of Completion**

Formative assessments, district interim exams, FAIR assessment results

**G1.B10 Target:** CELLA Writing The results of the 2013 CELLA Test indicate that 24% (57) of students scored proficiency in the Writing subtest of the assessment. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency in the Writing subtest of the CELLA by 8 points to 32%. Students have difficulty composing grammatically correct sentences that include descriptions and details. Students require additional opportunities to write in English.

**G1.B10.S1** •Provide students the ongoing opportunity to go through the writing process involving planning, drafting, revising, editing, and publishing. •Students will be provided graphic organizers to aid them in organizing their text structure. •Provide additional practice in writing sentences that include subject/verb and noun/pronoun agreement in simple and compound sentences.

### **Action Step 1**

Students will be provided ample opportunities to practice skills/ strategies used throughout the writing process. Students will also use a variety of graphic organizers to organize their ideas.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Student writing samples, lesson plans, student work folders, writing journals

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

To ensure fidelity of implementation of strategies, the school leadership team will monitor that teachers are using effective strategies to teach the writing process within the corresponding writing blocks.

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

Administrators, reading coach, ESOL chairperson

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

Bi-weekly, monthly

#### **Evidence of Completion**

Observation checklists, lesson plans, gradebook grades

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

The MTSS Team, Administration, Reading Coach and Grade Level Chairperson will monitor the implementation of the strategies. Following the FCIM Model, Administrators will conduct observations during classroom activities and review data from monthly writing prompts to determine areas in writing that need improvement, and adjust instructional writing practices as needed.

### **Person or Persons Responsible**

The MTSS Team, Administration, Reading Coach and Grade Level Chairperson

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Monthly writing prompts, sample student work, Writing data sheets

**G2.** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Writing by 7 points to 39%.

**G2.B1** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment was applying writing applications in a narrative essay.

**G2.B1.S1** Instructional Practices: • The students will use the linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solutions and endings in their language arts class. • Students will be encouraged to write a narrative that includes a main idea and characters during monthly writing program. Fourth grade teachers will follow a Writing program calendar where every second Tuesday of the month students will have to write to prompt. Testing guidelines will follow the current writing rubric. • Teachers will follow the Language Arts/Reading department's 30 Minute Writing Block Instructional Framework. Teachers will have an opening activity, will provide guided instruction is whole or small groups allow students time for individual practice and close with a brief review of what was learned in the lesson. • To exemplify great writing strategies, teachers will use narrative and expository exemplars provided by the district. • To assess writing, teachers and students will follow the FCAT 2.0 Writing rubric. Students will be provided editing checklists and revising charts to track their writing.

### **Action Step 1**

Teachers will use a variety of key writing strategies where students will be effectively following the writing process and using small skill sets to improve their writing artifacts.

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

Teachers and students

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

Daily

#### **Evidence of Completion**

Lesson plans, student work, Writers' notebooks

#### **Facilitator:**

Tannia Rodriguez- Reading Coach

#### **Participants:**

Fourth Grade Teachers

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

In order to monitor the fidelity of the implementation of the instruction strategies, the administration team, reading coach, and teachers will work collaboratively to share feedback in relation to observations, lesson plans and other writing skills noted.

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

Teachers, Administrators, Department/Grade Level Chairs/ Reading Coach

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

Teacher will be responsible to incorporate Writing strategies on a daily basis. Administrators and Reading Coach will conduct weekly walk-throughs to monitor instructional practices. Department/ Grade Level Chairs will sign off on lesson plans that explicitly include the strategies and skill sets within their plans.

#### **Evidence of Completion**

Observation checklists, anecdotal notes, lesson plans, IPEGS

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

In order to monitor effectiveness of the program, teachers will have monthly writing exams where students will be given one hour to complete a writing task. These monthly writing prompts will be graded and recorded on a individual spreadsheet which teachers will use to conference with children on their strengths and areas for improvement.

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

The use of these spreadsheets will be monitored throughout the school year by the administrators and reading coach.

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

Monthly

#### **Evidence of Completion**

Student monthly writing prompt sample work, spreadsheets, observations

**G2.B1.S2** Progress Monitoring/ Data Conferences with Students: •Teachers will administer monthly writing prompts. Teachers will have one day to administer exam and two school days to assess the writing assignments according to the FCAT 2.0 Writing rubric. At the end of the week, teachers will meet with their students individually and conference with the students about their strengths and weaknesses. Students and teachers will set goals and monitor progress using the Monthly Writing Prompt spreadsheet provided to them at the beginning of the school year.

### **Action Step 1**

Teachers will administer monthly writing prompts to fourth grade students. The prompts will alternate between expository and narrative. The testing mode will replicate that of the original writing exam to get students comfortable with the testing routines. Students will have one hour to plan and write a complete draft. Teachers will assess the writing prompts over two days and at the end of the week will have individual conferences with each student. Teachers will document student progress by graphing their levels each month and annotating their strengths and areas for improvement in the annotated boxes provided in the writing data sheet. Students will be exposed to their individual writing spreadsheets every month. Students and teachers will create goals and strategies for implementation to support the students' individual needs.

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

Teachers

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

Monthly

#### **Evidence of Completion**

Samples of student work, Writing data spreadsheets/ conference sheets, Writing grades, students' writing portfolios

#### **Facilitator:**

Reading Coach

#### **Participants:**

School-Wide Writing teachers



### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Teachers will be provided a monthly writing calendar that must be followed. The calendar includes the specified dates where teachers are to assign a writing prompt, have two days to complete grading and have one day to conference with students.

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

The administration team, reading coach and grade level chairs will be responsible for monitoring fidelity of the monthly writing program.

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

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, teacher rubrics/spreadsheets

### **Plan to Monitor Effectiveness of G2.B1.S2**

In order to monitor effectiveness of the monthly writing program, teachers and administrator along with the reading coach will track student progress through their individual conference sheets. The team will monitor the program to ensure that students are making adequate progress.

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

School Leadership Team

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

Monthly

#### **Evidence of Completion**

Writing Spreadsheets, gradebook,

**G2.B1.S3** Tutoring: •Students will be invited to a weekly Writing tutoring session that will be instructed by an experienced writing teacher. Students will practice different components of the writing process and participate in Writers' Workshops.

**Action Step 1**

Fourth grade students have been pre-selected according to the Writing Baseline results to attend our Writing tutoring programs that are held on Mondays after school. The tutoring program began on September 16, 2013 and will run every Monday until February 25, 2013 (the day prior to the FCAT Writing 2.0 exam).

**Person or Persons Responsible**

Certified elementary teachers

**Target Dates or Schedule**

Mondays after school- September 16, 2013- February 25, 2013

**Evidence of Completion**

Sample of student work, tutoring sign in sheets/ attendance

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Students will be provided weekly writing tutoring. Highly qualified teachers will implement writing strategies over the course of the year to help assist students in creating exemplar writing work.

**Person or Persons Responsible**

Tutors

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Tutoring attendance rosters, observations

### Plan to Monitor Effectiveness of G2.B1.S3

In order to monitor the effectiveness of the Writing tutoring program, teachers and administrators will monitor student progress in writing by analyzing and synthesizing Writing interim data and in-class writing data.

#### Person or Persons Responsible

Teachers, administrators, reading coach

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Writing Interim Exams, Monthly writing prompts

**G2.B1.S4** Writing Workshop Conferences: •Teachers will plan, collaboratively, weekly writing workshops in which each teacher will emphasize on one specific category of the writing process, i.e. focus, organization, support, and conventions. Teachers will create mini-lessons that will provide strategies in the different areas. Students will visit each teacher on a rotation schedule where they will learn and practice the writing process over an eight-week period. They will have an opportunity to work with each teacher and component twice, helping them develop writing skills.

#### Action Step 1

During Writing Crunch time students will participate in a Writers' Workshop conferences that will take place every Wednesday over the course of a two month period. Four teachers will be assigned a writing component (Focus, Organization, Support, Conventions) in which she will create key lessons to prepare students in Writing. The students will conduct two rotations where they will have gone to each conference two times to develop their skills.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly for two months

#### Evidence of Completion

Lesson plans, student work samples

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4**

In order to ensure there is fidelity of the Writers' Workshop program, the school leadership team will make observations, walk-throughs, and provide feedback to teachers throughout the process.

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

Administrators and reading coach will be actively involved in helping writing teachers incorporate these strategies.

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

Every week ver the period of two months.

#### **Evidence of Completion**

Grade level meeting minutes, observatons, lesson plans, student work

### **Plan to Monitor Effectiveness of G2.B1.S4**

Student performance will be evaluated to monitor effectiveness of the program. Teachers will be evaluated through formal and informal observations by the school leadership team and student work will also be analyzed to ensure students are making adequate progress toward their writing goals.

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

School Leadership Team

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

Weekly for two months

#### **Evidence of Completion**

Lesson plans, sample work, observation checklists, interim data

**G2.B1.S5 Student Engagement and Participation** To encourage students to produce excellent work, the administrator will collect one of the best writing activities from each of the teachers to read aloud in the morning announcements. Excellent writers will also be celebrated during awards assemblies at the end of each quarter.

**Action Step 1**

To encourage and motivate students to produce excellent pieces of writing, teachers will choose one writing prompt a week from a student who created the best work. The students will have the opportunity to share their work during the morning announcements. Students who have excellent pieces of writing consistently throughout the quarter will also be chosen to receive writing awards at the end of the quarter and will be celebrated during the end of quarter assemblies.

**Person or Persons Responsible**

Administrators, fourth grade classroom teachers

**Target Dates or Schedule**

Weekly/ quarterly

**Evidence of Completion**

student writing samples, award certificates

**Plan to Monitor Fidelity of Implementation of G2.B1.S5**

The administration team will ensure that these strategies are being implemented on a weekly/quarterly basis.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student writing samples, morning announcement sheets

## Plan to Monitor Effectiveness of G2.B1.S5

To monitor effectiveness, the administrators will monitor the students who's work is being announced to assure that a variety of students are engaged in the program.

### Person or Persons Responsible

Administrators, teachers

### Target Dates or Schedule

weekly

### Evidence of Completion

samples of student writing

**G3.** The results of the 2013 FCAT Mathematics Test indicate that 69% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Mathematics Test by 2 points to 71%.

**G3.B1** Target: FCAT 2.0 Level 3 The results of the 2013 FCAT Mathematics Test indicate that 32% (59) of students scored a Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 proficiency in the 2014 FCAT Mathematics Test by 2 points to 34%. The area that would require students to improve performance based on the 2013 FCAT administration of the FCAT Mathematics test was Big Idea 2: Number (Fractions)

**G3.B1.S1** •Students will use manipulatives, videos, realia to increase knowledge of identifying fractions  
 •Provide grade-level opportunities for students to develop problem solving processes through working in cooperative groups  
 •Students in small groups will be given targeted group instruction, addition support through teacher directed instruction, or differentiated math work using Mathletics  
 •Students will participate in after school tutoring, using Common Core standards, aligning to student's individual performance – Thursday 3.30-4.30 p.m.  
 •Math club in the school that develops students problem solving skills  
 •School wide focus calendar

### Action Step 1

Teachers will provide students opportunities to identify a fraction, including fractions greater than one, using area, set and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, and identify an equivalent fraction, including fractions greater than one, using models.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson plans, informal observations, Common Board configuration, student sample work

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

Administration, MTSS RtI Leadership team will monitor classroom instruction for fidelity. Grade level meetings will allow the team to identify weaknesses in classes or specific groups of students, providing additional support.

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

Administration, MTSS/ RtI Leadership team

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

Weekly

#### **Evidence of Completion**

Observation checklists, anecdotal records, lesson plans

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

Administration will monitor the effectiveness of strategies through classroom walk-throughs; data review of class assessments ensuring that progress is being made and, if required, make changes to instructional practices. Review and monitor progress as stated in Mathletics program.

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

Administration

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

Bi-weekly

#### **Evidence of Completion**

Classroom assessments, observations by administration, Interim assessments, and reports from Mathletics. FCAT 2014 2.0 Mathematics assessment.

**G3.B2** Target: FCAT 2.0 Level 4 and above The results of the 2013 FCAT Mathematics Test indicate that 36% (65) of students scored a proficiency level of 4 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a proficiency level of 4 or above in the 2014 FCAT Mathematics Test by 1 point to 37%. The area that would require students to improve performance based on the 2013 FCAT administration of the FCAT Mathematics test was Big Idea 2: Number: Base Ten and Fractions.

**G3.B2.S1** •Students will be given multiple opportunities to model fractions, comparing and ordering with fraction bars •Provide grade-level opportunities for students to develop problem solving processes through working in cooperative groups •Daily use of word problems •School math club once a week •Students in small groups will be given targeted group instruction, addition support through teacher directed instruction, or differentiated math work using Mathletics. •Mathletics will be used with fidelity to assist students in mathematical fluency •School weekly math club that focuses on word problems and problem solving •School wide focus calendar

### **Action Step 1**

Students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same and different forms, generate equivalent fractions or simplify fractions to the lowest terms, relate halves, fourths, tenths and hundredths to percents, or vice versa, support mathematical fluency and problem solving skills whilst providing time to practice and apply learned concepts in real-life situations, and join weekly math club meetings.

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

Classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, math journals, observations, use of math manipulatives kits, differentiated instruction plans, math club attendance sheets



## **Action Step 2**

Students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same and different forms, generate equivalent fractions or simplify fractions to the lowest terms, relate halves, fourths, tenths and hundredths to percents, or vice versa, support mathematical fluency and problem solving skills whilst providing time to practice and apply learned concepts in real-life situations, and join weekly math club meetings.

### **Person or Persons Responsible**

Classroom teachers

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Lesson plans, math journals, observations, use of math manipulatives kits, differentiated instruction plans,

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

Administration, MTSS RtI Leadership will monitor classroom instruction for fidelity. Grade level meetings will allow the team to identify weaknesses in classes or specific groups of students, providing additional support.

### **Person or Persons Responsible**

Administration, MTSS RtI Leadership

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Classroom assessments, observations by administration, Interim assessments, and reports from Mathematics.

### Plan to Monitor Effectiveness of G3.B2.S1

Administration will monitor the effectiveness of strategies through classroom walk-throughs; data review of class assessments ensuring that progress is being made and, if required, make changes to instructional practices. Review and monitor progress as stated in Mathletics program.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Mathletics performance reports, Formative assessment results, District interim exams, student work samples

**G3.B3** Target: Learning Gains- ALL The results of the 2013 FCAT Mathematics Test indicate that 71% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains in the 2014 FCAT Mathematics Test by 3 point to 74%. Students need to be provided the appropriate remediation, interventions and enrichment opportunities to increase the percentage points of students making learning gains.

**G3.B3.S1** •Math focus walls, word walls and math journals for students to explain their thinking process in problem solving •Targeted differentiated instruction based on interim data and progress monitoring •After school care tutoring using Common Core Standards •Mathletics program used to increase fluency and provide additional differentiated support •Differentiated classroom instruction •Manipulatives used frequently to enable students to move from concrete to abstract operations •School wide focus calendar

#### Action Step 1

Teachers will require students to formulate written responses to math problems. Students will be exposed to real-world situations involving math problems. To ensure that learning gains are made, students will be provided extended instructional time after school.

#### Person or Persons Responsible

Classroom teachers, tutors, administrators

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Tutoring attendance rosters, Mathletics reports, Instructional focus calendars

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

Administration, MTSS RtI Leadership will monitor classroom instruction for fidelity. The team will conduct weekly informal observations to assure teachers are consistently using the strategies provided above.

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

Administration, MTSS RtI Leadership

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

Weekly

#### **Evidence of Completion**

Classroom assessments, observations by administrators, District interim results, formative assessment results.

### **Plan to Monitor Effectiveness of G3.B3.S1**

Following the FCIM model, administrators will review the results of classroom assessments to note growth. Students who are not making adequate progress will be remediated using alternative instructional practices according to student needs based on student performance data.

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

Administrators

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

bi-weekly

#### **Evidence of Completion**

Classroom assessments, observations by administrators, District interim results, formative assessment results

**G3.B4 Target: Learning Gains- Lowest 25%** The results of the 2013 FCAT Mathematics Test indicate that 59% of students in the lowest 25% made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in the 2014 FCAT Mathematics Test by 4 point to 63%. Students are in need of a various types of remediation and intervention in order to improve.

**G3.B4.S1** •Provide after school tutoring on Thursdays 3.30 – 4.30 p.m. that focuses on Common Core standards and FCAT style questioning •Develop mathematical fluency using Mathletics; use the evidence based software to provide intervention •Manipulatives used to promote students mathematical understanding from concrete to abstract word problems •Small group targeted instruction based on evidence gathered from interim assessment , classroom information and previous FCAT/SAT data. •Develop a school wide scope and sequence calendar to develop pace

### **Action Step 1**

Provide after school tutoring on Thursdays 3.30 – 4.30 p.m. that focuses on Common Core standards and FCAT style questioning •Develop mathematical fluency using Mathletics; use the evidence based software to provide intervention •Manipulatives used to promote students mathematical understanding from concrete to abstract word problems •Small group targeted instruction based on evidence gathered from interim assessment , classroom information and previous FCAT/SAT data. •Develop a school wide scope and sequence calendar to develop pace

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

Teachers, administrators

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

On-going

#### **Evidence of Completion**

Mathletics software reports, scope and sequence calendars, instructional focus calendars, touring sign in sheets

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

Administration, MTSS Rtl team will monitor action steps for fidelity by conducting informal observations to ensure strategies are implemented throughout the math block.

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

Administrators

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

Bi-weekly

#### **Evidence of Completion**

Administrator observation checklists, lesson plans, Common board configuration boards

## **Plan to Monitor Effectiveness of G3.B4.S1**

Administrators will review the results of classroom assessments to ensure that progress is being made and to make adjustments in instructional practices. Review reports from Edusoft and Mathletics at grade level meetings to ensure students are on target and make adjustments to instruction in order to enrich further mathematical understanding. Administration also need to monitor after care tutoring to ensure the lowest 25th percentile students are making adequate progress, if not then necessary adjustments need to be made.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Classroom assessments, observations by administrators, baseline assessments, interim assessments and reports from Mathletics.

**G4.** The results of the 2013 FCAT Science Test indicate that 12 (23%) students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Science Test by 5 points to 28%.

**G4.B1** The lowest performance as noted on the 2013 administration of the FCAT Science Test was Physical Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process.

**G4.B1.S1** • Provide extensive hands on opportunities to practice the Scientific method in Science journals that are guided by higher order thinking questions. • Implements the use of technology through learning tools such as Brainpop, The Happy Scientist and Gizmos • Ensure that instruction includes teacher-demonstrated science laboratory experiments including virtual labs, that apply, analyze, and explain concepts related to matter, force, and motion • Provide in-house or field trip to provide students with real-world Science investigations • Weekly lab reports that follow the scientific method • School and district science fair

### **Action Step 1**

Teachers will provide students will ample strategies and tools that will help maximize their students science learning experiences by incorporate a variety of technology, conducting frequent science labs, assigning student science journals, and weekly lab reports.

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

Teachers

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

Weekly

#### **Evidence of Completion**

Student science projects, lab reports, software data, lesson plans

#### **Facilitator:**

Reading Coach

#### **Participants:**

All teachers

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

School leadership team will monitor the fidelity of the science strategies on a weekly basis through formal and informal observations, walk-throughs, lesson plans, monitoring of software programs and grade level team meeting minutes.

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

School leadership team

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

weekly

#### **Evidence of Completion**

Lesson plans, observation checklists, computer program data

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

To monitor effectiveness of the program, teachers and administrators will analyze science interim data and grade to monitor student progress.

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

Teachers and administrators

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

Monthly/ quarterly

#### **Evidence of Completion**

Science interim data, science projects, lab reports, grades

**G4.B2** The lowest performance as noted on the 2013 administration of the FCAT Science Test was Nature of Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process.

**G4.B2.S1** • Ensure that students have the opportunity to design, create and present representations and models of natural and/or man made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core standards • Monitor and support implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding • Promote the use of instructional technology, Gizmos, to enhance and remediate student conceptual understanding of topics being addressed

### **Action Step 1**

Teachers will provide students with opportunities to design, create, and present representations and models to interpret and/or predict scientific concepts. They will be providing students with higher-order thinking questions that will increase rigor and help students analyze questions with high complexity. Technology programs will be used to help differentiate needs and enrich what is learning in the class.

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

Teachers

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

Weekly

#### **Evidence of Completion**

Lesson plans, student work, software data reports

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

The administration team will ensure fidelity of the program by conducting classroom walk-throughs and observations, checking student work folders/journals for lab reports and grades, and analyzing data from software programs.

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

School leadership team

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

Weekly

#### **Evidence of Completion**

Observation checklists, reports, grades, lesson plans



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

Student interim data will be evaluated to monitor effectiveness of the science program. Teachers will meet with administration team to discuss student performance, strengths, and areas for improvement. Some of the data will include Science interim exams, student grades, and computer software reports.

#### Person or Persons Responsible

Teachers and administration team

#### Target Dates or Schedule

Monthly/quarterly

#### Evidence of Completion

Data chat sign in, agendas, reports, data

**G5.** Mater Academy of International Studies' goal for the 2013-2014 school year is to increase the number of STEM learning opportunities for students.

**G5.B1** Target: Number of STEM related experiences Barrier: M.A.I.S. did not require enough STEM related activities.

**G5.B1.S1** Academic coaches will facilitate lesson study for developing cross-curricular STEM lessons. We will provide students with increased opportunities for authentic hands-on activities that integrate Science, Technology, Engineering and Mathematics. Students will also participate in classroom field trips. The students will be participating in inquiry-based activities that integrate STEM components.

#### Action Step 1

Continue to implement and increase the use of technology in inquiry-based and hands-on Science lessons and labs that generate interest for students to enroll and participate in additional STEM related activities.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Classroom projects, science experiments/labs, participation logs, competition results, fieldtrip rosters/ activities

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

Following the FCIM model, administrators will use participation in STEM activities such as Science Fair, math competitions, Math club meetings to determine the fidelity of the implementation of the strategies.

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

Administrators

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

Monthly

#### **Evidence of Completion**

Participation logs, competition results, student artifacts

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

Administration will monitor the curriculum development opportunities of teachers. Provide opportunity for teachers to observe highly effective labs within the school.

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

Administrators

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

On-going

#### **Evidence of Completion**

Science, baseline and interim assessments and classroom observations and science journals.  
Science and Math 2014 FCAT assessments

**G5.B2** Target: Participation in STEM related activities Barrier: Few opportunities for advanced level STEM learning activities within school.

**G5.B2.S1** in order to increase participation in STEM related activities, club sponsors will incorporate STEM related experiences within their programs. Students will get involved in field-trips, competitions, experiments related to their clubs (Math, Science/Green, Honor Society, etc.) Student incentives will be given to students who create projects using math, science, and technology skills. Some incentives will include parties, prizes, dances etc.

**Action Step 1**

Club sponsors will incorporate STEM related activities within their programs to motivate students to participate in projects with Science, Math and Technology curricular links.

**Person or Persons Responsible**

Club sponsors, teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Competition rosters/results, student projects,

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

To monitor the fidelity of the implementation, the administration team will require club sponsors to keep meeting minutes of every club gathering. Activities and items discussed must be included in the minutes. The minutes will be turned in after each meeting is held.

**Person or Persons Responsible**

Administrators, club sponsors

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Club meeting minutes, technology logs, student sample work

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

To monitor the effectiveness of the implementation, the administration team will monitor student scores in weekly science labs and other STEM grades and check lesson plans for technology use.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Science Lab sample work, Science grades, lesson plans, technology logs

**G6.** Decrease the amount of students who miss 10% or more of instructional time from 3% to 2%, behavioral referrals from 6% to 5%, number of students who are not proficient in reading by grade 3 from 46% to 41%, and students retained from 2% to 1%.

**G6.B1** Target: Students who miss 10% or more instructional time Students' frequent illnesses prevent them from attending school.

**G6.B1.S1** Provide parents with information regarding the Florida Kid Care Health program and a one page guide with resources for keeping children healthy.

### Action Step 1

Provide parents with information regarding the Florida Kid Care Health program and a one page guide with resources for keeping children healthy. Parents also sign an acknowledgement form within their Parent Handbook given in the beginning of the year that provides information regarding absences and tardies and M.A.I.S' school-wide discipline program.

### Person or Persons Responsible

Teachers, Parents, Administration

### Target Dates or Schedule

On-going

### Evidence of Completion

Parent Contracts, Title I documentation

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

Teachers and administration team will monitor student attendance to assure that parents of students who are our frequently are contacted.

**Person or Persons Responsible**

Administration team, teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Attendance reports, Parent contact logs

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

To assure effectiveness of strategy, teachers and administration will monitor attendance of students who have had records of poor attendance to assure that students are attending school and not missing instructional time.

**Person or Persons Responsible**

Teachers, administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Attendance records, parent contact logs, anecdotal records, gradebook attendance sheets

**G6.B1.S2** Promote perfect attendance by giving school wide incentives to students who go to school daily and on time.

**Action Step 1**

To get students actively involved and engaged in attending school, Mater Academy of International Studies will offer after care clubs/ programs where students will be required to have good attendance to participate in the activities. Other incentives will include dances, competitions, celebrations and other fun activities.

**Person or Persons Responsible**

Administrators, teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Club attendance minutes, activity flyers,

**Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Administrators will monitor fidelity of implementation by assuring that monthly incentives are given to students with perfect attendance.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Pictures, sample certificates, prizes

**Plan to Monitor Effectiveness of G6.B1.S2**

Administrators will monitor effectiveness of program by monitoring attendance rates throughout the year to ensure students are attending school.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

student attendance records

**G6.B1.S3** Truancy recors are kept and monitored by teachers and staff. Teachers are responsible to call home after students have frequently missed class sessions due to tardies, leaving home early, and/or absences.

**Action Step 1**

After a student has missed two consecutive days of school, the classroom teacher will contact the parents to inquire on the absence and assure that the student will be attending school as quickly as possible.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Parent contact logs, attendance records, student anecdotal records

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

Administrators will monitor fidelity of implementation of the strategy by checking teacher anecdotal records and parent contact logs during classroom observations.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

parent contact logs, student anecdotal records, administrator observation checklists

**Plan to Monitor Effectiveness of G6.B1.S3**

To ensure effectiveness of the strategy, administrators will follow-up with students who have had frequent absences to assure that they come to school.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

student conference sheets, attendance logs

**G6.B2** Target: Students retained Students are lacking necessary fundamental reading skills (fluency, phonics, comprehension, and vocabulary) to prevent retention in the current grade.

**G6.B2.S1** Interventions are provided to students not making adequate progress. Students are placed on a Progress Monitoring Plan.

**Action Step 1**

When students are identified as performing below average, interventions are provided.

**Person or Persons Responsible**

Teachers, instructional coaches

**Target Dates or Schedule**

30 minutes daily

**Evidence of Completion**

Tier II attendance rosters and intervention data

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

The reading coach and administrative team conduct classroom walk-through's and monitor that the intervention schedule is consistently followed.

**Person or Persons Responsible**

Reading coach and administrative team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Walk-thorough observation checklists and intervention schedules.

**Plan to Monitor Effectiveness of G6.B2.S1**

To ensure effectiveness the MTSS-RTi team will monitor intervention data using Voyager checkpoints and iReady reports.

**Person or Persons Responsible**

MTSS-RTi Team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Voyager checkpoint data and iReady reports.



**G6.B3** Target: Students who are not proficient in reading by grade 3 Students are lacking necessary fundamental reading skills (fluency, phonics, comprehension, and vocabulary) to prevent retention in grade three.

**G6.B3.S1** Small group instruction in foundational skills.

**Action Step 1**

Within the 90 minute reading instructional block, teachers will incorporate small group differentiated instruction that specifically targets students with deficiencies in reading foundational skills.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Small group instruction lesson plans, sample center work, and observations.

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

Administrators will conduct classroom walk-throughs.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Walk-through observation checklist.

**Plan to Monitor Effectiveness of G6.B3.S1**

To ensure effectiveness, the performance of struggling students will be monitored on formative assessments, interims, and classwork.

**Person or Persons Responsible**

Teachers, administration.

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Formative assessment results.

**G6.B4** Target: Students with 2 or more behavior referrals/ one or ore that lead to suspension Students do not adequately understand the conduct expected as noted in the Code of Student Conduct.

**G6.B4.S1** Students are made aware of the expectations in the student code of conduct. Project Wisdom will be implemented school-wide as a means of reinforcing positive behavior.

**Action Step 1**

Administrators will monitor the number of discipline referrals and that Project Wisdom is implemented on a daily basis via the morning announcements and in lesson plans.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Morning announcements sample scripts and discipline referral SCMS checked in ISIS.

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

Administrators will monitor the number of discipline referrals and that Project Wisdom is implemented on a daily basis via the morning announcements and in lesson plans.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

SCMS in ISIS and Project Wisdom scripts.

**Plan to Monitor Effectiveness of G6.B4.S1**

Administration will monitor number of referrals and the implementation of Project Wisdom.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Number of referrals documented in ISIS, Project Wisdom scripts

## 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

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.

## 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 Reading Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Reading by 8 points to 59%.

**G1.B1** Target: Subgroups not making AMO The results of the 2013 FCAT Test indicate that 49% of the Hispanic subgroup of our student population achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students scoring proficiency on the FCAT by 9 points to 58%. Students in the Hispanic subgroups' 2013 FCAT performance data indicate that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.6] Identify shades of meaning in related words.

**G1.B1.S2** • Students will use CRISS reading strategies will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • The students will utilize vocabulary with context clues, concept maps, use multiple meaning words, and interactive Word Walls. • Teachers will plan effective lessons using the grade-level and subject specific vocabulary words and will be reflected in the Instructional Focus Calendar. • The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. • Students will be provided with opportunities to practice returning to the text to verify answers using context clues.

### PD Opportunity 1

All teachers in our school will be trained on CRISS strategies by the reading coach who is well versed in CRISS strategies. The teachers will receive resources and practice using the strategies in this professional development opportunity.

#### Facilitator

Reading Coach

#### Participants

School-wide

#### Target Dates or Schedule

Early release/ teacher planning day

#### Evidence of Completion

Professional Development evaluation Follow-Up activity

**G1.B4** Target: FCAT 2.0 Level 3 The results of the 2013 FCAT Reading Test indicate that 29% (53) of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a level 3 on the FCAT Reading 7 points to 36%. Students scoring a level 3 proficiency in the 2013 FCAT indicate that there is a deficiency in Reporting Category 2: Reading Application [LA.3.5.1.7.2]; Students experience difficulties in determining the main idea or essential message in grade-level text inferring, paraphrasing, summarizing, and identifying relevant details.

**G1.B4.S1** Students will ask and answer questions referring explicitly to the text as the basis for their answers. Each student will have his/her own set of grade-level appropriate Task Cards. All students will have reading response journals where they will have to create written, evidence-based responses to questions relating to themes, topics, across a variety of texts and other higher-order thinking prompts related to the stories they are reading in class. Teachers will create Instructional Focus Calendars in Reading that reflects the corresponding benchmarks. The content focus and benchmarks of study, along with the activities will be described on a daily planner. IFC help teachers stay on track with the pacing guide, make curricular and instructional decisions based on the targeted benchmarks and the calendar acts as a holistic guide that will be used with fidelity to monitor students' progress throughout the year. Teachers will submit formative bi-weekly exams to the administration team that will monitor student progress and provide support for students who are not making adequate learning gains. Using the formative assessment results, teachers will formulate small groups during the 90-minute reading block to emphasize and redirect student needs. Students will have additional practice on identifying themes or topics across a variety of fiction and nonfiction text on research-based software programs including, Achieve 3000 and Accelerated Reader. Teachers will monitor student usage and performance on a weekly basis.

### **PD Opportunity 1**

Teachers will closely monitor student progress for students who achieved a Level 3 in the FCAT. Students who are not making adequate progress will be provided additional support. Teachers will implement a focus calendar reflective of student performance and targeted benchmarks. Small groups will be incorporated within the 90 minute reading block.

#### **Facilitator**

Reading Coach

#### **Participants**

All classroom teachers

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

On-going

#### **Evidence of Completion**

Lesson plans, differentiated instruction plans, anecdotal records, observations, classroom assignments/ work folders

## **PD Opportunity 2**

Teachers will closely monitor student progress for students who achieved a Level 3 in the FCAT. Students who are not making adequate progress will be provided additional support. Teachers will implement a focus calendar reflective of student performance and targeted benchmarks. Small groups will be incorporated within the 90 minute reading block.

### **Facilitator**

Reading Coach

### **Participants**

All classroom teachers

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Lesson plans, differentiated instruction plans, anecdotal records, observations, classroom assignments/ work folders

**G1.B5** Target FCAT 2.0 Level 4 and above The results of the 2013 FCAT Reading Test indicate that 20% (37) of students achieved a proficiency level of 4 and above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a level 4 and above on the FCAT Reading Test by 3 points to 23%. Students' performance data from the 2013 FCAT indicates that greatest area of improvement for students scoring at or above a Level 4 in Reading is Reporting Category-4 Informational Text/Research Process

**G1.B5.S1** •Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. •Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. •Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. •Use supporting facts within and across texts. •The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. •Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. •Use Text feature chart and text feature analysis chart to organize information. • Students will login to Achieve 3000 Diagnostic computer program that serves as an enrichment to the curriculum.

### **PD Opportunity 1**

Teachers will provide small group differentiated instruction that includes opportunities for students to read and work with grade-level informational text. Students will complete activities related to identifying text features in a variety of real-world applications.

#### **Facilitator**

Achieve 3000 Representative

#### **Participants**

Second through ninth grade Reading, Social Studies, Science teachers

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

Weekly

#### **Evidence of Completion**

Differentiated instruction lesson plans, sample student work, reading work folders, DI folders, Achieve 3000

**G1.B7** Target: Learning Gains lowest 25% The results of the 2013 FCAT Reading Test indicate that 61% of our lowest 25% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains on the FCAT Reading Test by 4 points to 65%. Students need additional instructional time in order to bridge learning gaps and access grade level curriculum.

**G1.B7.S1** ?Students in the lowest 25 percentile will participate in numerous additional learning opportunities. Targeted students will participate in 30 minutes of additional reading time using the I-Ready Research-based software program. This diagnostic and intervention program will monitor student progress on different Reading Application benchmarks. ?In addition to the 30 minutes of daily intervention in Reading, interventionists will be assigned to various classrooms to support teachers in a Push-In model. Interventionists will support the teacher and students by providing small-group instruction to students in the lowest 25 percentile. ?Students in the lowest 25 percentile will participate in Intensive tutoring sessions provided by the school. Highly qualified teachers will instruct students based on their differentiated needs. Using our school Target Model, students will be placed into groups according to like needs. Teachers will use I-Ready premade activities that target the groups in addition to Crunch time materials (FCAT Coach, FL Reading) to prepare students. ?The students in the lowest 25 percentile will automatically qualify for the intensive FCAT Saturday program. For 10 consecutive Saturdays, students will receive additional enrichment that will be based on school-wide and individual data from District Interim Exams.

### **PD Opportunity 1**

Students in the lowest 25 percentile will be targeted at the start of the school year. The students will automatically qualify for Tier II interventions where they will receive 30 minutes of additional instructional time in reading. In addition, the students will be placed in an adaptive, Diagnostic online curriculum called I-Ready. This program differentiates to the students' individual needs. The students will also automatically qualify for after school care and Saturday tutoring programs offered by the school.

#### **Facilitator**

I-Ready Representative

#### **Participants**

Classroom teachers

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

On-going

#### **Evidence of Completion**

Software program reports, district interim exams, formative assessments, tutoring attendance logs



**G1.B7.S2** All teachers in grade 3-9 will participate in a mandatory data chats with administrators and the school reading coach. Teachers and administrators will sit to synthesize data that has been accumulated into a Target Model spreadsheet by Hermes Ortiz, Academica's data consultant. The teams will also review student individual test scores. Teachers will be able to identify classroom strengths and areas for improvement as well as individual needs. Teachers and administrators will also target the lowest 25% and discuss intervention and support opportunities.

### **PD Opportunity 1**

Teachers and administrators will meet individually to discuss student/ grade-level data. Teachers will be provided with data tools, conference sheets, and data forms that will help them target necessary skills needed to bridge learning gaps and promote growth.

#### **Facilitator**

Reading Coach

#### **Participants**

Classroom teachers

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

Quarterly

#### **Evidence of Completion**

Parent/teacher conference sheets, student individual data sheets, data binder, test results, data spreadsheets

**G2.** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Writing by 7 points to 39%.

**G2.B1** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment was applying writing applications in a narrative essay.

**G2.B1.S1** Instructional Practices: • The students will use the linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solutions and endings in their language arts class. • Students will be encouraged to write a narrative that includes a main idea and characters during monthly writing program. Fourth grade teachers will follow a Writing program calendar where every second Tuesday of the month students will have to write to prompt. Testing guidelines will follow the current writing rubric. • Teachers will follow the Language Arts/Reading department's 30 Minute Writing Block Instructional Framework. Teachers will have an opening activity, will provide guided instruction is whole or small groups allow students time for individual practice and close with a brief review of what was learned in the lesson. • To exemplify great writing strategies, teachers will use narrative and expository exemplars provided by the district. • To assess writing, teachers and students will follow the FCAT 2.0 Writing rubric. Students will be provided editing checklists and revising charts to track their writing.

### **PD Opportunity 1**

Teachers will use a variety of key writing strategies where students will be effectively following the writing process and using small skill sets to improve their writing artifacts.

#### **Facilitator**

Tannia Rodriguez- Reading Coach

#### **Participants**

Fourth Grade Teachers

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

Daily

#### **Evidence of Completion**

Lesson plans, student work, Writers' notebooks

**G2.B1.S2** Progress Monitoring/ Data Conferences with Students: •Teachers will administer monthly writing prompts. Teachers will have one day to administer exam and two school days to assess the writing assignments according to the FCAT 2.0 Writing rubric. At the end of the week, teachers will meet with their students individually and conference with the students about their strengths and weaknesses. Students and teachers will set goals and monitor progress using the Monthly Writing Prompt spreadsheet provided to them at the beginning of the school year.

### **PD Opportunity 1**

Teachers will administer monthly writing prompts to fourth grade students. The prompts will alternate between expository and narrative. The testing mode will replicate that of the original writing exam to get students comfortable with the testing routines. Students will have one hour to plan and write a complete draft. Teachers will assess the writing prompts over two days and at the end of the week will have individual conferences with each student. Teachers will document student progress by graphing their levels each month and annotating their strengths and areas for improvement in the annotated boxes provided in the writing data sheet. Students will be exposed to their individual writing spreadsheets every month. Students and teachers will create goals and strategies for implementation to support the students' individual needs.

#### **Facilitator**

Reading Coach

#### **Participants**

School-Wide Writing teachers

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

Monthly

#### **Evidence of Completion**

Samples of student work, Writing data spreadsheets/ conference sheets, Writing grades, students' writing portfolios

**G4.** The results of the 2013 FCAT Science Test indicate that 12 (23%) students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Science Test by 5 points to 28%.

**G4.B1** The lowest performance as noted on the 2013 administration of the FCAT Science Test was Physical Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process.

**G4.B1.S1** • Provide extensive hands on opportunities to practice the Scientific method in Science journals that are guided by higher order thinking questions. • Implements the use of technology through learning tools such as Brainpop, The Happy Scientist and Gizmos • Ensure that instruction includes teacher-demonstrated science laboratory experiments including virtual labs, that apply, analyze, and explain concepts related to matter, force, and motion • Provide in-house or field trip to provide students with real-world Science investigations • Weekly lab reports that follow the scientific method • School and district science fair

### **PD Opportunity 1**

Teachers will provide students will ample strategies and tools that will help maximize their students science learning experiences by incorporate a variety of technology, conducting frequent science labs, assigning student science journals, and weekly lab reports.

#### **Facilitator**

Reading Coach

#### **Participants**

All teachers

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

Weekly

#### **Evidence of Completion**

Student science projects, lab reports, software data, lesson plans

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Reading by 8 points to 59%.	\$16,172
G2.	The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Writing by 7 points to 39%.	\$2,430
G3.	The results of the 2013 FCAT Mathematics Test indicate that 69% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Mathematics Test by 2 points to 71%.	\$10,250
Total		\$28,852

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
FEFP	\$16,172	\$16,172
After School Care	\$2,430	\$2,430
After School Care and EESAC	\$10,250	\$10,250
Total	\$28,852	\$28,852

### Budget Details

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

**G1.** The results of the 2013 FCAT Reading Test indicate that 51% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Reading by 8 points to 59%.

**G1.B5** Target FCAT 2.0 Level 4 and above The results of the 2013 FCAT Reading Test indicate that 20% (37) of students achieved a proficiency level of 4 and above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring a level 4 and above on the FCAT Reading Test by 3 points to 23%. Students' performance data from the 2013 FCAT indicates that greatest area of improvement for students scoring at or above a Level 4 in Reading is Reporting Category-4 Informational Text/Research Process

**G1.B5.S1** •Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. •Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. •Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. •Use supporting facts within and across texts. •The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. •Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. •Use Text feature chart and text feature analysis chart to organize information. • Students will login to Achieve 3000 Diagnostic computer program that serves as an enrichment to the curriculum.

### Action Step 1

Teachers will provide small group differentiated instruction that includes opportunities for students to read and work with grade-level informational text. Students will complete activities related to identifying text features in a variety of real-world applications.

#### Resource Type

Evidence-Based Program

#### Resource

Achieve 3000 computer-based software- Diagnostic and progress monitor tool that differentiates to students' specific needs.

#### Funding Source

FEFP

#### Amount Needed

\$9,379

**G1.B7 Target: Learning Gains lowest 25%** The results of the 2013 FCAT Reading Test indicate that 61% of our lowest 25% of students made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains on the FCAT Reading Test by 4 points to 65%. Students need additional instructional time in order to bridge learning gaps and access grade level curriculum.

**G1.B7.S1** ?Students in the lowest 25 percentile will participate in numerous additional learning opportunities. Targeted students will participate in 30 minutes of additional reading time using the I-Ready Research-based software program. This diagnostic and intervention program will monitor student progress on different Reading Application benchmarks. ?In addition to the 30 minutes of daily intervention in Reading, interventionists will be assigned to various classrooms to support teachers in a Push-In model. Interventionists will support the teacher and students by providing small-group instruction to students in the lowest 25 percentile. ?Students in the lowest 25 percentile will participate in Intensive tutoring sessions provided by the school. Highly qualified teachers will instruct students based on their differentiated needs. Using our school Target Model, students will be placed into groups according to like needs. Teachers will use I-Ready premade activities that target the groups in addition to Crunch time materials (FCAT Coach, FL Reading) to prepare students. ?The students in the lowest 25 percentile will automatically qualify for the intensive FCAT Saturday program. For 10 consecutive Saturdays, students will receive additional enrichment that will be based on school-wide and individual data from District Interim Exams.

### Action Step 1

Students in the lowest 25 percentile will be targeted at the start of the school year. The students will automatically qualify for Tier II interventions where they will receive 30 minutes of additional instructional time in reading. In addition, the students will be placed in an adaptive, Diagnostic online curriculum called I-Ready. This program differentiates to the students' individual needs. The students will also automatically qualify for after school care and Saturday tutoring programs offered by the school.

#### Resource Type

Evidence-Based Program

#### Resource

iReady

#### Funding Source

FEFP

#### Amount Needed

\$6,793

**G2.** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Writing by 7 points to 39%.

**G2.B1** The results of the 2013 FCAT Writing 2.0 indicate that 14 (32%) students scored a 3.5-6 level of proficiency. The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment was applying writing applications in a narrative essay.

**G2.B1.S3** Tutoring: •Students will be invited to a weekly Writing tutoring session that will be instructed by an experienced writing teacher. Students will practice different components of the writing process and participate in Writers' Workshops.

### **Action Step 1**

Fourth grade students have been pre-selected according to the Writing Baseline results to attend our Writing tutoring programs that are held on Mondays after school. The tutoring program began on September 16, 2013 and will run every Monday until February 25, 2013 (the day prior to the FCAT Writing 2.0 exam).

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Writing Tutoring

#### **Funding Source**

After School Care

#### **Amount Needed**

\$2,430



**G3.** The results of the 2013 FCAT Mathematics Test indicate that 69% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency on the FCAT Mathematics Test by 2 points to 71%.

**G3.B4** Target: Learning Gains- Lowest 25% The results of the 2013 FCAT Mathematics Test indicate that 59% of students in the lowest 25% made adequate learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains in the 2014 FCAT Mathematics Test by 4 point to 63%. Students are in need of a various types of remediation and intervention in order to improve.

**G3.B4.S1** •Provide after school tutoring on Thursdays 3.30 – 4.30 p.m. that focuses on Common Core standards and FCAT style questioning •Develop mathematical fluency using Mathletics; use the evidence based software to provide intervention •Manipulatives used to promote students mathematical understanding from concrete to abstract word problems •Small group targeted instruction based on evidence gathered from interim assessment , classroom information and previous FCAT/SAT data. •Develop a school wide scope and sequence calendar to develop pace

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#### Resource Type

Evidence-Based Program

#### Resource

Reading FCAT Tutoring

#### Funding Source

After School Care and EESAC

#### Amount Needed

\$10,250