



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Toussaint L'Ouverture Elementary

120 NE 59TH ST

Miami, FL 33137

305-758-2600

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Toussaint L'Ouverture Elem.

Principal

Liliane Delbor A

School Advisory Council chair

Rosanna Rodriguez

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

Name	Title
Dr. Liliane Delbor	Principal
Sandra Smith-Moise	Assistant Principal
Rosanna Rodriguez	Reading Coach
Kimberly Smakula	Mathematics Coach
Joseph Felix	Science 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

Dr. Liliane Delbor Principal
 Rosanna Rodriguez SAC Chairperson
 Robin Barr Secretary
 Susanna Smith UTD Representative
 Michael Nozile, Sophia Lacroix Business Representatives
 5 Teachers representatives
 5 Parents representatives
 1 Student representative

Involvement of the SAC in the development of the SIP

School Advisory Council will work in conjunction with school leadership team to develop, monitor and modify school improvement plan based on on-going student formative assessments.

Activities of the SAC for the upcoming school year

SAC will meet monthly to examine the implementation and the progress of the SIP, to determine the school's needs and prioritize them, to recommend strategies to improve areas in need and analyze the results of benchmark assessments.

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

Funds will be used to buy additional textbooks and workbooks, incentives and awards for the students in the form of field trips, certificates, trophies, parties for Accelerated Reader Student Super Readers, as well as other items and activities as will arise. The amount allocated is \$500 for additional workbooks and textbooks and \$1,500 for incentives and awards.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Liliane Delbor A

Principal

Years as Administrator: 21

Years at Current School: 10

Credentials

Bachelor of Arts Degree in History-French and Secondary Education, Brooklyn College, N.Y.
 Masters of Science Degree and a Specialist Degree in Guidance and Counseling, Brooklyn College, N.Y.
 Ed. D in Educational Leadership, Nova Southeastern University, Miami Florida
 Principal Certification in the State of Florida

Performance Record

2013 – C
 Rdg. Proficiency, 27%
 Math Proficiency, 32%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO – 27%
 Math AMO– 32%

2012 – B
 Rdg. Proficiency, 32%
 Math Proficiency, 39%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 87 points
 Math Imp. of Lowest 25% - 83 points
 Rdg. AMO – 32%
 Math AMO– 39%

'11 '10 '09
 School Grade C A A
 AYP N N Y
 High Standards Rdg. 58 74 79
 High Standards Math 72 66 74
 Lrng Gains-Rdg 46 59 76
 Lrng Gains-Math 52 63 72
 Gains-Rdg-25% 30 68 84
 Gains-Math-25% 57 84 84

Rosa Rodriguez		
Full-time / School-based	Years as Coach: 7	Years at Current School: 13
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	MS, Elementary Education BS, Foreign Languages and Literatures Reading and ESOL Endorsement	
Performance Record	2013 – C Rdg. Proficiency, 27% Math Proficiency, 32% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 47 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 60 points Rdg. AMO – 27% Math AMO– 32% 2012 – B Rdg. Proficiency, 32% Math Proficiency, 39% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25% - 83 points Rdg. AMO – 32% Math AMO– 39% '11 '10 '09 School Grade C A A AYP N N Y High Standards Rdg. 58 74 79 High Standards Math 72 66 74 Lrng Gains-Rdg 46 59 76 Lrng Gains-Math 52 63 72 Gains-Rdg-25% 30 68 84 Gains-Math-25% 57 84 84	

Joseph Felix		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	MS, Science Education BA, Chemistry ESOL Endorsement Certification, 5-9 General Science	
Performance Record	2013 – I Rdg. Proficiency, 36% Math Proficiency, 55% Rdg. Lrg. Gains, points Math Lrg. Gains, points Rdg. Imp. of Lowest 25% - points Math Imp. of Lowest 25% - points Rdg. AMO – 36% Math AMO– 55% 2012 – D Rdg. Proficiency, 32% Math Proficiency, 35% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 73 points Rdg. AMO – 32% Math AMO– 35% '11 '10 '09 School Grade C D C AYP N N Y High Standards Rdg. 38 37 33 High Standards Math 39 35 33 Lrng Gains-Rdg 63 59 61 Lrng Gains-Math 66 64 59 Gains-Rdg-25% 77 61 74 Gains-Math-25% 71 66 64	

Kimberly Smakula

Full-time / District-based Years as Coach: 1 Years at Current School: 8

Areas Mathematics

Credentials BS, Education K-6
ESOL Endorsement

Performance Record

2013 – C
 Rdg. Proficiency, 27%
 Math Proficiency, 32%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO – 27%
 Math AMO– 32%

2012 – B
 Rdg. Proficiency, 32%
 Math Proficiency, 39%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 87 points
 Math Imp. of Lowest 25% - 83 points
 Rdg. AMO – 32%
 Math AMO– 39%

'11 '10 '09
 School Grade C A A
 AYP N N Y
 High Standards Rdg. 58 74 79
 High Standards Math 72 66 74
 Lrng Gains-Rdg 46 59 76
 Lrng Gains-Math 52 63 72
 Gains-Rdg-25% 30 68 84
 Gains-Math-25% 57 84 84

Classroom Teachers

of classroom teachers

36

receiving effective rating or higher

36, 100%

Highly Qualified Teachers

78%

certified in-field

36, 100%

ESOL endorsed

26, 72%

reading endorsed

3, 8%

with advanced degrees

13, 36%

National Board Certified

0, 0%

first-year teachers

2, 6%

with 1-5 years of experience

3, 8%

with 6-14 years of experience

18, 50%

with 15 or more years of experience

13, 36%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Principal solicits referrals from current teaching staff for potential new hires. Principal and assistant principal establishes a network with local universities for recruitment purposes. Eligible candidates are invited to substitute until positions become available.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are partnered with veteran teachers. Regular monthly professional learning period activities focus on development and alignment of instructional activities. Instructional coaches work with new teachers and model lessons. Common Planning time fosters an environment of support.

Additionally, veteran teachers will review school board policies and procedures, assist with curriculum planning and writing lesson plans, and guide through various procedures for school activities, field trips, testing.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

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

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

Dr. Liliane Delbor, Principal and Sandra Smith-Moise, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/Rtl , conduct assessment of MTSS/Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/Rtl implementation, and communicate with parents regarding school-based MTSS/Rtl plans and activities.

Rosanna Rodriguez, Kimberly Smakula and Joseph Felix, Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on specifically based curriculum/behavior assessment and intervention approaches. 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; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Susanna Smith, Special Education (SPED) Teacher: Participates in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Sheilla St. Fleurose, School Psychologist and Freud Francois, School Counselor: Participate in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; facilitates data-based decision-making activities.

Yves Bataille, Curriculum Content in the Home Language (CCHL) and Kerlane Archer, English Language Learner (ELL) Teachers: Participates in student data collection and integrates core instructional activities/materials into Tier 3 instruction for ELL students.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instructions with Tier 2/3 activities.

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

- School reading, math, science, and behavior specialists
- Special education personnel
- School social worker
- Member of advisory group
- Community stakeholders

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

Members of the MTSS/Rtl Leadership Team will meet with the Educational Excellence Advisory Council (EESAC) to help develop the SIP. The team provides data on academic areas that needed to be addressed, help to set clear expectations for instruction; facilitates the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies); and aligns processes and procedures. The team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, and will provide levels of support and interventions to students based on data. . The team will monitor the fidelity of the delivery of instruction and intervention.

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

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

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

Baseline Data – Progress Monitoring and Reporting network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida

Comprehensive Assessment Test (FCAT), District Baseline Assessment.

Progress Monitoring - Monthly Assessments, Interim Assessment Midyear- Winter Interim Assessment, Florida Assessments for Instruction in Reading (FAIR)

End of Year – FAIR, FCAT, Stanford Achievement Test (SAT)

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments

Early Warning Systems

- Student Case Management System Referrals
- School Attendance Reports
- Student Mid and Quarterly Grades
- Student grades
- Interim Assessments

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

Professional development will be provided during teachers' common planning time and during teacher planning days. The MTSS/ Rtl team will also evaluate additional staff PD needs during the MTSS/ Rtl Team meetings. Support for school staff to understand basic MTSS/Rtl principles and procedures will be provided, as well as a network of ongoing support for MTSS/Rtl. Staff will work closely with parents as important partners in the process.

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: Extended Day for All Students

Minutes added to school year: 10,800

Lengthening of the school day by 60 minutes of reading intervention each day. Coordination of common planning time by grade levels to allow teachers to collaborate, plan, and engage in professional development. Materials used include SuccessMaker, Wonderworks and Saxon.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Assessments are built in through the curriculum and software utilized.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Reading Coach

Strategy: Before or After School Program

Minutes added to school year: 151,200

StarMaker after school program funded through 21st Century Learning Grant.
Easter Seals after school program funded by the Children's Thrust.

Strategy Purpose(s)

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

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

StarMaker utilizes the same data collected during the regular school day, i.e. FCAT , SAT , FAIR , District Interim Assessments. Since all the teachers working in the program are also working during the regular school day, analysis and disaggregation of data is done at regular data chats/meeting during the day.

Who is responsible for monitoring implementation of this strategy?

StarMaker coordinator, Rosanna Rodriguez
Easter Seals coordinator, Maria Gomis

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Liliane Delbor	Principal
Sandra Smith-Moise	Assistant Principal
Rosanna Rodriguez	Reading Coach
Kimberly Smakula	Mathematics Coach
Joseph Felix	Science Coach
Yves Bataille	Curriculum Content in the Home Language Teacher
Kerlane Archer	English Language Learner Teachers

How the school-based LLT functions

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction, data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Rosanna Rodriguez, Instructional Coach: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on specifically based curriculum/behavior assessment and intervention approaches. 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; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Kimberly Smakula, Mathematics Coach, and Joseph Felix, Science Coach: Support literacy skills in the content areas through identifying content-related reading materials and reinforcing content-related vocabulary.

Yves Bataille, CCHL Teacher and Kerlane Archer, ELL Teacher: Ensure ELL students are provided support with vocabulary development through visual displays and concrete examples. Ensure appropriate reading strategies are utilized in the classroom to support ELL students.

Major initiatives of the LLT

This team will review the school's implementation of the K-12 Comprehensive Research-Based Reading Plan, and assess professional development needs of staff related to reading instruction based on student performance data. The team will also develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the K-12 CRRP.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through

a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Toussaint Louverture Elementary School local early childhood centers' parents are invited to an orientation session and a classroom walkthrough in order to have a more positive and smooth transition into Kindergarten. All incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. In addition to academic/school readiness, all incoming Kindergarten students will be assessed in the area of social and emotional development.

Screening data will be collected and aggregated prior to September 20, 2013. Data will be used to plan daily academic and social/emotional instruction for whole group instruction as well as small group instruction for students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Toussaint Louverture Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including our in-school pre-kindergarten program.

Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school.

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	49%	27%	No	54%
American Indian				
Asian				
Black/African American	49%	28%	No	54%
Hispanic	58%	26%	No	63%
White				
English language learners	51%	21%	No	56%
Students with disabilities	30%	5%	No	37%
Economically disadvantaged	50%	5%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	18%	23%
Students scoring at or above Achievement Level 4	18	7%	9%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	80	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	41	22%	30%

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	39	52%	57%
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	63%	32%	No	66%
American Indian				
Asian				
Black/African American	63%	30%	No	66%
Hispanic	58%	30%	No	63%
White				
English language learners	61%	28%	No	65%
Students with disabilities	38%	15%	No	45%
Economically disadvantaged	62%	15%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	19%	24%
Students scoring at or above Achievement Level 4	24	10%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

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	15	19%	22%
Students scoring at or above Achievement Level 4	25	32%	33%

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)	2		5
Participation in STEM-related experiences provided for students	82	18%	25%

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	54	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	60	12%	11%
Students who are not proficient in reading by third grade	70	80%	72%
Students who receive two or more behavior referrals	135	28%	27%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	47	9%	8%

Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 27 percentage points to 54%.
- G2.** The results of the 2013 FCAT Writing Test indicate that 52% of students scored Level 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or above by 5 percentage points to 57%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicate that 32% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 34 percentage points to 66%.
- G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 51% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above by 4 percentage points to 55%.
- G5.** Our goal for the 2013-2014 school year is to implement STEM in order to increase student achievement in science by building awareness, appreciation and support for the technology, tools, materials and curriculum that support student achievement.
- G6.** Our goal for the 2013-2014 school year is to increase the identification of students who have attendance and behavior issues that are impeding their academic growth, and to provide appropriate academic, social and emotional support services.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 27 percentage points to 54%.

Targets Supported

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

Resources Available to Support the Goal

- Classroom Teacher
- Interventionists
- Professional development opportunities
- McGraw-Hill Wonders Textbook and Curriculum Materials
- Reading Intervention Materials (SuccessMaker, WondersWorks, Saxon Phonics Program)
- Imagine Learning Software Program
- ELL Teacher
- Home Language Teacher
- Targeted Reading Intervention Levels 1-4 with Lesson Assessments and Diagnostic Tests for ELL

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the 2013 FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.
- The results of the 2013 FCAT Reading Test indicate that 21% of students in the English Language Learners (ELL) Subgroup scored at Level 3 or above. The area of deficiency for the ELL subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary and 2 Reading Application.
- The results of the 2013 CELLA indicate that 44% of ELL students scored at proficiency levels in Listening/Speaking.
- The results of the 2013 CELLA indicate that 22% of ELL students scored at proficiency levels in Reading.
- The results of the 2013 CELLA indicate that 22% of ELL students scored at proficiency levels in Writing.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 75% of students in the lowest 25% subgroup made learning gains. The areas of deficiencies as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 2, Reading Application and Reporting Category 3, Literary Analysis.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of students made learning gains. The areas of deficiencies as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 2, Reading Application and Reporting Category 3, Literary Analysis.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 7% of students scored at Levels 4 and 5. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis/Fiction/ Nonfiction.

- The results of the 2013 FCAT Reading Test indicate that 28% of students in the Black subgroup scored at Level 3 or above. The area of deficiency for the Black subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 26 % of students in the Hispanic Subgroup scored at Level 3 or above. The area of deficiency for the Hispanic subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The Literacy Team and MTSS/RtI will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

Principal Assistant Principal Literacy Team MTSS/RtI

Target Dates or Schedule:

Weekly

Evidence of Completion:

Bi-weekly assessments Review of student work District Baseline and Interim Assessments

G2. The results of the 2013 FCAT Writing Test indicate that 52% of students scored Level 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or above by 5 percentage points to 57%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Teacher
- Reading Coach
- Composition Books/Journals
- Classroom Teachers

Targeted Barriers to Achieving the Goal

- The areas of deficiency as noted on the 2013 administration of the FCAT Writing Test were focus, elaboration and conventions in the area of narrative essays.

Plan to Monitor Progress Toward the Goal

Review student work samples and responses to monthly writing prompts, review Writing Fall Interim Assessment data and District Writing Mid-Year Test data.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule:

Monthly review of student responses to writing prompts, November 2013, review of Writing Interim Assessment data. January 2014, review of District Writing Mid-Year Test data. Summative Assessment: 2014 FCAT 2.0 Writing Assessment

Evidence of Completion:

Data Chats

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 32% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 34 percentage points to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Classroom Teachers
- Mathematics Coach
- Success Maker Software Program
- Differentiated Instruction
- Bell Ringers
- Discovery Education
- Explore Learning Gizmos
- Interactive Journals
- Manipulatives

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 19% of students scored at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry & Measurement for 4th and 5th grade.
- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 30% of the students in the Black subgroup scored at Level 3 or above. The area of deficiency for 3rd grade was Fractions, and Geometry and Measurement for 4th and 5th Grade.
- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 30% of students in the Hispanic subgroup scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.
- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 28% of students in the English Language Learners subgroup scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.
- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 60% of students in the lowest 25% subgroup made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.
- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 47% of students made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.
- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 10% of students scored at Level 4 and 5. The area of deficiency as noted on the 2013 administration of the FCAT

Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry & Measurement for 4th and 5th grade.

Plan to Monitor Progress Toward the Goal

Administrators and Mathematics Coach will review data from technology reports, baseline assessment and quarterly Assessments.

Person or Persons Responsible

Principal Assistant Principal Mathematics Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Baseline assessment Interim Assessments Success Maker

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 51% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above by 4 percentage points to 55%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Classroom Teachers
- Science Coach
- Differentiated Instruction
- Bell Ringers
- Explore Learning Gizmos
- Interactive Journals
- Science Labs
- Manipulatives

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science.

Plan to Monitor Progress Toward the Goal

Administrators and Science Coach will review data from technology reports, baseline assessment and quarterly assessments

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Baseline assessment Fall/winter assessments

G5. Our goal for the 2013-2014 school year is to implement STEM in order to increase student achievement in science by building awareness, appreciation and support for the technology, tools, materials and curriculum that support student achievement.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Classroom Teachers
- Science Coach
- Smartboard
- Manipulatives
- Volunteers
- Math Coach

Targeted Barriers to Achieving the Goal

- In 2012-2013, 50 students participated in school-based Science Fair activities.
- In 2012-2013, 32 students went on a Science related field trip.

Plan to Monitor Progress Toward the Goal

Principal and Assistant Principal will conduct walk-throughs. Math and Science Coaches will assist with lesson plans, model lessons and lab activities.

Person or Persons Responsible

Principal Assistant Principal Math Coach Science Coach

Target Dates or Schedule:

Monthly Quarterly

Evidence of Completion:

Lab reports Interactive Journals Student work folders

G6. Our goal for the 2013-2014 school year is to increase the identification of students who have attendance and behavior issues that are impeding their academic growth, and to provide appropriate academic, social and emotional support services.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Counselor
- Social Worker
- School Psychologist
- Staffing Specialist
- Classroom Teachers
- Reading, Mathematics and Science Coaches
- Interventionists
- Volunteers
- Community Involvement Specialist
- Health Connect in Our Schools
- Outside Counseling Agencies

Targeted Barriers to Achieving the Goal

- In 2012-13, 10% of students missed 10% or more of instructional time.
- In 2012-13, 60 students were retained.
- In 2012-13, 80% of students were not proficient in reading by third grade.
- In 2012-13, 135 students received two or more behavior referrals.
- In 2012-13, 47 students received one or more behavior referrals that led to suspension.

Plan to Monitor Progress Toward the Goal

Review Attendance reports to identify students at five, ten and 15 absences. Review Baseline and Interim Assessment Reports. Review Progress Reports and Reports Cards of retained students.

Person or Persons Responsible

Principal, Assistant Principal, Guidance Counselor, Reading Coach, Mathematics Coach, Science Coach

Target Dates or Schedule:

Ongoing Monthly and Quarterly

Evidence of Completion:

Reports accessed and reviewed. Data Binders Meeting Minutes Progress Reports and Report Cards Reviewed

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 27 percentage points to 54%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the 2013 FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.

G1.B1.S1 Utilize reading comprehension and writing strategies.

Action Step 1

Students should be provided practice in making inferences and drawing conclusions within and across texts in their interactive journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Interactive journals Bi-weekly assessments District Baseline and Interim Assessments

Action Step 2

Teachers provide students with opportunities to use collaborative strategies to discuss higher order questions in the "They do" portion of the lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Interactive journals Lesson plans Walk through.

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

Grade Level Common Lesson Plan with Reading Coach assistance. Reading coach will model lessons and conference during common planning. Administration will conduct classroom walk through.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-through Logs Bi-weekly assessments District Baseline and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the Literacy team and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment

Person or Persons Responsible

Administration, Literacy Team, MTSS/RTI

Target Dates or Schedule

Biweekly

Evidence of Completion

Bi-weekly assessments District Baseline and Interim Assessments

G1.B2 The results of the 2013 FCAT Reading Test indicate that 21% of students in the English Language Learners (ELL) Subgroup scored at Level 3 or above. The area of deficiency for the ELL subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary and 2 Reading Application.

G1.B2.S1 Provide opportunities for critical thinking strategies during instruction.

Action Step 1

Teachers will increase the use of collaborative strategies during the "They do" portion of the lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach, Curriculum Support Specialist.

Participants:

Teachers

Action Step 2

Teachers disaggregate Cella data and provide explicit teaching in the areas of listening, speaking, reading and writing for all ELL students.

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

January 2014 and ongoing

Evidence of Completion

Student data chats form Data chats grouping sheet DI lesson plans

Action Step 3

Teachers develop lesson plans that follow the gradual release of responsibility model, include collaborative strategies and explicit teaching strategies.

Person or Persons Responsible

Teachers, Reading Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Interactive reading journals Walk through

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

Walk through, Lesson plans

Person or Persons Responsible

Administration, Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Bi-weekly assessments District Baseline and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, the teachers will review assessment data bi-weekly and adjust instruction as needed to ensure progress is being made and students are making learning gains. The Literacy Team and the MTSS/RtI will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers, Administration, Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Bi-weekly assessments District Baseline and Interim Assessments

G1.B3 The results of the 2013 CELLA indicate that 44% of ELL students scored at proficiency levels in Listening/Speaking.

G1.B3.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teacher will use simple, direct language and restate complex sentences as a sequence of simple sentences. Teacher will provide specific explanations of key words and provide examples, and will use everyday language. Teacher will utilize illustrations and diagrams. Students will orally respond to speaking prompts and will be encouraged to elaborate with descriptive details.

Person or Persons Responsible

ELL Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Action Step 2

Teachers ensure that ELL students are partnered or grouped with no ELL students during the "They do" portion of the lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Grouping sheets, seating charts.

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

Conduct classroom walk-throughs to ensure speaking and listening activities are being implemented.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Classroom Walk-through Log

Plan to Monitor Effectiveness of G1.B3.S1

Review CELLA data, review Interim Assessment data, teacher will assess students' oral responses to verbal prompts.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, ELL Teacher

Target Dates or Schedule

Weekly Interim Data reviewed November 2013 and January 2014

Evidence of Completion

Data reviewed Data chats

G1.B4 The results of the 2013 CELLA indicate that 22% of ELL students scored at proficiency levels in Reading.

G1.B4.S1 Implement and monitor effective use of data driven instruction.

Action Step 1

Teachers are aware of each ELL student ESOL level and provide instruction to meet their individual needs.

Person or Persons Responsible

ELL Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Grouping sheet DI lesson plans

Facilitator:

District Facilitated

Participants:

ELL Teacher

Action Step 2

Teachers utilize technology to differentiate instruction (SuccessMaker, Imagine Learning)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Program reports and trackers in the classroom.

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

Conduct classroom walk-thoughts to ensure reading strategies are implemented. Reading coach will assist with lesson planning, model lessons, and conference during common planning.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-thought Logs Review of Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S1

Review CELLA data, review Interim Assessment data, teacher will review Targeted Reading Intervention Levels 1-4 Lesson Assessments and Diagnostic Tests data and completed student work assignments.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, ELL Teacher

Target Dates or Schedule

Weekly Interim Data reviewed November 2013 and January 2014

Evidence of Completion

Data reviewed Data Chats

G1.B5 The results of the 2013 CELLA indicate that 22% of ELL students scored at proficiency levels in Writing.

G1.B5.S1 Provide instruction of the various modes of writing throughout the entire writing process.

Action Step 1

Teacher will model How-To sentences and groups students for the Think-Pair-Share activities. Vocabulary strategies will include visual representations and the use of graphic organizers for planning. An emphasis will be placed on direct grammar instruction. Students will complete monthly journal entries.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Writing Samples Writing Journals

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

Administration will conduct classroom walk-throughs. Reading coach will assist with lesson planning, model lessons, and conference during common planning.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-through Log Common Planning Dialogues

Plan to Monitor Effectiveness of G1.B5.S1

Review of student writing samples, review of Targeted Reading Intervention Assessments and Diagnostic Test, review of Interim and Mid-Year Writing Assessments

Person or Persons Responsible

Principal, Assistant Principal, Reading Coaches, ELL Teacher

Target Dates or Schedule

Monthly review of student writing samples November 2013, review of Interim Writing Assessment data. January 2014, review of District Writing Mid-Year Test

Evidence of Completion

Review of student writing samples and journals Review of Targeted Reading Intervention Assessments and Diagnostic Test Review of Interim Writing Assessment data Review of District Writing Mid-Year Test Data Chats

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 75% of students in the lowest 25% subgroup made learning gains. The areas of deficiencies as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 2, Reading Application and Reporting Category 3, Literary Analysis.

G1.B6.S1 Implement and monitor targeted intervention and enrichment opportunities.

Action Step 1

Teachers will be trained on the new intervention programs.

Person or Persons Responsible

Teachers, Reading Coach, Curriculum Support Specialist

Target Dates or Schedule

October 2013

Evidence of Completion

PD sign in sheets

Facilitator:

Reading Coach Curriculum Support Specialist

Participants:

Teachers, Reading Coach, Curriculum Support Specialist

Action Step 2

Teachers will create intervention groups based on data with the assistance of the Reading Coach.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Grouping sheets and attendance rosters.

Action Step 3

Teachers will provide intervention/instruction using research-based programs such as WonderWorks, Saxon Program and SuccessMaker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Grouping sheets and attendance rosters.

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

Lesson Plans, Walk through

Person or Persons Responsible

Reading Coach, Curriculum Support Specialist.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Ongoing Monitoring

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, the teachers will review assessment data bi-weekly and adjust instruction as needed to ensure progress is being made and students are making learning gains. The Literacy Team and MTSS/Rtl will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers, Literacy Team, MTSS/Rtl

Target Dates or Schedule

Biweekly

Evidence of Completion

Bi-weekly assessments, SuccessMaker reports, District Baseline and Interim Assessments.

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of students made learning gains. The areas of deficiencies as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 2, Reading Application and Reporting Category 3, Literary Analysis.

G1.B7.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

During small group instruction, students will receive instruction in teacher led center to address the identified deficiencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

DI lesson plans

Facilitator:

Reading Coach, Curriculum Support Specialist

Participants:

Teachers

Action Step 2

Teachers use relevant and current data to create flexible student groups and plan targeted lessons aligned to students' specific needs.

Person or Persons Responsible

Teachers, Reading Coaches

Target Dates or Schedule

Weekly and ongoing.

Evidence of Completion

Data chats schedule, grouping template, rotation charts and DI lesson plans.

Action Step 3

Provide PD on effective and targeted teacher led center and aligning resources to students' data.

Person or Persons Responsible

Reading Coaches, Curriculum Support Specialist.

Target Dates or Schedule

October 2013

Evidence of Completion

PD sign up sheets

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

Lesson plans, walk through, SuccessMaker reports.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker reports, Bi-weekly assessments. District Baseline and Interim Assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, the teachers will review assessment data bi-weekly and adjust instruction as needed to ensure progress is being made and students are making learning gains. The Literacy Team and MTSS/RtI will review data monthly and make recommendations based on needs assessment

Person or Persons Responsible

Teachers, Literacy Team and MTSS/RtI

Target Dates or Schedule

Biweekly

Evidence of Completion

Bi-weekly assessments. District Baseline and Interim Assessments.

G1.B8 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 7% of students scored at Levels 4 and 5. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis/Fiction/ Nonfiction.

G1.B8.S1 Implement and monitor targeted intervention and enrichment opportunities.

Action Step 1

Provide students opportunities to read and respond to books at their independent reading level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Interactive reading journals.

Action Step 2

Conduct ongoing meetings to review the intervention/enrichment curriculum , discuss school wide data and other issues pertaining to students' progress.

Person or Persons Responsible

Teachers, Leadership Team, Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Agenda, Rti Agenda, data chats records

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

Walk-through

Person or Persons Responsible

Reading Coach, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, Bi-weekly assessments, District Baseline and Interim Assessments.

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, the teachers will review assessment data bi-weekly and adjust instruction as needed to ensure progress is being made and students are making learning gains. The Literacy Team and MTSS/Rtl will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers, Administrators, Literacy Team, MTSS/Rtl

Target Dates or Schedule

Biweekly

Evidence of Completion

Bi-weekly assessments, District Baseline and Interim Assessments.

G1.B9 The results of the 2013 FCAT Reading Test indicate that 28% of students in the Black subgroup scored at Level 3 or above. The area of deficiency for the Black subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.

G1.B9.S1 Provide opportunities for critical thinking strategies during instruction.

Action Step 1

Teachers will increase the use of collaborative strategies during the "They do" portion of the lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Action Step 2

Teachers develop lesson plans that follow the gradual release of responsibility model, include collaborative strategies and explicit teaching strategies.

Person or Persons Responsible

Teachers, Reading Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Interactive writing journals Walk through

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B9.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B10 The results of the 2013 FCAT 2.0 Reading Test indicate that 26 % of students in the Hispanic Subgroup scored at Level 3 or above. The area of deficiency for the Hispanic subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.

G1.B10.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teacher will use simple, direct language and restate complex sentences as a sequence of simple sentences. Teacher will provide specific explanations of key words and provide examples, and will use everyday language. Teacher will utilize illustrations and diagrams. Students will orally respond to speaking prompts and will be encouraged to elaborate with descriptive details.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Action Step 2

Teachers ensure that ELL students are partnered or grouped with no ELL students during the "They do" portion of the lesson.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Grouping sheets, seating charts.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B10.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The results of the 2013 FCAT Writing Test indicate that 52% of students scored Level 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or above by 5 percentage points to 57%.

G2.B1 The areas of deficiency as noted on the 2013 administration of the FCAT Writing Test were focus, elaboration and conventions in the area of narrative essays.

G2.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process (i.e. pre-planning, drafting, conferencing, revising and publishing)

Action Step 1

Utilize rubrics to provide descriptive and corrective feedbacks during conferencing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed corrected feed -back rubrics, students' journals and folders, progress monitoring charts.

Action Step 2

Conduct coaching cycles to model that all components of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Reading Coach, ETO Curriculum Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, Coaching calendars, debriefing notes.

Action Step 3

Model the writing process using students' writing pieces, mentor texts and teacher generated writing pieces.

Person or Persons Responsible

Reading Coaches, ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing pieces, mentor texts and teacher generated writing pieces.

Action Step 4

Conduct classroom walk through to monitor the implementation of the writing process within students' journals.

Person or Persons Responsible

Principal, Assistant Principal and Instructional Supervisor.

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through documentation, administrative feed back, reflection on coaching logs, ETO feedback and reflection on support documents.

Action Step 5

Incorporate the use of graphing organizers during the pre-planning phase of the writing process to write a draft organized with a logical sequence of beginning, middle and end, using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes and amazing facts to develop focus and elaboration.

Person or Persons Responsible

Classroom Teachers Writing Teacher Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples Journals

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

Administrators will review lesson plans and conduct classroom walk-throughs.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly walk-throughs

Evidence of Completion

Classroom walk-through log

Plan to Monitor Effectiveness of G2.B1.S1

Review of student work samples and review data from Fall Interim Writing Assessment and District Writing Mid-Year Test data. Instruction will be adjusted as needed.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Monthly review of student work samples November 2013, review of Interim Writing Assessment data. January 2014, review of District Writing Mid-Year Test data.

Evidence of Completion

Data Chats Review of student work samples Review of Interim Writing Assessment data. Review of District Writing Mid-Year Test Summative: 2014 FCAT Writing Test

G2.B1.S2 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Conduct classroom walkthrough to monitor the implementation of writing lessons and the instructional routine.

Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor

Target Dates or Schedule

Monthly

Evidence of Completion

Walk through documentation, administrative feedbacks and reflection on coaching logs, ETO feedbacks and reflections on support documentation.

Action Step 2

Utilize anchor and calibration sets to model exemplar writing and the the writing process.

Person or Persons Responsible

Reading Coach, ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' journals, anchor charts, lesson plans.

Action Step 3

Conduct coaching cycles and model the implementation of the gradual release model within the writing instructional block.

Person or Persons Responsible

Reading Coach, ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching calendars and logs, debriefing notes

Action Step 4

Provide professional development on the writing instructional framework and routines.

Person or Persons Responsible

ETO Curriculum Support Specialist

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Professional development rosters Professional development deliverables

Action Step 5

Work collaboratively during planning to develop lessons that follow the writing at a glance and the instructional framework.

Person or Persons Responsible

Teacher, Reading Coach, ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans created during planning, planning agendas and signing sheets.

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

Administrators will review lesson plans and conduct classroom walk-throughs.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly walk-throughs

Evidence of Completion

Classroom walk-through log

Plan to Monitor Effectiveness of G2.B1.S2

Review of student work samples and review data from Fall Interim Writing Assessment and District Writing Mid-Year Test data. Instruction will be adjusted as needed.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Monthly review of student work samples November 2013, review of Interim Writing Assessment data. January 2014, review of District Writing Mid-Year Test data.

Evidence of Completion

Data Chats Review of student work samples Review of Interim Writing Assessment data. Review of District Writing Mid-Year Test Summative: 2014 FCAT Writing Test

G2.B1.S3 Implement and monitor the effective use of data in writing instruction.

Action Step 1

Monitor the use of data being used to drive instruction

Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through documentation, administration feedback and reflection on coach's logs, ETO reflection and feedback on support documentation.

Action Step 2

Analyze, maintain, and monitor a solid and effective data system to track students' progress, provide progress monitoring to ensure students' needs are met and intervention/enrichment groups are targeted and fluid.

Person or Persons Responsible

Teacher, Reading Coach, ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chats records

Action Step 3

Provide professional development on utilizing data to align instructional resources to differentiated writing instruction.

Person or Persons Responsible

ETO Curriculum Support Specialist Reading Coach

Target Dates or Schedule

December 10, 2013

Evidence of Completion

Pd agenda PD sign up sheet PD deliverables

Action Step 4

Create small groups based on the four components of the rubric utilizing writing data.

Person or Persons Responsible

Teacher, Reading Coach, ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Grouping Template

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

Administrators will review lesson plans and conduct classroom walk-throughs.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Weekly walk-throughs

Evidence of Completion

Classroom walk-through log

Plan to Monitor Effectiveness of G2.B1.S3

Review of student work samples and review data from Fall Interim Writing Assessment and District Writing Mid-Year Test data.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Monthly review of student work samples November 2013, review of Interim Writing Assessment data. January 2014, review of District Writing Mid-Year Test data.

Evidence of Completion

Data Chats Review of student work samples Review of Interim Writing Assessment data Review of District Writing Mid-Year Test Summative: 2014 FCAT Writing Test

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 32% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 34 percentage points to 66%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 19% of students scored at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry & Measurement for 4th and 5th grade.

G3.B1.S1 Provide students with opportunities to represent and identify a fraction, including fractions greater than one; and to compare and order fractions, by modeling, differentiated instruction, and mathematical practices.

Action Step 1

Teachers will support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Teachers will utilize modeling techniques, technology programs, mathematical practices and Differentiated Instruction activities. Students will have the opportunity to identify, compare and order fractions.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Student work folders Monthly Assessment Data Interactive Journals

Facilitator:

Mathematics Coach

Participants:

Classroom Teachers

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

Principal and assistant principal will conduct classroom walk-throughs. Mathematics coach will assist with lesson planning, model lessons, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Mathematics Coach

Target Dates or Schedule

Ongoing Process Weekly Conferences

Evidence of Completion

Classroom Walk-throughs Continuing Log Conferencing with teachers Common Planning

Plan to Monitor Effectiveness of G3.B1.S1

Administrators will review student work samples and interactive journals. Administrators and Mathematics coach will review data from technology reports and edusoft assessment reports.

Person or Persons Responsible

Principal Assistant Principal Mathematics Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Fall/winter assessments Interactive Journals

G3.B1.S2 Provide students with opportunities to identify benchmark angles and angle types, and build three-dimensional objects from a two-dimensional representation.

Action Step 1

Teachers will support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, identifying angles, and transformations. Students will have the opportunity to identify and build a three-dimensional object from a two-dimensional representation. Teachers will utilize modeling techniques, podcasts, Discovery Education, Gizmos, and Differentiated Instruction activities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work folders Gizmo reports

Facilitator:

Mathematics Coach

Participants:

Classroom Teachers

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

Principal and assistant principal will conduct classroom walk-throughs. Mathematics coach will assist with lesson planning, model lessons, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Mathematics Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-throughs Continuing Log Conferencing with teachers Common Planning

Plan to Monitor Effectiveness of G3.B1.S2

Administrators will review student work samples and interactive journals. Administrators and Mathematics coach will review data from technology reports and edusoft assessment reports to determine effectiveness.

Person or Persons Responsible

Principal Assistant Principal Mathematics Coach

Target Dates or Schedule

Daily Weekly

Evidence of Completion

Student Work Folders Interactive Journals Prerequisite assessment Differentiated Instructions Assessments

G3.B1.S3 Provide opportunities for students to perform a two step unit conversion (linear. weight/mass, and time) within the same measurement system in determine elapsed time by incorporating Common Core Standards through the gradual release approach.

Action Step 1

Teachers will utilize modeling techniques, podcasts, Discovery Education, Gizmos, and Differentiated Instruction activities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students work folders Interactive Journals Informal and formal assessments Differentiated Instruction

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

Principal and assistant principal will conduct classroom walk-throughs. Mathematics coach will assist with lesson planning, model lessons, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Mathematics Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-throughs Continuing Log Conferencing with teachers Common Planning

Plan to Monitor Effectiveness of G3.B1.S3

Administrators will review student work samples and interactive journals. Administrators and Mathematics coach will review data from technology reports and edusoft assessment reports to determine effectiveness.

Person or Persons Responsible

Principal Assistant Principal Mathematics Coach

Target Dates or Schedule

Weekly Monthly

Evidence of Completion

Students work folders Prerequisite assessment Baseline assessment Interactive Journals

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 30% of the students in the Black subgroup scored at Level 3 or above. The area of deficiency for 3rd grade was Fractions, and Geometry and Measurement for 4th and 5th Grade.

G3.B2.S1 Provide students with opportunities to represent and identify a fraction, including fractions greater than one; and to compare and order fractions, by modeling, differentiated instruction, and mathematical practices.

Action Step 1

Teachers will foster the use of meanings of numbers to create strategies for solving problems with numbers. Teachers will utilize modeling techniques, technology programs, concrete examples and real-world applications, and Differentiated Instruction activities.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Baseline assessment Interactive Journals

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

Math Coach will assist with lesson planning, modeling, and conferencing during common planning

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Continuing conferene logs Interactive Journals Lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Administrators will review student work folders and Interactive Journals. Administrators and Math Coach will review data from technology reports and Edusoft.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

B-weekly Monthly

Evidence of Completion

Success Maker Interactive Journals Student work folders

G3.B2.S2 Provide students with opportunities to identify benchmark angles and angle types, and build three-dimensional objects from a two-dimensional representation.

Action Step 1

Teachers will provide grade-level appropriate activities that develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation. Teachers will utilize modeling, technology programs, mathematical practices and Differentiated Instruction activities

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Prerequisite assessment Interactive Journals

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

Math Coach will assist with lesson planning, modeling and conferencing during common planning.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Continuing conference logs Lesson plans Interactive Journals

Plan to Monitor Effectiveness of G3.B2.S2

Administrator will conduct classroom walk-throughs. Administrators will review data reports

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Lesson planning Baseline assessment

G3.B2.S3 Provide opportunities for students to perform a two step unit conversion (linear. weight/mass, and time) within the same measurement system in determine elapsed time by incorporating Common Core Standards through the gradual release approach.

Action Step 1

Teachers will model, implement technology programs, Differentiated Instruction, and mathematical practices

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Planning Differentiated Instruction groups Prerequisite assessment

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

Math Coach will assist with lesson planning, modeling and conferencing during common planning.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Baseline assessment

Plan to Monitor Effectiveness of G3.B2.S3

Administrators and Math Coach will conduct classroom walk-throughs and review data

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Success Maker Lesson plans Student work folders

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 30% of students in the Hispanic subgroup scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.

G3.B3.S1 Provide students with opportunities to represent and identify a fraction, including fractions greater than one; and to compare and order fractions, by modeling, differentiated instruction, and mathematical practices.

Action Step 1

Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions and geometric and measurement concepts through the use of manipulatives and models. Teachers will utilize and model technology programs, mathematical practices and Differentiated Instruction activities.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work folders

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

Math Coach will assist with lesson planning, modeling, and conferencing during common planning.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Student work folders Interactive Journals

Plan to Monitor Effectiveness of G3.B3.S1

Administrators and Math Coach will conduct classroom walk-throughs and review data reports

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Prerequisite and Baseline assessments Lesson plans Interactive Journals

G3.B3.S2 Provide students with opportunities to identify benchmark angles and angle types, and build three-dimensional objects from a two-dimensional representation.

Action Step 1

Teachers will model and implement differentiated instruction and mathematical practices.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals Success Maker

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

Administrators will conduct walk-throughs. Math Coach will assist with lesson planning, modeling and conferencing.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Interactive Journals Student work folders

Plan to Monitor Effectiveness of G3.B3.S2

Administrators and Math Coach will conduct walk-throughs and review data.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Prerequisite assessment Baseline assessment Lesson plans

G3.B3.S3 Provide opportunities for students to perform a two step unit conversion (linear. weight/mass, and time) within the same measurement system in determine elapsed time by incorporating Common Core Standards through the gradual release approach.

Action Step 1

Teachers will model and implement differentiated instructions and mathematical practices.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals Student work folders

Facilitator:

District Workshop Mathematics Coach

Participants:

Classroom teachers

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

Administrators will conduct walk-throughs. Math Coach will assist with lesson planning, modeling and conferencing

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Interactive Journals Prerequisite assessment

Plan to Monitor Effectiveness of G3.B3.S3

Administrators and Math Coach will conduct classroom walk-throughs and review data reports.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Data: Prerequisite assessment Success Maker reports Baseline assessment

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 28% of students in the English Language Learners subgroup scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.

G3.B4.S1 Provide students with opportunities to represent and identify a fraction, including fractions greater than one; and to compare and order fractions, by modeling, differentiated instruction, and mathematical practices.

Action Step 1

Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and models. Concrete examples and visual displays will be utilized to enhance understanding. Teachers will model and implement Differentiated Instruction, mathematical practices and infuse technology.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Differentiated instruction groups Interactive Journals

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

Administrators will conduct classroom walk-throughs, Math Coach will assist with lesson planning, modeling and conferencing

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Interactive Journals Student work folders

Plan to Monitor Effectiveness of G3.B4.S1

Administrators and Math Coach will conduct classroom walk-throughs and review data.

Person or Persons Responsible

Principal Assistant principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Prerequisite assessment Baseline assessment Lesson plans Differentiated Instruction groups

G3.B4.S2 Provide students with opportunities to identify benchmark angles and angle types, and build three-dimensional objects from a two-dimensional representation.

Action Step 1

Teachers will provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts through the use of manipulatives and models. Concrete examples and visual displays will be utilized to enhance understanding. Teachers will model and implement mathematical practices and differentiated instruction.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Differentiated grouping Interactive Journals

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

Administrators will conduct classroom walk-through. Math Coach will assist with lesson planning, modeling and conferencing

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Interactive Journals Continuing conferencing logs

Plan to Monitor Effectiveness of G3.B4.S2

Administrators and Math Coach will conduct classroom walk-throughs and review data

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Prerequisite assessment Baseline assessment Lesson plans

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 60% of students in the lowest 25% subgroup made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.

G3.B6.S1 Increase rigor while implementing mathematical practices and differentiated instruction to promote learning gains.

Action Step 1

Teachers will model and implement Differentiated instruction and mathematical practices. Students will utilize SuccessMaker software to reinforce skills.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daly

Evidence of Completion

Lesson plans Interactive Journals

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

Administrators will conduct walk-throughs. Math Coach will assist with lesson planning, modeling and conferencing.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Prerequisite assessment

Plan to Monitor Effectiveness of G3.B6.S1

Administrators and Math Coach will conduct classroom walk-throughs and review data.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Lesson plans Baseline assessment

G3.B7 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 47% of students made learning gains. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.

G3.B7.S1 Increase rigor through mathematical fluency and problem solving

Action Step 1

Teachers will implement mathematical practices by infusing fluency and problem solving strategies.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals Success Maker

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

Administrators will conduct walk-throughs. Math Coach will assist with lesson planning, modeling and conferencing.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Prerequisite assessment

Plan to Monitor Effectiveness of G3.B7.S1

Administrators and Math Coach will conduct classroom walk-throughs and review data

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Success Maker Baseline Assessment

G3.B8 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 10% of students scored at Level 4 and 5. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry & Measurement for 4th and 5th grade.

G3.B8.S1 Provide support to students as they make sense of problem solving and adjust instruction appropriately to meet student needs

Action Step 1

Teachers will implement mathematical practices and provide enrichment activities to tailor to the students' needs. Students will be provided with the opportunity to advance mathematical fluency and problem solving skills, and to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals

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

Administrators will conduct walk-throughs. Math Coach will assist with lesson planning, modeling and conferencing

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Prerequisite assessment Success Maker reports

Plan to Monitor Effectiveness of G3.B8.S1

Administrators and Math Coach will conduct classroom walk-throughs and review data reports.

Person or Persons Responsible

Principal Assistant Principal Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline assessment Fall/winter interim assessments

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 51% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above by 4 percentage points to 55%.

G4.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science.

G4.B1.S1 Implement all essential laboratories developed by MDCPS.

Action Step 1

Teachers will utilize modeling techniques, podcasts, Discovery Education, Gizmos, and Differentiated Instruction activities. Teachers will complete lab activities prescribed in the District Science Pacing Guide.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lab report Interactive Journals Lesson plans

Facilitator:

Science Coach

Participants:

Classroom Teachers

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

Principal and assistant principal will conduct classroom walk-throughs. Science coach will assist with lesson planning, model lessons and lab activities, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Bi-Weekly/Monthly

Evidence of Completion

Baseline assessment Lab Report

Plan to Monitor Effectiveness of G4.B1.S1

Principal and assistant principal will conduct classroom walk-throughs. Science coach will assist with lesson planning, model lessons and lab activities, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Weekly Bi-Weekly Monthly

Evidence of Completion

Interactive Journals Lab Report Common Planning

G4.B1.S2 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions as delineated by Common Core Standards.

Action Step 1

Teachers will utilize modeling techniques, podcasts, and Differentiated Instruction activities.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Students work folders

Facilitator:

District Workshop Science Coach

Participants:

Classroom teachers

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

Principal and assistant principal will conduct classroom walk-throughs. Science coach will assist with lesson planning, model lessons and lab activities, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-throughs Common Planning Continuing conference logs Baseline assessment

Plan to Monitor Effectiveness of G4.B1.S2

Principal and assistant principal will conduct classroom walk-throughs. Science coach will assist with lesson planning, model lessons and lab activities, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Weekly Monthly

Evidence of Completion

Lab Report Interactive Journals Common Planning Fall/winter assessments

G4.B1.S3 Utilize District-developed science resources to support NGSSS and gap benchmarks through instructional technology resources into the classroom. Promote the use instructional technology (Gizmos and Discovery Education) to enhance and reinforce the students' conceptual understanding of topics being addressed.

Action Step 1

Teachers will utilize modeling techniques, podcasts, Discovery Education, Gizmos, and Differentiated Instruction activities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals Weekly assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Principal and assistant principal will conduct classroom walk-throughs. Science coach will assist with lesson planning, model lessons and lab activities, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Weekly Bi-weekly

Evidence of Completion

Students work folders Interactive Journals Baseline assessment Common planning

Plan to Monitor Effectiveness of G4.B1.S3

Principal and assistant principal will conduct classroom walk-throughs. Science coach will assist with lesson planning, model lessons and lab activities, and conference during common planning.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Weekly Bi-weekly Monthly

Evidence of Completion

Common planning Interactive Journals Students work folders Baseline assessment

G4.B1.S4 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

Action Step 1

Teachers will utilize modeling techniques, AIMS, Discovery Education, Gizmos, Differentiated Instruction activities

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals Students work folders

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Principal and Assistant Principal will conduct classroom walk-throughs. Science Coach will assist with lesson planning and delivery by modeling lessons and lab activities.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Weekly Bi-weekly

Evidence of Completion

Lab Reports Interactive Journals Students work folders Bi-weekly assessments

Plan to Monitor Effectiveness of G4.B1.S4

Administrators will conduct classroom walk-throughs Science Coach will implement common planning and will assist in unwrapping the benchmark by using Item Specifications.

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Lab Reports Interactive Journals Students work folders Baseline assessment

G5. Our goal for the 2013-2014 school year is to implement STEM in order to increase student achievement in science by building awareness, appreciation and support for the technology, tools, materials and curriculum that support student achievement.

G5.B1 In 2012-2013, 50 students participated in school-based Science Fair activities.

G5.B1.S1 Integrate additional science related activities into the StarMaker morning and after school program.

Action Step 1

Teachers and tutors will demonstrate lab activities, do virtual labs, create groups within students to compete each other on particular projects and experimental based questions.

Person or Persons Responsible

Classroom teachers and after school tutors

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals Lab Reports

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

Principal and Assistant Principal will conduct walk-throughs. Math and Science Coaches will assist with lesson plans, model lessons and lab activities.

Person or Persons Responsible

Principal Assistant Principal Science Coach Mathematics Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Interactive Journals Student folders

Plan to Monitor Effectiveness of G5.B1.S1

Principal and Assistant Principal will conduct walk-throughs. Math and Science Coaches will assist with lesson plans, model lessons and lab activities.

Person or Persons Responsible

Principal Assistant Principal Math Coach Science Coach

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Common Planning Interactive Journals Lab reports

G5.B1.S2 Promote the use of instructional technology (Gizmos and Discovery) during the regular school hours and in the StarMaker morning and after school program.

Action Step 1

Teachers and tutors will incorporate instructional technology resources into the classroom (Smartboard, Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Person or Persons Responsible

Teachers and after school tutors

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals

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

Administrators will conduct classroom walk-throughs. Math and Science Coaches will assist with lesson planning and modeling.

Person or Persons Responsible

Principal Assistant Principal Science Coach Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Common planning Continuing conference logs

Plan to Monitor Effectiveness of G5.B1.S2

Administrators, Math and Science Coaches will conduct classroom walk-throughs. Coaches will monitor and plan with the teachers

Person or Persons Responsible

Principal Assistant Principal Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Common planning Interactive Journals Student work folders

G5.B2 In 2012-2013, 32 students went on a Science related field trip.

G5.B2.S1 Increase students' awareness and exposure of science topics through related science oriented field trips.

Action Step 1

Students will participate in school-based Science Fairs and Science-related field trips

Person or Persons Responsible

Classroom teachers Volunteers Science Coach Math Coach Chaperones

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Science Fair projects Follow up activities on the field trips

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

Student will demonstrate participation through student projects, create power point program, perform a skit about what they learn from the field trips.

Person or Persons Responsible

Principal Assistant Principal Science Coach Math Coach

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Interactive Journals Student projects

Plan to Monitor Effectiveness of G5.B2.S1

Teachers and coaches will monitor and assist the students by giving them an outline of completion dates.

Person or Persons Responsible

Principal Assistant Principal Math Coach Science Coach

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Interactive Journals Science Projects

G6. Our goal for the 2013-2014 school year is to increase the identification of students who have attendance and behavior issues that are impeding their academic growth, and to provide appropriate academic, social and emotional support services.

G6.B1 In 2012-13, 10% of students missed 10% or more of instructional time.

G6.B1.S1 Identify students who may be developing a pattern of nonattendance.

Action Step 1

Develop a school action plan which will include incentives for students who maintain high percentages of attendance. Highlight students with perfect attendance on the televised announcements. Send a Connect Ed call to parents on the importance of good attendance and the impact on student achievement.

Person or Persons Responsible

Counselor, Community Involvement Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Recognition Activities Connect Ed Call Script

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

Assist with the writing of the script for the Connect Ed attendance communication. Meet with counselor and community involvement specialist to communicate expectations. Provide assistance as needed.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Written Script Meeting Agenda

Plan to Monitor Effectiveness of G6.B1.S1

Review attendance reports

Person or Persons Responsible

Principal, Assistant Principal, Guidance Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance reports reviewed and discussed with counselor and social worker.

G6.B2 In 2012-13, 60 students were retained.

G6.B2.S1 Identify students who were retained during the 2012-2013 school year, and any other students who are struggling academically and provide the academic, social and emotional support needed to help them achieve success.

Action Step 1

Retention list will be reviewed to identify students who were retained during the 2012-2013 school year. Guidance Counselor will work with Classroom Teachers, Academic Coaches, SPED Resource Teacher, and ELL Teacher to determine each child's specific barriers to learning and provide and action plan specific to the needs. Parent conferences will be held with the parents of each retained child. The assistance of the School Psychologist, Social Worker, Staffing Specialist and HClOS nurse will be utilized as needed on a case by case basis. Classroom teachers will also identify students who are struggling in their classrooms so that early interventions can be implemented.

Person or Persons Responsible

Principal, Assistant Principal, Guidance Counselors, SPED Resource Teacher, ELL Teacher, Classroom Teachers, Reading Coach, Mathematics Coach, Science Coach, School Psychologist, Social Worker, HClOS Nurse

Target Dates or Schedule

September 2013 Ongoing for new referrals, as needed

Evidence of Completion

Parent Conferences Referrals to Counselor

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

Review counselor's log of parent conferences. Provide classroom teachers with information on how to utilize all of the staff resources within the school to help our academically struggling students

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Parent Conference Log Faculty Meeting Agenda

Plan to Monitor Effectiveness of G6.B2.S1

We will monitor for effectiveness by reviewing students' progress reports and quarterly academic grades as posted on their report cards.

Person or Persons Responsible

Principal, Assistant Principal, Guidance Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Progress Reports Review of Report Cards

G6.B3 In 2012-13, 80% of students were not proficient in reading by third grade.

G6.B3.S1 Provide an additional hour of reading intervention to bring students to proficiency by third grade.

Action Step 1

Utilize Education Transformation Office provided materials and curriculum during a daily one-hour Reading Intervention period.

Person or Persons Responsible

Classroom Teachers, Reading Interventionists

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Folders Completed Assignments

Facilitator:

District Workshop, Reading Coach

Participants:

Classroom Teachers, Reading Interventionists

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

Classroom Walk-throughs. Reading Coach will model lessons, assist with lesson plans, and provide feedback during common planning.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-through log PMRN reports

Plan to Monitor Effectiveness of G6.B3.S1

Review all sources of data, to include intervention assignments, Phonics and Spelling Inventory, Baseline and Interim Assessments, and technology reports.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Classroom Teachers, Reading Interventionists

Target Dates or Schedule

Ongoing, Weekly and Monthly

Evidence of Completion

Data Binders Review of Data

G6.B4 In 2012-13, 135 students received two or more behavior referrals.

G6.B4.S1 Create an atmosphere of student engagement towards high academic achievement.

Action Step 1

Through the morning televised announcements and classroom visits, review the Student Code of Conduct's expected behaviors. Promote and reward positive behavior through the Do The Right Thing Program.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Student nominations submitted to Do The Right Thing

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

Meet with the Counselor to review expectations and provide assistance, as needed.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Meeting Agenda

Plan to Monitor Effectiveness of G6.B4.S1

Review Student Case Management Reports

Person or Persons Responsible

Principal, Assistant Principal, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda for Review of Student Case Management Reports

G6.B5 In 2012-13, 47 students received one or more behavior referrals that led to suspension.

G6.B5.S1 Provide alternatives to suspension to reduce the amount of time out of school and to keep students engaged in a positive learning environment.

Action Step 1

Conduct grade level and class sessions discussing the importance of good behavior. The sessions will familiarize students with the student code of conduct.

Person or Persons Responsible

Assistant Principal, Guidance Counselor

Target Dates or Schedule

September 2013

Evidence of Completion

Classroom Presentation Log

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Meet with the Counselor to communicate expectations and provide support, as needed.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Meeting Agenda with the Counselor

Plan to Monitor Effectiveness of G6.B5.S1

Review data report on the number of students placed on Outdoor Suspension

Person or Persons Responsible

Principal, Assistant Principal, Counselor

Target Dates or Schedule

Quarterly Suspension Reports

Evidence of Completion

Data Chat with Counselor

Coordination and Integration

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

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

Title I, Part A

Toussaint Louverture Elementary provides additional remediation through extended learning opportunities (before-school and/or after-school programs, Saturday Academy and summer camp). Staff members attend professional development offered by the district Title II and Title III funding. Curriculum Coach funded by Title I 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. Other programs offered at Toussaint Louverture Elementary include an extensive Parental Program, Health Connect in our Schools staffs a school nurse to address the students' health needs, and special support services to special needs populations.

Title I, Part C- Migrant

The school social worker in coordination with the Community Involvement Specialist and the District Migrant liaison coordinate with Title I and other programs to ensure that the unique needs of migrant students are met.

Title I, Part D

Services at our school target particularly fifth grade students in coordination with district Drop-out Prevention programs. We partner with Kids and the Power of Work to conduct monthly classroom presentations for the 4th grade students.

Title II

Toussaint Louverture Elementary facilitates the following for instructional personnel:

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

Title III

Toussaint Louverture Elementary uses Title III Funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing:

- Tutorial programs
- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Hardware and software for the development of language and literacy skills in reading, mathematics and science such as Waterford and Imagine Learning.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Toussaint Louverture Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students through the school counselor. The counselor has been trained in the areas of violence prevention, bullying, stress management and crisis management.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

English classes and life skills classes for adults are offered at nearby Jackson Senior Adult Education Center. Parent skill-building workshops are offered on-site by the Parent Academy.

Career and Technical Education

N/A

Job Training

N/A

Other - Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th day of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County.

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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 2012-2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 27 percentage points to 54%.

G1.B2 The results of the 2013 FCAT Reading Test indicate that 21% of students in the English Language Learners (ELL) Subgroup scored at Level 3 or above. The area of deficiency for the ELL subgroup as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary and 2 Reading Application.

G1.B2.S1 Provide opportunities for critical thinking strategies during instruction.

PD Opportunity 1

Teachers will increase the use of collaborative strategies during the "They do" portion of the lesson.

Facilitator

Reading Coach, Curriculum Support Specialist.

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

G1.B4 The results of the 2013 CELLA indicate that 22% of ELL students scored at proficiency levels in Reading.

G1.B4.S1 Implement and monitor effective use of data driven instruction.

PD Opportunity 1

Teachers are aware of each ELL student ESOL level and provide instruction to meet their individual needs.

Facilitator

District Facilitated

Participants

ELL Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Grouping sheet DI lesson plans

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 75% of students in the lowest 25% subgroup made learning gains. The areas of deficiencies as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 2, Reading Application and Reporting Category 3, Literary Analysis.

G1.B6.S1 Implement and monitor targeted intervention and enrichment opportunities.

PD Opportunity 1

Teachers will be trained on the new intervention programs.

Facilitator

Reading Coach Curriculum Support Specialist

Participants

Teachers, Reading Coach, Curriculum Support Specialist

Target Dates or Schedule

October 2013

Evidence of Completion

PD sign in sheets

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of students made learning gains. The areas of deficiencies as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 2, Reading Application and Reporting Category 3, Literary Analysis.

G1.B7.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

During small group instruction, students will receive instruction in teacher led center to address the identified deficiencies.

Facilitator

Reading Coach, Curriculum Support Specialist

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

DI lesson plans

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 32% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 34 percentage points to 66%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 19% of students scored at Level 3. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry & Measurement for 4th and 5th grade.

G3.B1.S1 Provide students with opportunities to represent and identify a fraction, including fractions greater than one; and to compare and order fractions, by modeling, differentiated instruction, and mathematical practices.

PD Opportunity 1

Teachers will support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Teachers will utilize modeling techniques, technology programs, mathematical practices and Differentiated Instruction activities. Students will have the opportunity to identify, compare and order fractions.

Facilitator

Mathematics Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Student work folders Monthly Assessment Data Interactive Journals

G3.B1.S2 Provide students with opportunities to identify benchmark angles and angle types, and build three-dimensional objects from a two-dimensional representation.

PD Opportunity 1

Teachers will support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, identifying angles, and transformations. Students will have the opportunity to identify and build a three-dimensional object from a two-dimensional representation. Teachers will utilize modeling techniques, podcasts, Discovery Education, Gizmos, and Differentiated Instruction activities.

Facilitator

Mathematics Coach

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work folders Gizmo reports

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 30% of students in the Hispanic subgroup scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test was reporting category of Fractions for 3rd grade, and Geometry and Measurement for 4th and 5th grade.

G3.B3.S3 Provide opportunities for students to perform a two step unit conversion (linear, weight/mass, and time) within the same measurement system in determine elapsed time by incorporating Common Core Standards through the gradual release approach.

PD Opportunity 1

Teachers will model and implement differentiated instructions and mathematical practices.

Facilitator

District Workshop Mathematics Coach

Participants

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Interactive Journals Student work folders

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 51% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or above by 4 percentage points to 55%.

G4.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Test was Nature of Science.

G4.B1.S1 Implement all essential laboratories developed by MDCPS.

PD Opportunity 1

Teachers will utilize modeling techniques, podcasts, Discovery Education, Gizmos, and Differentiated Instruction activities. Teachers will complete lab activities prescribed in the District Science Pacing Guide.

Facilitator

Science Coach

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lab report Interactive Journals Lesson plans

G4.B1.S2 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions as delineated by Common Core Standards.

PD Opportunity 1

Teachers will utilize modeling techniques, podcasts, and Differentiated Instruction activities.

Facilitator

District Workshop Science Coach

Participants

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Students work folders

G6. Our goal for the 2013-2014 school year is to increase the identification of students who have attendance and behavior issues that are impeding their academic growth, and to provide appropriate academic, social and emotional support services.

G6.B3 In 2012-13, 80% of students were not proficient in reading by third grade.

G6.B3.S1 Provide and additional hour of reading intervention to bring students to proficiency by third grade.

PD Opportunity 1

Utilize Education Transformation Office provided materials and curriculum during a daily one-hour Reading Intervention period.

Facilitator

District Workshop, Reading Coach

Participants

Classroom Teachers, Reading Interventionists

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Folders Completed Assignments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 27 percentage points to 54%.	\$2,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC	\$2,000	\$2,000
Total	\$2,000	\$2,000

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above by 27 percentage points to 54%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 27% of students scored at Level 3 or above. The area of deficiency as noted on the 2013 administration of the 2013 FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.

G1.B1.S1 Utilize reading comprehension and writing strategies.

Action Step 2

Teachers provide students with opportunities to use collaborative strategies to discuss higher order questions in the "They do" portion of the lesson.

Resource Type

Other

Resource

Funds will be used to buy additional textbooks and workbooks, incentives and awards for the students in the form of field trips, certificates, trophies, parties for Accelerated Reader Student Super Readers, as well as other items and activities as will arise.

Funding Source

EESAC

Amount Needed

\$2,000