



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Phyllis R. Miller Elementary School

840 NE 87TH ST

Miami, FL 33138

305-756-3800

<http://prmillerschoolwires.com>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 B
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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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Phyllis R. Miller Elem. School

Principal

Carmen Boyd A

School Advisory Council chair

Sherrie Williams

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

Name	Title
Ericka Caldwell	Assistant Principal
Patricia Penafiel	Reading Coach
Terehas Shillingford	Mathematics Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Educational Excellence School Advisory Council (EESAC) at Phyllis Ruth Miller Elementary School is made of: 1 Principal, 1 United Teachers of Dade (UTD) Steward, 6 Parents, 1 Educational Support, 4 Business/Community Representatives, 5 Teachers and 1 Student.

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) met to review and analyze the current 2012-2013 school data. The areas of improvement in Reading, Mathematics, Science and Writing were identified as well as strategies to increase achievement were also discussed. In addition, the EESAC discussed the necessary resources needed to increase student learning gains in all grade levels. The team identified the lowest 25% in each grade level and discussed establishing additional interventions needed for student achievement.

Activities of the SAC for the upcoming school year

The primary objective of the EESAC is to create (develop) the S.I.P., utilizing input of all stakeholders – including faculty, staff, parents, students, and community/business representatives. The secondary function of EESAC is to monitor the implementation of the strategies and goals of the S.I.P., and to make any changes deemed necessary by the committee, in order to make the best possible plan for student gains. The EESAC is allocated state funds based on student F.T.E. These funds are used to provide students with materials and other items that will enhance or facilitate student achievement.

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

It is difficult to project the use of school improvement funds, as this is a topic of discussion among the committee members during meetings, and the expenditures must be voted on during a meeting when quorum is met. However, in past years, expenditures have included student textbooks, science kits, Odyssey of the Mind competitions, Chess Club competitions, and student incentives, among many others. The goal of the EESAC is to try to utilize the funds in the best possible way to help as many students as possible achieve as much as possible.

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:

Carmen Boyd A

Principal

Years as Administrator: 13

Years at Current School: 4

Credentials

BA –Elementary Education, Early Childhood Education Grades 1-6
 Master’s-Varying Exceptionalities
 Master’s-Mentally Handicapped Grades K-12
 Certification-Educational Leadership-State of Florida
 Endorsement-English to Speakers of Other Languages (ESOL)

Performance Record

2013 – School Grade –
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2012 – School Grade – A
 Rdg Proficiency, 55%
 Math Proficiency, 55%
 Rdg Lrg Gains, 72 points
 Math Lrg Gains, 68 points
 Rdg. Imp. Of Lowest 25% - 79 points
 Math Imp. Of Lowest 25% - 84 points
 Rdg. AMO
 2011 – School Grade – B
 Rdg High Standards – 58%
 Math High Standards – 59%
 Rdg. Learning Gains – 59 points
 Math Learning Gains – 60 points
 Lowest 25% Rdg – 48 points
 Lowest 25% Math – 66 points
 2010 – School Grade – C
 Rdg. High Standards – 53%
 Math High Standards – 57%
 Rdg. Learning Gains – 63 points
 Math Learning Gains – 63 points
 Lowest 25% Rdg – 74 points
 Lowest 25% Math – 69 points
 2009 – School Grade- B
 Rdg. High Standards – 62%
 Math High Standads – 60%
 Rdg. Learning Gains – 57 points
 Math Learning Gains – 67 points
 Lowest 25% Rdg – 56 points
 Lowest 25% Math – 65 points

Ericka Caldwell

Asst Principal

Years as Administrator: 7

Years at Current School:

Credentials

Master's Degree - Teaching English to Speakers of Other Languages (T.E.S.O.L) - Nova Southeastern University
 Bachelor's Degree - Theatre - Florida State University
 Certification in Educational Leadership
 English to Speakers of Other Languages (ESOL) Endorsed

Performance Record

2013 – School Grade –B
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Learning Gains, 65 points
 Math Learning Gains, 82 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25%-81 points
 Rdg. AMO – Yes
 Math AMO – Yes
 2012 – School Grade – A
 Rdg Proficiency, 55%
 Math Proficiency, 55%
 Rdg Learning Gains, 72 points
 Math Learning Gains, 68 points
 Rdg. Imp of Lowest 25% - 79 points
 Math Imp of Lowest 25% - 84 points
 Rdg. AMO
 2011 – School Grade – C
 Rdg High Standards – 52%
 Math High Standards – 68%
 Rdg Learning Gains – 57 points
 Math Learning Gains – 64 points
 Lowest 25% Rdg – 77 points
 Lowest 25% Math – 77 points
 2010 – School Grade – A
 Rdg High Standards – 71%
 Math High Standards – 73%
 Rdg. Learning Gains – 71 points
 Math Learning Gains – 69 points
 Lowest 25% Rdg - 66 points
 Lowest 25% Math – 67 points
 2009 – School Grade – A
 Rdg High Standards – 76%
 Math High Standards – 72%
 Rdg. Learning Gains – 80 points
 Math Learning Gains – 79 points
 Lowest 25% Rdg – 60 points
 Lowest 25% Math – 77 points

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Patricia Penafiel

Full-time / School-based

Years as Coach: 7

Years at Current School: 20

Areas

Reading/Literacy

Credentials

BA- Elementary Education, Florida International University,
 Master's in Elementary Education, Nova Southeastern University,
 Elementary Education-Grades 1-6, English to Speakers of Other
 Languages (ESOL) Endorsement from the State of Florida,
 Reading Endorsement from the State of Florida

Performance Record

2013 – School Grade – B
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –Yes
 Math AMO- Yes
 2012 – School Grade – A
 Rdg Proficiency, 55%
 Math Proficiency, 55%
 Rdg Lrg Gains, 72 points
 Math Lrg Gains, 68 points
 Rdg. Imp. Of Lowest 25% - 79 points
 Math Imp. Of Lowest 25% - 84 points
 Rdg. AMO
 2011 – School Grade – B
 Rdg High Standards – 58%
 Math High Standards – 59%
 Rdg. Learning Gains – 59 points
 Math Learning Gains – 60 points
 Lowest 25% Rdg – 48 points
 Lowest 25% Math – 66 points
 2010-School Grade-A
 Rdg. High Standards – 68%
 Math High Standards – 74%
 Rdg. Learning Gains – 64 points
 Math Learning Gains – 65 points
 Lowest 25% Rdg – 56 points
 Lowest 25% Math – 59 points
 2009- School Grade-A
 Rdg. High Standards – 71%
 Math High Standards – 73%
 Rdg. Learning Gains – 71 points
 Math Learning Gains – 69 points
 Lowest 25% Rdg – 66 points
 Lowest 25% Math – 67 points

Terehas Shillingford

Full-time / District-based

Years as Coach: 1

Years at Current School: 8

Areas

Mathematics

Credentials

Currently - University of Florida in the Education Specialist in Curriculum and Instruction with a concentration on Early Childhood

Master of Science in Exceptional Student Education - Florida Memorial University

Bachelor of Science in Elementary Education- Florida Agriculture and Mechanical University

English to Speakers of Other Languages (ESOL) Endorsed

Performance Record

2013 – School Grade – B

Rdg. Proficiency, 65%

Math Proficiency, 77%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 82 points

Rdg. Imp. of Lowest 25% - 77 points

Math Imp. of Lowest 25% - 81 points

Rdg. AMO –Yes

Math AMO- Yes

2012 – School Grade – A

Rdg Proficiency, 55%

Math Proficiency, 55%

Rdg Lrg Gains, 72 points

Math Lrg Gains, 68 points

Rdg. Imp. Of Lowest 25% - 79 points

Math Imp. Of Lowest 25% - 84 points

Rdg. AMO

2011 – School Grade – B

Rdg High Standards – 58%

Math High Standards – 59%

Rdg. Learning Gains – 59 points

Math Learning Gains – 60 points

Lowest 25% Rdg – 48 points

Lowest 25% Math – 66 points

2010-School Grade-A

Rdg. High Standards – 68%

Math High Standards – 74%

Rdg. Learning Gains – 64 points

Math Learning Gains – 65 points

Lowest 25% Rdg – 56 points

Lowest 25% Math – 59 points

2009- School Grade-A

Rdg. High Standards – 71%

Math High Standards – 73%

Rdg. Learning Gains – 71 points

Math Learning Gains – 69 points

Lowest 25% Rdg – 66 points

Lowest 25% Math – 67 points

Classroom Teachers**# of classroom teachers**

47

receiving effective rating or higher

0%

Highly Qualified Teachers

77%

certified in-field

47, 100%

ESOL endorsed

41, 87%

reading endorsed

4, 9%

with advanced degrees

17, 36%

National Board Certified

0, 0%

first-year teachers

2, 4%

with 1-5 years of experience

4, 9%

with 6-14 years of experience

27, 57%

with 15 or more years of experience

14, 30%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

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

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

To recruit and retain highly qualified, certified and effective staff members is essential to Phyllis Ruth Miller Elementary School. Once a qualified applicant is identified and selected, the professional is paired with a mentor veteran teacher in the building. If the applicant is new to teaching, not only are they paired with a mentor teacher to assist with the necessary requirements as a classroom teacher, but they are paired with a grade level colleague to assist with establishing a routine for success. The administrators avail themselves to make the transition for the new teachers one that is smooth and comfortable. The administrators and the leadership team meets with the new teachers during the grade level planning meetings to continue to offer best practices, analyze data, review weekly plans, model teach and strategies to strengthen areas of improvement.

For teachers with two or more years, the administrators and leadership team offers the same services mentioned above for new teachers in an effort to retain them. The administrators also meet with the teachers needing additional assistance on an individual basis.

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

Teachers who are new to the teaching profession are assigned a mentor teacher. This mentor teacher will assist them with support as the new teachers strengthen their knowledge of teaching subject matter skills. Upon arrival to Phyllis R. Miller Elementary School, the new teacher will meet with administration and then their assigned mentor teacher. The new teacher will be paired with a common grade level teacher with at least three years of successful teaching. This mentor teacher has credibility with their colleagues, strong interpersonal skills, outstanding knowledge of content, materials, reliable and demonstrates a desire to strengthen personal professional learning by participating in continuous professional development. The pair will not only meet weekly with the grade level planning meetings, but will meet with each other during the week as well. The mentor teacher will not only help the new teacher with knowledge in the subject matter, but with establishing a routine to become successful and well rounded as a professional.

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

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

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

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

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

group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

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

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

Tier 1 -

- Administrators Ms. Boyd, Principal and Ms. Caldwell, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Patricia Penafiel, Reading Coach, Terehas Shillingford, Math Coach, Alexandra Wexler, Science Coach
- Erynn Argarate, SPED Teacher and Farah Meme, Varying Exceptionalities Teacher
- Beatrice Coldros, School Counselor
- Madelin Menacho, School Psychologist
- Marie St. Fort, School Social Worker
- Sherrie Williams, EESAC Chairperson, Ashlie Keyes, Montessori Magnet Teacher
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Assistant Principal, the School Counselor, the School Social Worker, the School Psychologist and the classroom teacher members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Assistant Principal, the School Counselor, the School Social Worker, the School Psychologist and the classroom teacher of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS and leadership team meets on a weekly basis to review data, potential students for possible SST's to ensure fidelity. In addition, the principal, assistant principal, reading coach and math coach meet with the teachers for their grade level planning, where data is discussed and analyzed in addition to planning. Within the grade level planning, the teachers, the coaches and the administrators further discuss the Common Core Content Standards, the Core Implementation plans as the alignment for the School Improvement Plan.

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

The major data sources that the teachers use are: The Baseline, the Fall/Winter/Spring Interim Assessments, the FAIR, Mini Benchmark Assessments, On Going Progress Monitoring, and Teacher made assessments. The data is analyzed between the various assessments to determine effectiveness. Attendance and behavior are taken into consideration when analyzing the data on a student. Poor attendance and misbehavior play a major role in the decline of a student's academics. Students who are retained or scoring below proficiency on assessments are monitored closely for progression or regression.

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

The Faculty and Staff members will be trained via in house professional developments and in-services as it pertains to data. In addition, the faculty and staff members will receive professional development in reading and understanding data for the students they are servicing. The Curriculum Support Specialists from ETO in Science, Reading, Math and Writing meet with the faculty members in after school PD and grade level meetings. The data will be analyzed in order to drive instruction in the classroom setting. The faculty members are encouraged to have formal parent conferences where the student's data is interpreted for the parents. In the parent conference, the parents will understand the importance of assisting their child with home learning to bridge the gap between school and home.

Literacy Leadership Team (LLT)

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

Name	Title
Carmen Boyd	Principal
Ericka Caldwell	Assistant Principal
Patricia Penafiel	Reading Coach

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the

potential to have a great impact on student learning through her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

The students enrolled in the neighborhood Head Starts/Early Childhood Education Centers will be invited to participate in a field trip to elementary school setting. Within this setting the Early Childhood students will visit the KG classes to see how the students interact with the teachers/paraprofessionals. The students will also see familiarity within the curriculum in an effort to close the achievement gap. Within the current school, the Pre-k/VPK, Head Start teachers will vertically plan with the KG teachers to begin introducing the students to the new curriculum. The students will also take in house field trips to the various classes to become acquainted with the teachers.

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	57%	53%	No	61%
American Indian				
Asian				
Black/African American	53%	52%	No	58%
Hispanic	64%	49%	No	68%
White				
English language learners	38%	40%	Yes	44%
Students with disabilities	32%	18%	No	39%
Economically disadvantaged	54%	51%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	23%	26%
Students scoring at or above Achievement Level 4	94	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	91	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	44	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	21%	29%

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	47	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	62%	49%	No	66%
American Indian				
Asian				
Black/African American	57%	47%	No	61%
Hispanic	75%	45%	No	78%
White		86%		
English language learners	51%	37%	No	56%
Students with disabilities	36%	22%	No	42%
Economically disadvantaged	58%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	25%	29%
Students scoring at or above Achievement Level 4	76	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		43%	49%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	26%	30%
Students scoring at or above Achievement Level 4	14	14%	16%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	100		120%

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	37	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	67	50%	45%
Students who receive two or more behavior referrals	40	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

The school will conduct monthly Educational Excellence School Advisory Council (EESAC) meetings to discuss the School Improvement Plan and how monies will be spent. The meetings will be advertised as per Florida State Statute in order to give parents advance announcements of meeting dates. Announcements will be sent via e-mail, connect ed, monthly calendars, and fliers.

The school will also conduct monthly " Second Cup of Coffee Meetings" for all parents to discuss issues of concern and assist parents in navigating the parent portal and demonstrate strategies to help their children with homework, projects, etc. Meeting topics will include discussions regarding SIP updates and objectives in the SIP plan and the Title I program. Parents will also receive information regarding their role in increasing their children's academic performance.

The school will also have student recognition and performances for parents to attend during the day to support their child's academic achievement. Additionally, the school will conduct several "Family Fun Nights" and parent workshops to increase parent awareness of the FCAT 2.0 mathematics, science, reading and writing assessment objectives.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
		55%	58%

Goals Summary

- G1.** Increase parental involvement through various school wide activities to develop the whole child for real life situations.
- G2.** Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.
- G3.** Increase students' comprehension through data driven instruction and peer to peer collaborative conversations.
- G4.** Develop and increase student writing skills in order to provide the reader with vivid, clear and precise information related to real world situations.
- G5.** Increase student problem skills through data driven differentiated instruction and collaboration.
- G6.** Increase and implement routine of inquiry based, hands on activities to enlighten critical thinking and problem solving related to real world situations.

Goals Detail

G1. Increase parental involvement through various school wide activities to develop the whole child for real life situations.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Personnel
- Literature
- Technology

Targeted Barriers to Achieving the Goal

- Many of the parents of the students are sole providers of their home and they work in the days/ evenings. Parents who have more than two children and don't have the means for child care to attend parent meetings. Parents unable to speak and understand the English Language.

Plan to Monitor Progress Toward the Goal

Parent Involvement Plan

Person or Persons Responsible

MTSS Community Involvement Specialist

Target Dates or Schedule:

Monthly

Evidence of Completion:

Parent Sign-In Logs Parent Communication Logs

G2. Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Personnel
- Parental Involvement Outreach
- Technology
- Community Involvement Outreach

Targeted Barriers to Achieving the Goal

- Students retained in the third grade who are non proficient in reading.
- Students who receive three or more behavioral referrals.
- Students who receive three or more behavioral referrals.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model OPM, District Interim Assessments data reports will be reviewed and adjusted if needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessments - 2014 FCAT 2.0

G3. Increase students' comprehension through data driven instruction and peer to peer collaborative conversations.

Targets Supported

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

Resources Available to Support the Goal

- Personnel (Instructional and Non-Instructional)
- McGraw Hill Reading Series Wonders (Approaching for Differentiated Instruction)
- Supplies

Targeted Barriers to Achieving the Goal

- Students in the Hispanic subgroup did not make AMO for 2013. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in identifying the author's perspective in the test due to not focusing on what the author thinks and feels.
- Performance data for students scoring at Achievement Level 3 and above on the 2013 3rd grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/ Non Fiction due to limited exposure to Figurative and Descriptive Language.
- Performance data for students scoring at Achievement Level 3 and above on the 2013 4th grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 - Informational Text /Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.
- Performance data for students scoring at Achievement Level 3 and above on the 2013 5th grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 1 - Multiple Meaning in Context, Vocabulary. Students experienced difficulty determining the meaning of words and phrases as used in a text and in distinguishing literal and non literal language.
- Performance data for students making learning gains on the 3rd grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in recognizing the author's perspective in the text due to not focusing on what the author thinks and feels.
- Performance data for students making learning gains on the 4th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.
- Performance data for students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.
- Performance data for the Lowest 25% subgroup of students making learning gains on the 3rd grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in identifying the author's perspective in the test due to not focusing on what the author thinks and feels.
- Performance data for the Lowest 25% subgroup of students making learning gains on the 4th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 - Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.
- Performance data for the Lowest 25% subgroup of students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4 - Informational

Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

- Performance data for the Lowest 25% subgroup of students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4 - Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.
- Performance data for the English Language Learners on the 2013 CELLA in Listening/Speaking indicate that the students need additional support in understanding the semantics and mechanics of the English language.
- Performance data for the English Language Learners on the 2013 CELLA in Reading indicate that the students need additional support in Reading for understanding.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessments

G4. Develop and increase student writing skills in order to provide the reader with vivid, clear and precise information related to real world situations.

Targets Supported

- Writing

Resources Available to Support the Goal

- Personnel
- Supplies
- Appropriate Writing Standards

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at 3.5 or higher on the 2013 FCAT Writing 2.0 indicates students have difficulty in Narrative and/or Expository writing due to lack of detailed writing in the primary grades.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model Monthly Writing Prompts

Person or Persons Responsible

MTSS Reading Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessment - 2014 FCAT 2.0 Writing Test

G5. Increase student problem skills through data driven differentiated instruction and collaboration.**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

- Personnel
- Supplies
- Technology

Targeted Barriers to Achieving the Goal

- Students in the ELL subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.
- Students in the Hispanic subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.
- Students in the SWD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.
- Students in the EDD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.
- Performance data for the students scoring at Achievement Level 3 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.
- Performance data for the students scoring at Achievement Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers, Operations, Problems and Statistics due to lack of quick recall of basic Mathematics skills.
- Performance data for the students making learning gains on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.
- Performance data for the Lowest 25% students scoring proficient on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessment - 2014 FCAT 2.0

G6. Increase and implement routine of inquiry based, hands on activities to enlighten critical thinking and problem solving related to real world situations.

Targets Supported

- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Personnel
- Supplies
- Technology

Targeted Barriers to Achieving the Goal

- Performance data for the administration of the 2013 Science FCAT 2.0 students scoring at level 3 or above, indicated there is a deficiency in the area of Nature of Science due to limited exposure to real world experiments and investigations.
- Performance data for the administration of the 2013 Science FCAT 2.0 students scoring at level 3 or above, indicated there is a deficiency in the area of Earth and Space Science due to limited exposure to real world experiments and investigations and limited exposure to real world situations. Students require additional awareness and exposure to Science and Math related careers.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Science Coach Math Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessment - 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase parental involvement through various school wide activities to develop the whole child for real life situations.

G1.B1 Many of the parents of the students are sole providers of their home and they work in the days/ evenings. Parents who have more than two children and don't have the means for child care to attend parent meetings. Parents unable to speak and understand the English Language.

G1.B1.S1 Day and evening parental activities will vary between day and evening schedules. Parents will have the opportunity to attend two or more events with their children regardless of the schedule. In addition, parents of multiple children will be encouraged to attend with their children if necessary. Creole and Spanish speaking personnel will be available for those parents in need of translation.

Action Step 1

Activities with parents and students will be held throughout the school year in order to develop an understanding for parents to take an active role in their child's academic career, develop the relationship between parents/children and develop children to understand real world situations.

Person or Persons Responsible

MTSS Community Involvement Specialist Grade Level Chairpersons School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Sign in Logs Parent Communication Logs

Facilitator:

Community Involvement Specialist Grade Level Chairpersons

Participants:

MTSS Community Involvement Specialist Grade Level Chairpersons School Counselor Parents

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

Parent Involvement Plan

Person or Persons Responsible

MTSS Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Sign in Logs Parent Communication Logs

Plan to Monitor Effectiveness of G1.B1.S1

Parent Involvement Plan

Person or Persons Responsible

MTSS Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Sign In Logs Parent Communication Logs

G2. Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.

G2.B1 Students retained in the third grade who are non proficient in reading.

G2.B1.S1 Response to Intervention will be established for retained third grade students who are not proficient in Reading. Student will be progressed monitored in order to progress monitor for progression/ regression.

Action Step 1

Students will receive additional intervention in order to increase proficiency in Reading. Teacher will progress monitor the students in the non proficient benchmarks.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

OPM Data, Teacher Made Assessments, District Interim Assessments

Facilitator:

Reading Coaches

Participants:

Teachers

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

Following the FCIM Model OPM Data, District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

OPM, District Interim Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM Model OPM, District Interim Assessments data report will be reviewed and instruction adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G3. Increase students' comprehension through data driven instruction and peer to peer collaborative conversations.

G3.B1 Students in the Hispanic subgroup did not make AMO for 2013. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in identifying the author's perspective in the test due to not focusing on what the author thinks and feels.

G3.B1.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Conduct coaching cycles and monitor the implementation of small group instruction aligned to data.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/15/14

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed schedule Tracking documents

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign-in sheets Flexible student grouping

Action Step 4

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed lesson plans Completed Grouping Templates

Action Step 5

Provide professional development on the use of data to create flexible student groups and use of a grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign-in sheets Completed Grouping Templates

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 6

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binder Sign in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model Interim Assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

MTSS Rti Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments District Interim Assessments

G3.B1.S2 Plan for and deliver lessons that follow an instructional routine

Action Step 1

Provide professional development on lesson planning and deliver to include explicit instruction and the Gradual Release Model.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign-in Sheets Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Provide professional development on the implementation of small group differentiated instruction.

Person or Persons Responsible

Reading Coaches Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign-in sheets Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 3

Implement and monitor instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release. c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 4

Conduct coaching cycles and model different components of the instructional routine based on teachers' need.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

Action Step 5

Work collaboratively during planning to create lesson plans using backward planning.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign-in sheets Lesson Plans created during planning

Action Step 6

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign-in Sheets Lesson Plans created during planning

Action Step 7

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign-in Sheets Lesson Plans created during planning

Action Step 8

Conduct classroom walkthrough to monitor the implementation of lesson plans and instructional routines.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

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

Following the FCIM Model Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S2

Following the FCIM Model Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments District Interim Assessments

G3.B2 Performance data for students scoring at Achievement Level 3 and above on the 2013 3rd grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.

G3.B2.S1 Implement and monitor the effective use of data driven instruction

Action Step 1

Provide professional development on the use of data to create flexible student groups and the use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign-in Sheets Completed grouping templates

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Provide professional development on analyze multiple data sources used to drive instruction (i.e. FAIR, STAR, Success Maker, Edusoft/Interim Assessment, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-In Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teacher

Action Step 3

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching log ETO feedback and reflection on support document Implementation plan

Action Step 4

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Templates

Action Step 5

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 6

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking document

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

Follow the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Montly

Evidence of Completion

District Interim Assessments

G3.B2.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on the implementation of small group differentiated instruction

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teacher

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support documentation

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teachers' need

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backwards planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 7

Conduct classroom walkthrough to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S2

Following the FCIM Model, Teacher made assessments, Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - McGraw Hill Wonders Reading Series, Teacher made assessments, Interim Assessments.

G3.B3 Performance data for students scoring at Achievement Level 3 and above on the 2013 4th grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 - Informational Text /Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

G3.B3.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign-in sheets Completed grouping templates

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed grouping templates

Action Step 3

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Create and implement monthly ongoing progress monitoring (OPM) schedule and tracking system.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 5

Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign-in Sheets Flexible Student Grouping Administration

Action Step 6

Conduct classroom walkthrough to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on support document Implementation Plan

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM Model District Interim Assessments will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments

G3.B3.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Work collaboratively during planning to create lesson plans using backward planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 2

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 3

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 4

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 5

Provide professional development on the implementation of small group, differentiated instruction

Person or Persons Responsible

Reading Coaches Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign-in Sheets Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 6

Implement and monitor instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 7

Conduct coaching cycles and model different components of the instructional routine based on teacher's need.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Person or Persons Responsible

Reading coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign-in Sheets Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G3.B4 Performance data for students scoring at Achievement Level 3 and above on the 2013 5th grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 1 - Multiple Meaning in Context, Vocabulary. Students experienced difficulty determining the meaning of words and phrases as used in a text and in distinguishing literal and non literal language.

G3.B4.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Templates

Action Step 2

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking documents

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible student grouping

Action Step 5

Conduct classroom walkthrough to monitor the implementation of the alignment of instructional resources and data to meet students need

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping template

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Follow the FCIM Model Interim Assessment data will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B4.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teachers will engage the students in developing and maintaining a response interactive journal. This will provide opportunities to determine the meaning of words and phrases as they are used in figurative language and general academic and domain specific words and phrases.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District Interim Assessments.

Facilitator:

Reading Coaches

Participants:

Teachers

Action Step 2

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coach ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in Sheets Lesson plans created during planning

Action Step 3

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in Sheets Lesson plans created during planning

Action Step 4

Conduct classroom walkthroughs to monitor the implementation of lesson plans instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and checklists

Action Step 5

Provide professional development on the implementation of small group and differentiated instruction.

Person or Persons Responsible

Reading Coach Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 6

Implement and monitor instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 7

Conduct coaching cycles and model different components of the instructional routine based on teacher's needs.

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching calendar Coaching Log Debriefing Notes

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S2

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G3.B5 Performance data for students making learning gains on the 3rd grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in recognizing the author's perspective in the text due to not focusing on what the author thinks and feels.

G3.B5.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Template

Action Step 2

Conduct coaching cycles and model the implementation of small group instruction aligned with data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to school progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible Student Grouping

Action Step 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet students needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation plan

Action Step 6

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Template

Action Step 7

Conduct coaching cycles and model the implementation of small group instruction aligned with data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 8

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 9

Conduct ongoing meetings to review school wide data and other issues pertaining to school progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible Student Grouping

Action Step 10

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet students needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation plan

Action Step 11

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sing in sheets Completed Grouping template

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 12

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model Interim Assessments report data will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM Model Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B5.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on the implementation of small group instruction

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, materials, handouts)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teachers' need

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backwards planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in sheets Lesson plans created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, materials, handouts)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed,

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S2

Following the FCIM Model, District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-District Interim Assessments

G3.B6 Performance data for students making learning gains on the 4th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.

G3.B6.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping template

Action Step 2

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible Student Grouping

Action Step 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet students needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping template

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

G3.B6.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on the implementation of small group, differentiated instruction

Person or Persons Responsible

Reading Coaches Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teachers' need.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Logs Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backward planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning Sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lessons plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, materials, handouts)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G3.B7 Performance data for students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

G3.B7.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan

Action Step 2

Develop a plan for differentiated instruction that includes focus and aligns instructional resources to students specific needs.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Template

Action Step 3

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking documents

Action Step 5

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible student grouping

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Template

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B7.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on the implementation of small group, differentiated instruction.

Person or Persons Responsible

Reading Coaches Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, handouts, materials)

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough Administrative feedback and reflection on coaches log ETO feedback and reflection on support document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teachers need.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backward planning.

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthroughs forms and/or checklists

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instructions and the Gradual Release model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, handouts, materials)

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

Following the FCIM District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment - District interim Assessments

G3.B8 Performance data for the Lowest 25% subgroup of students making learning gains on the 3rd grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in identifying the author's perspective in the test due to not focusing on what the author thinks and feels.

G3.B8.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to specific students' needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lessons Plans Completed Grouping Templates

Action Step 2

Conducting coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Logs Debriefing Notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible Student Grouping

Action Step 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet students needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Template

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B8.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 2

Conduct coaching cycles and model different components of the instructional routine based on teachers' need

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 3

Provide professional development on the implementation of small group instruction

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentations, materials, handouts)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 4

Work collaboratively during planning to create lesson plans using backward planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in sheets Lesson Plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in sheets Lesson Plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in sheets Lesson Plans created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S2

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G3.B9 Performance data for the Lowest 25% subgroup of students making learning gains on the 4th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 - Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.

G3.B9.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Templates

Action Step 2

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible Student Grouping

Action Step 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet the students' need

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan

Action Step 6

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Templates

Action Step 7

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 8

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 9

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible Student Grouping

Action Step 10

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet the students' need

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan

Action Step 11

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Template

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 12

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

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

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B9.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B9.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on implementation of small group instruction

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, materials, handouts)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teacher needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Work collaboratively during planning create lesson plans using backward planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in sheets Lesson plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson planning created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and deliver to include explicit instruction and the Gradual Release Model.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentations, materials, handouts)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

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

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B9.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments -District Interim Assessments

G3.B10 Performance data for the Lowest 25% subgroup of students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4 - Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

G3.B10.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed lesson plans Completed grouping templates

Action Step 2

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching log Debriefing notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Document

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaching ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible Student Grouping

Action Step 5

Conduct classroom walkthrough to monitor the implementation of the alignment of instructional resources and data to meet student needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough Documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Templates

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

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

Following the FCIM Model Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G3.B10.S1

Following the FCIM Model Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B10.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development of small group differentiated instruction

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teachers' need

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backward planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

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

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B10.S2

Following the FCIM District Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment - District Interim Assessments

G3.B11 Performance data for the Lowest 25% subgroup of students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4 - Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

G3.B11.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Work collaboratively during planning to create lesson plans using backwards planning

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agenda Planning sign in sheets Lesson plans created during planning

Action Step 2

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 3

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 4

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 5

Provide professional development on the implementation of small group, differentiated instruction

Person or Persons Responsible

Reading Coach Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 6

Implement and monitor instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 7

Conduct coaching cycles and model different components of the instructional routine based on teacher's needs

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching calendar Coaching Log Debriefing Notes

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in Sheets Professional development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B11.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B11.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Plan professional development on the implementation of small group differentiated instruction

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Implement and monitor instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthroughs Administrative feedback and reflection on coaching logs ETO feedback and reflection on support documentation

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teacher's need

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backwards planning

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 5

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and checklist

Action Step 6

Development and implement that incorporates all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 7

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning Sign in sheets Lesson plans created during planning

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Person or Persons Responsible

Reading Coach Reading CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B11.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B11.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B12 Performance data for the English Language Learners on the 2013 CELLA in Listening/Speaking indicate that the students need additional support in understanding the semantics and mechanics of the English language.

G3.B12.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes focus and aligns instructional resources to the students specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed lesson plans Completed Grouping Template

Action Step 2

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Documents

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible student grouping

Action Step 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet students needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflective on coaching log ETO feedback and reflection on support document Implementation Plan

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Group Template

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B12.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS RtI Literacy Leadership ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G3.B12.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B12.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on the implementation of small group differentiated instruction

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teachers 'need

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backward planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B12.S2

Following the FCIM Model, District Interim Assessments FAIR, Mini Benchmark Assessments. Data reports will be reviewed and instruction will be adjusted if needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Mini Benchmark Assessments FAIR District Interim Assessment

Plan to Monitor Effectiveness of G3.B12.S2

Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessment. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment - District Interim Assessment

G3.B13 Performance data for the English Language Learners on the 2013 CELLA in Reading indicate that the students need additional support in Reading for understanding.

G3.B13.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students specific needs

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Completed Lesson Plans Completed Grouping Templates

Action Step 2

Conduct coaching cycles and model the implementation of small group instruction aligned to data

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 3

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed Schedule Tracking Document

Action Step 4

Conduct ongoing meetings to review school wide data and other issues pertaining to student progress

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Agendas Sign in sheets Flexible student grouping

Action Step 5

Conduct classroom walkthrough to monitor the implementation of the alignment of instructional resources and data to meet student needs

Person or Persons Responsible

Administration Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching log ETO feedback and reflection on support document Implementation plan

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Templates

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Person or Persons Responsible

Reading Coaches ETO CSS Administration

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B13.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B13.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G3.B13.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on the implementation of small group instruction

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, materials, handouts),

Facilitator:

Reading Coach Reading CSS

Participants:

Teachers

Action Step 2

Implement and monitor instructional routines that include: a. Setting the purpose of instruction b. Following the model of explicit instruction demonstrating gradual release c. Incorporating small group instruction d. Incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teachers 'need

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Coaching Calendar Coaching Log Debriefing Notes

Action Step 4

Working collaboratively during planning to create lesson plans using backward planning

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheets Lesson plans created during planning

Action Step 5

Unwrap the standards during planning to ensure instruction is aligned to the Common Core Standards

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning agendas Planning sign in sheets Lesson plans created during planning

Action Step 6

Develop and implement lessons that incorporate all components of the Gradual Release Model of Responsibility Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

6/5/14

Evidence of Completion

Planning Agendas Planning sign in sheet Lesson plans created during planning

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough forms and/or checklist

Action Step 8

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

Facilitator:

Reading Coaches Reading CSS

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B13.S2

Following the FCIM, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR District Interim Assessments Mini Benchmark Assessments

Plan to Monitor Effectiveness of G3.B13.S2

Following the FCIM, Mini Benchmarks Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment - District Interim Assessments

G4. Develop and increase student writing skills in order to provide the reader with vivid, clear and precise information related to real world situations.

G4.B1 Performance data for students scoring at 3.5 or higher on the 2013 FCAT Writing 2.0 indicates students have difficulty in Narrative and/or Expository writing due to lack of detailed writing in the primary grades.

G4.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Provide professional development on the writing instructional framework and routines.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/23/13

Evidence of Completion

Professional Development Rosters Professional Development Deliverables (PPT, handouts)

Action Step 2

Provide professional development on the interactive journals.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Professional Development Roster Interactive Journal

Action Step 3

Conduct coaches cycles and model the implementation of the Gradual Release within the writing instructional block

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

10/31/13

Evidence of Completion

Coaches Calendar Coaches Log Debriefing Notes

Action Step 4

Visit observational classroom walkthroughs to monitor the implementation of writing lessons and instructional routines.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/18/13

Evidence of Completion

Gradual Release Model implementation Implementation of observed framework

Action Step 5

Conduct classroom walkthroughs to monitor the implementation of writing lessons and instructional routines.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

6/5/14

Evidence of Completion

Walkthrough documents Administrative feedback/Coaching log reflections ETO feedback/support document reflections

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

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS RtI Literacy Leadership Team ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompts

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompts

G4.B1.S2 Provide instruction of the various modes of writing throughout the entire writing process.

Action Step 1

Plan for and implement an instructional framework that will allow students to develop prompts for planning and publishing

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/2/13

Evidence of Completion

Common Planning Agendas Student work samples Lesson Plans

Action Step 2

Incorporate the use of graphic organizers during the pre planning phase.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/30/13

Evidence of Completion

Student work samples Interactive Journals

Action Step 3

Utilize the Coaches Cycle to ensure all components of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/18/13

Evidence of Completion

Coaches Calendar Coaches logs Debriefing Notes

Action Step 4

Utilize student journals to demonstrate evidence of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/25/13

Evidence of Completion

Lesson plans Interactive Journals

Action Step 5

Conduct classroom walkthrough to monitor the implementation of the writing process with the student journals.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

10/30/13

Evidence of Completion

Walkthrough documentation Administrative feedback/Coaches log reflection ETO feedback/Support document reflection

Action Step 6

Provide professional development on the writing process along with a focus on revision versus editing.

Person or Persons Responsible

Reading Coaches ETO CSS

Target Dates or Schedule

10/2/13 Common Planning Session

Evidence of Completion

Professional Development Roster Professional development deliverables (PPT, handouts)

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

Following the FCIM Model Monthly Writing Prompts

Person or Persons Responsible

MTSS Reading Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompts

Plan to Monitor Effectiveness of G4.B1.S2

Following the FCIM Model Monthly Writing Prompts

Person or Persons Responsible

MTSS Reading Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Monthly Writing Prompts

G5. Increase student problem skills through data driven differentiated instruction and collaboration.

G5.B1 Students in the ELL subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B1.S1 Utilize the NGSSS/Common Core when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 2

Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans

Person or Persons Responsible

Teacher ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Coaching logs Walkthroughs

Action Step 3

Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 4

During collaborative planning have teacher model lessons for parts of the Gradual Release Model.

Person or Persons Responsible

Teacher Math Coaches ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Walkthroughs

Action Step 5

Utilize timers to help with the pacing instructional block

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Walkthroughs

Action Step 6

Use the Essential Question (derived from the Standards) to develop lesson plans.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed Lesson Plans Interactive Journals Student Work Samples Walkthroughs

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

Following the FCIM Model Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student Work Samples Walkthroughs

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM Model Interim Assessments data reports reviewed and instruction adjusted if needed

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

District Interim Assessments

G5.B1.S2 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Coaching logs Walkthroughs

Action Step 2

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work sample Walkthroughs

Action Step 3

During collaborative planning have the teacher model lessons for parts of the Gradual Release Model

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Walkthroughs

Action Step 4

Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 5

Use the Essential Question (derived from the Standards) to develop lesson plans. Use the Essential Question (derived from the Standards) to develop lesson plans.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student Work Samples Walkthroughs

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

Following the FCIM Models District Interim Assessment data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment - District Interim Assessments

G5.B2 Students in the Hispanic subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B2.S1 Incorporate reading comprehension and writing into instruction

Action Step 1

Provide students opportunities to write in their interactive journals on a daily basis to increase mathematical reasoning. Infuse the Step-By-Step Problem Solving Strategies into daily instruction to equip students with strategies to solve real-world application based problems. Provide positive corrective feedback on the student work and allow students a chance to revise and edit their responses. Include the use of structured (pre-printed) graphic organizer (i.e. word walls, anchor charts, flip charts, Venn diagrams, foldables, webs, t-charts, etc. during instruction.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive Journals Walkthroughs Student work samples

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

District Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

District Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

G5.B2.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Use the Essential Question (derived from the Standards) to develop lesson plans. Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans. Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency. During collaborative planning have teacher model lessons for parts of the Gradual Release Model. Utilize timers to help with the pacing instructional block.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Facilitator:

Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed.

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- District Interim Assessments

G5.B3 Students in the SWD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B3.S1 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Provide students opportunities to write in their interactive journals on a daily basis to increase mathematical reasoning. Infuse the Step-By-Step Problem Solving Strategies into daily instruction to equip students with strategies to solve real-world application based problems. Provide positive corrective feedback on student work and allow students a chance to revise and edit their responses. Include the use of structured (pre-printed) graphic organizers (i.e. word walls, anchor charts, flip charts, Venn diagrams, foldables, webs, t-charts, etc. during instruction)

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive Journals Walkthroughs Detailed lesson plans Student work samples

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Use the Essential Question (derived from the Standards) to develop lesson plans. Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans. Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency. During collaborative planning have teacher model lessons for parts of the Gradual Release Model. Utilize timers to help with the pacing instructional block.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Facilitator:

Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach SPED Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B3.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach SPED Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G5.B4 Students in the EDD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B4.S1 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Provide students opportunities to write in their interactive journals on a daily basis to increase mathematical reasoning. Infuse the Step-By-Step Problem Solving Strategies into daily instruction to equip students with strategies to solve real-world application based problems. Provide positive corrective feedback on student work and allow students a chance to revise and edit their responses. Include the use of structured (pre-printed) graphic organizers (i.e. word walls, anchor charts, flip charts, Venn diagram, foldables, webs, t-charts, etc. during instruction).

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Student work samples Walkthroughs Interactive Journals

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

District Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G5.B4.S1

District Interim Assessment data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

G5.B4.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District Interim Assessments

Facilitator:

Math Coach Science Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B4.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B4.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G5.B5 Performance data for the students scoring at Achievement Level 3 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G5.B5.S1 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Provide students opportunities to write in their interactive journals on a daily basis to increase mathematical reasoning.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive Journals Walkthroughs

Action Step 2

Infuse the Step-By-Step Problem Solving Strategies into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 3

Provide positive corrective feedback on student work and allow students a chance to revise and edit their responses.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive Journals Student work samples Walkthroughs

Action Step 4

Include the use of structured (pre-printed) graphic organizers (i.e. word walls, anchor charts, flip charts, Venn diagram, foldables, webs, t-charts, etc.) during instruction.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G5.B5.S1

District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G5.B5.S1

District Interim Assessment reports will be reviewed and instruction will be adjusted if needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

G5.B5.S2 Utilize The NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release Responsibility Model

Action Step 1

Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District interim Assessments

Facilitator:

Math Coach Science Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B5.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B5.S2

Following the FCIM Model District Interim Assessments

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G5.B6 Performance data for the students scoring at Achievement Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers, Operations, Problems and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B6.S1 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Provide students opportunities to write in their interactive journals on a daily basis to increase mathematical reasoning

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive Journals Walkthroughs

Action Step 2

Infuse the Step-by-Step Problem Solving Strategies into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student Work samples Walkthroughs

Action Step 3

Provide positive corrective feedback on student work and allow students a chance to revise and edit their responses

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive Journals Student Work samples Walkthroughs

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B6.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release Model.

Action Step 1

Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District Interim Assessments

Facilitator:

Math Coach Science Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B6.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B6.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G5.B7 Performance data for the students making learning gains on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G5.B7.S1 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Provide students opportunities to write in their interactive journals on a daily basis to increase mathematical reasoning.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive journals Walkthroughs

Action Step 2

Infuse the Step-By-Step Problem Solving Strategies into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 3

Provide positive corrective feedback on student work and allow students a chance to revise and edit their responses.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Interactive Journals Student work samples Walkthroughs

Action Step 4

Include the use of structured (pre-printed) graphic organizers (i.e. word walls, anchor charts, flip charts, Venn diagrams, foldables, webs, t-charts etc.) during instruction

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Student work samples Walkthroughs

Plan to Monitor Fidelity of Implementation of G5.B7.S1

District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G5.B7.S1

District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

Teachers Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

G5.B7.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 2

Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Coaching logs Walkthroughs

Action Step 3

Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 4

During collaborative planning have teacher model lessons for parts of the Gradual Release Model.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Walkthroughs

Action Step 5

Utilize timers to help with the pacing of the instructional block.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Walkthroughs

Action Step 6

Use the Essential Question (derived from the Standards) to develop lessons plans.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Plan to Monitor Fidelity of Implementation of G5.B7.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B7.S2

Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Math Coach Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

G5.B8 Performance data for the Lowest 25% students scoring proficient on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G5.B8.S1 Incorporate reading comprehension and writing strategies into instruction.

Action Step 1

Provide students opportunities to write in their interactive journals on a daily basis to increase mathematical reasoning.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

October 29th, 2013

Evidence of Completion

Interactive Journals Walkthroughs

Action Step 2

Infuse the Step-by-Step Problem Solving Strategies into daily instruction to equip students with strategies to solve real world application based problems.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

October 29th, 2013

Evidence of Completion

Detailed lesson plans Interactive Journals Student Work Samples Walkthroughs

Action Step 3

Provide positive corrective feedback on student work and allow students a chance to revise and edit their responses.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

October 29th, 2013

Evidence of Completion

Interactive Journals Student Work Samples Walkthroughs

Action Step 4

Include the use of structured (pre-printed) graphic organizers (i.e. word walls, anchor charts, flip charts, Venn diagrams, foldables, webs, t-charts, etc.) during instruction.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

October 29th, 2013

Evidence of Completion

Student Work Sample

Plan to Monitor Fidelity of Implementation of G5.B8.S1

District Interim Assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G5.B8.S1

District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

G5.B8.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release Responsibility Model

Action Step 1

Develop lesson plans promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 2

Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans.

Person or Persons Responsible

Teacher ETO CSS Math Coach

Target Dates or Schedule

10/29/12

Evidence of Completion

Detailed lesson plans Coaching logs Walkthroughs

Action Step 3

Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

Action Step 4

During collaborative planning have teacher model lessons for parts of the Gradual Release Model.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student Work Samples Walkthroughs

Plan to Monitor Fidelity of Implementation of G5.B8.S2

District Interim Assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed Lesson Plans Interactive Journals Student Work Samples Walkthroughs

Plan to Monitor Effectiveness of G5.B8.S2

District Interim Assessment data reports are reviewed and instruction adjusted as needed.

Person or Persons Responsible

Teacher Math Coach ETO CSS

Target Dates or Schedule

10/29/13

Evidence of Completion

District Interim Assessment

G6. Increase and implement routine of inquiry based, hands on activities to enlighten critical thinking and problem solving related to real world situations.

G6.B1 Performance data for the administration of the 2013 Science FCAT 2.0 students scoring at level 3 or above, indicated there is a deficiency in the area of Nature of Science due to limited exposure to real world experiments and investigations.

G6.B1.S1 Increase rigor in Science Writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards

Action Step 1

Teachers include the use of Interactive Journals, and structured/unstructured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc.) during planning and instruction.

Person or Persons Responsible

Teachers Instructional Coaches

Target Dates or Schedule

10/25/2013

Evidence of Completion

As evidenced in journals, students use structured and unstructured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc.).

Action Step 2

Teachers provide students with scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards.

Person or Persons Responsible

Teachers Instructional Coaches

Target Dates or Schedule

10/18/13

Evidence of Completion

Student work samples Coaches feedback/reflections As evidenced in Interactive Journal, students are provided with the use of structured and unstructured graphic organizers to scaffold content that is aligned to the cognitive complexity of the standard

Action Step 3

Teacher will provide opportunities for students to write informative/explanatory/evidence-based texts in order to examine a topic and convey ideas and information clearly in their interactive journals.

Person or Persons Responsible

Teachers Instructional Coaches

Target Dates or Schedule

10/18/2013

Evidence of Completion

Student work samples Interactive Journal

Action Step 4

Monitor the effectiveness of the Interactive Journal and the use of structured/unstructured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc.) during planning and instruction through classroom walk -thru during formal and informal observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

10/24/13

Evidence of Completion

Student Work Samples Interactive Journal Administrative Observations/Reflections

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

Following the FCIM Model Interim Assessments data reports will be reviewed and instruction adjusted as needed

Person or Persons Responsible

Science Coach Science CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following FCIM Model Interim Assessments data report reviewed and instruction adjusted if needed

Person or Persons Responsible

Science Coach Science CSS

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G6.B1.S2 Utilize planning to develop lessons that incorporate the use of The Gradual Release Model.

Action Step 1

Provide PD in Unwrapping the Benchmark for teachers 3-5, thus enabling them to construct and implement lessons that follow the use of The Gradual Release Model and utilize a variety of science resources (i.e, pacing guides, scope and sequence, and item specs) to support NGSSS and gap benchmarks

Person or Persons Responsible

Science CSS Instructional Coaches

Target Dates or Schedule

10/24/13

Evidence of Completion

Attendance Rosters Agenda

Action Step 2

Model the delivery of instruction designed as a result of unwrapping the benchmark while incorporating a variety of science resources and using collaborative strategies during the “They Do” portion of the lesson.

Person or Persons Responsible

Instructional Coaches Audience: Fifth Grade

Target Dates or Schedule

10/28/13

Evidence of Completion

Lesson Plans Observations Interactive Journals

Action Step 3

Model the delivery of instruction designed as a result of unwrapping the benchmark while incorporating a variety of science resources and using collaborative strategies during the “I Do – We Do” portion of the lesson.

Person or Persons Responsible

Instructional Coaches Audience: Third, Fourth and Fifth

Target Dates or Schedule

10/28/13

Evidence of Completion

Lesson Plans Observation Interactive Journals

Action Step 4

Teachers construct lesson plans and deliver lessons designed as a result of unwrapping the benchmark following the Gradual Release of Responsibility Model while scaffolding the content with an emphasis on using collaborative process during the They Do portion (fifth grade) and I Do – We do (Third/Fourth Grade)

Person or Persons Responsible

Instructional Coaches Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Lesson Plans Observations Interactive Journals

Action Step 5

Monitor all the aspects of the Gradual Release Model and the use of collaborative strategies during the “They Do” portion of the lesson, through classroom walk –thru, during formal and informal observations.

Person or Persons Responsible

Administrative Walk-Throughs

Target Dates or Schedule

11/8/13

Evidence of Completion

Lesson Plans Observations Interactive Journals Student Work

Action Step 6

Provide PD in Unwrapping the Benchmark for teachers K-2, thus enabling them to construct and implement lessons that follow the use of The Gradual Release Model and utilize a variety of science resources (i.e, pacing guides, scope and sequence, and AIMS) to support NGSSS and gap benchmarks

Person or Persons Responsible

Science CSS Instructional Coaches

Target Dates or Schedule

10/23/13

Evidence of Completion

Attendance Rosters Agenda

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

Following the FCIM Model District Interim Assessments data report will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Science Coach Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment

Plan to Monitor Effectiveness of G6.B1.S2

Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed

Person or Persons Responsible

MTSS Science Coach Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments

Coordination and Integration

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase parental involvement through various school wide activities to develop the whole child for real life situations.

G1.B1 Many of the parents of the students are sole providers of their home and they work in the days/evenings. Parents who have more than two children and don't have the means for child care to attend parent meetings. Parents unable to speak and understand the English Language.

G1.B1.S1 Day and evening parental activities will vary between day and evening schedules. Parents will have the opportunity to attend two or more events with their children regardless of the schedule. In addition, parents of multiple children will be encouraged to attend with their children if necessary. Creole and Spanish speaking personnel will be available for those parents in need of translation.

PD Opportunity 1

Activities with parents and students will be held throughout the school year in order to develop an understanding for parents to take an active role in their child's academic career, develop the relationship between parents/children and develop children to understand real world situations.

Facilitator

Community Involvement Specialist Grade Level Chairpersons

Participants

MTSS Community Involvement Specialist Grade Level Chairpersons School Counselor Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Sign in Logs Parent Communication Logs

G2. Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.

G2.B1 Students retained in the third grade who are non proficient in reading.

G2.B1.S1 Response to Intervention will be established for retained third grade students who are not proficient in Reading. Student will be progressed monitored in order to progress monitor for progression/ regression.

PD Opportunity 1

Students will receive additional intervention in order to increase proficiency in Reading. Teacher will progress monitor the students in the non proficient benchmarks.

Facilitator

Reading Coaches

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

OPM Data, Teacher Made Assessments, District Interim Assessments

G3. Increase students' comprehension through data driven instruction and peer to peer collaborative conversations.

G3.B1 Students in the Hispanic subgroup did not make AMO for 2013. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in identifying the author's perspective in the test due to not focusing on what the author thinks and feels.

G3.B1.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Conduct coaching cycles and mode the implementation of small group instruction aligned to data.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

6/15/14

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

PD Opportunity 2

Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

6/5/14

Evidence of Completion

Completed schedule Tracking documents

PD Opportunity 3

Provide professional development on the use of data to create flexible student groups and use of a grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign-in sheets Completed Grouping Templates

PD Opportunity 4

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binder Sign in Sheets

G3.B1.S2 Plan for and deliver lessons that follow an instructional routine

PD Opportunity 1

Provide professional development on lesson planning and deliver to include explicit instruction and the Gradual Release Model.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign-in Sheets Professional Development Deliverables (PD presentation, handouts, materials)

PD Opportunity 2

Provide professional development on the implementation of small group differentiated instruction.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign-in sheets Professional Development Deliverables (PD presentation, handouts, materials)

G3.B2 Performance data for students scoring at Achievement Level 3 and above on the 2013 3rd grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.

G3.B2.S1 Implement and monitor the effective use of data driven instruction

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and the use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign-in Sheets Completed grouping templates

PD Opportunity 2

Provide professional development on analyze multiple data sources used to drive instruction (i.e. FAIR, STAR, Success Maker, Edusoft/Interim Assessment, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teacher

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-In Sheets

G3.B2.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the implementation of small group differentiated instruction

Facilitator

Reading Coach Reading CSS

Participants

Teacher

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, handouts, materials)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, handouts, materials)

G3.B3 Performance data for students scoring at Achievement Level 3 and above on the 2013 4th grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 - Informational Text /Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

G3.B3.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign-in sheets Completed grouping templates

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign in Sheets

G3.B3.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the implementation of small group, differentiated instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign-in Sheets Professional Development Deliverables (PD presentation, handouts, materials)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign-in Sheets Professional Development Deliverables (PD presentation, handouts, materials)

G3.B4 Performance data for students scoring at Achievement Level 3 and above on the 2013 5th grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 1 - Multiple Meaning in Context, Vocabulary. Students experienced difficulty determining the meaning of words and phrases as used in a text and in distinguishing literal and non literal language.

G3.B4.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping template

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign in Sheets

G3.B4.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Teachers will engage the students in developing and maintaining a response interactive journal. This will provide opportunities to determine the meaning of words and phrases as they are used in figurative language and general academic and domain specific words and phrases.

Facilitator

Reading Coaches

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District Interim Assessments.

PD Opportunity 2

Provide professional development on the implementation of small group and differentiated instruction.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional development Deliverables (PD presentation, handouts, materials)

PD Opportunity 3

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, handouts, materials)

G3.B5 Performance data for students making learning gains on the 3rd grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in recognizing the author's perspective in the text due to not focusing on what the author thinks and feels.

G3.B5.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping template

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

G3.B5.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the implementation of small group instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, materials, handouts)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, materials, handouts)

G3.B6 Performance data for students making learning gains on the 4th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.

G3.B6.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping template

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

G3.B6.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the implementation of small group, differentiated instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentation, materials, handouts)

G3.B7 Performance data for students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 – Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

G3.B7.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Template

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

G3.B8 Performance data for the Lowest 25% subgroup of students making learning gains on the 3rd grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in identifying the author's perspective in the test due to not focusing on what the author thinks and feels.

G3.B8.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Template

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

G3.B8.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the implementation of small group instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentations, materials, handouts)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

G3.B9 Performance data for the Lowest 25% subgroup of students making learning gains on the 4th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 3 - Literary Analysis/Fiction/Non Fiction due to limited exposure to Figurative and Descriptive Language.

G3.B9.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Template

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

G3.B9.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on implementation of small group instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, materials, handouts)

PD Opportunity 2

Provide professional development on lesson planning and deliver to include explicit instruction and the Gradual Release Model.

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD Presentations, materials, handouts)

G3.B11 Performance data for the Lowest 25% subgroup of students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4 - Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.

G3.B11.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the implementation of small group, differentiated instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, handouts, materials)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in Sheets Professional development Deliverables (PD presentation, handouts, materials)

G3.B11.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Plan professional development on the implementation of small group differentiated instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, handouts, materials)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, handouts, materials)

G3.B12 Performance data for the English Language Learners on the 2013 CELLA in Listening/Speaking indicate that the students need additional support in understanding the semantics and mechanics of the English language.

G3.B12.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Group Template

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

G3.B12.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the implementation of small group differentiated instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

G3.B13 Performance data for the English Language Learners on the 2013 CELLA in Reading indicate that the students need additional support in Reading for understanding.

G3.B13.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of grouping template.

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

9/24/13

Evidence of Completion

Sign in sheets Completed Grouping Templates

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. Success Maker, FAIR, STAR, Edusoft/Interim Assessments, CELLA)

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/30/13

Evidence of Completion

Data Chat Schedule Administrative and Coaches Data Binders Sign-in Sheets

G3.B13.S2 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on the implementation of small group instruction

Facilitator

Reading Coach Reading CSS

Participants

Teachers

Target Dates or Schedule

10/16/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentations, materials, handouts),

PD Opportunity 2

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model

Facilitator

Reading Coaches Reading CSS

Participants

Teachers

Target Dates or Schedule

10/1/13

Evidence of Completion

Sign in sheets Professional Development Deliverables (PD presentation, materials, handouts)

G5. Increase student problem skills through data driven differentiated instruction and collaboration.

G5.B2 Students in the Hispanic subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B2.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

PD Opportunity 1

Use the Essential Question (derived from the Standards) to develop lesson plans. Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans. Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency. During collaborative planning have teacher model lessons for parts of the Gradual Release Model. Utilize timers to help with the pacing instructional block.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

G5.B3 Students in the SWD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B3.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

PD Opportunity 1

Use the Essential Question (derived from the Standards) to develop lesson plans. Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans. Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency. During collaborative planning have teacher model lessons for parts of the Gradual Release Model. Utilize timers to help with the pacing instructional block.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

10/29/13

Evidence of Completion

Detailed lesson plans Interactive Journals Student work samples Walkthroughs

G5.B4 Students in the EDD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B4.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

PD Opportunity 1

In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

Facilitator

Math Coach Science Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District Interim Assessments

G5.B5 Performance data for the students scoring at Achievement Level 3 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G5.B5.S2 Utilize The NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release Responsibility Model

PD Opportunity 1

Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

Facilitator

Math Coach Science Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District interim Assessments

G5.B6 Performance data for the students scoring at Achievement Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers, Operations, Problems and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B6.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release Model.

PD Opportunity 1

Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

Facilitator

Math Coach Science Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Teacher Made Assessments, District Interim Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.	\$3
Total		\$3

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
District	\$0	\$0	\$0
School based	\$0	\$3	\$3
	\$0	\$0	\$0
Total	\$0	\$3	\$3

Budget Details

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

G1. Increase parental involvement through various school wide activities to develop the whole child for real life situations.

G1.B1 Many of the parents of the students are sole providers of their home and they work in the days/evenings. Parents who have more than two children and don't have the means for child care to attend parent meetings. Parents unable to speak and understand the English Language.

G1.B1.S1 Day and evening parental activities will vary between day and evening schedules. Parents will have the opportunity to attend two or more events with their children regardless of the schedule. In addition, parents of multiple children will be encouraged to attend with their children if necessary. Creole and Spanish speaking personnel will be available for those parents in need of translation.

Action Step 1

Activities with parents and students will be held throughout the school year in order to develop an understanding for parents to take an active role in their child's academic career, develop the relationship between parents/children and develop children to understand real world situations.

Resource Type

Personnel

Resource

In house personnel and personnel from the Parent Academy will be utilized to provide support

Funding Source

District

Amount Needed

\$0

G2. Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.

G2.B1 Students retained in the third grade who are non proficient in reading.

G2.B1.S1 Response to Intervention will be established for retained third grade students who are not proficient in Reading. Student will be progressed monitored in order to progress monitor for progression/ regression.

Action Step 1

Students will receive additional intervention in order to increase proficiency in Reading. Teacher will progress monitor the students in the non proficient benchmarks.

Resource Type

Evidence-Based Program

Resource

Personnel will use evidence based programs such as SuccessMaker, Reading Plus, Wonders Work to provide intervention. Paraprofessional will be used to push into the classroom set

Funding Source

School based

Amount Needed

\$3

G3. Increase students' comprehension through data driven instruction and peer to peer collaborative conversations.

G3.B4 Performance data for students scoring at Achievement Level 3 and above on the 2013 5th grade FCAT 2.0 indicate that there is a deficiency in Reporting Category 1 - Multiple Meaning in Context, Vocabulary. Students experienced difficulty determining the meaning of words and phrases as used in a text and in distinguishing literal and non literal language.

G3.B4.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Teachers will engage the students in developing and maintaining a response interactive journal. This will provide opportunities to determine the meaning of words and phrases as they are used in figurative language and general academic and domain specific words and phrases.

Resource Type

Personnel

Resource

Teachers will be trained during grade level planning on how to maintain the interactive journals

Funding Source

District

Amount Needed

\$0

G5. Increase student problem skills through data driven differentiated instruction and collaboration.

G5.B2 Students in the Hispanic subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B2.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Use the Essential Question (derived from the Standards) to develop lesson plans. Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans. Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency. During collaborative planning have teacher model lessons for parts of the Gradual Release Model. Utilize timers to help with the pacing instructional block.

Resource Type

Evidence-Based Program

Resource

Personnel will be trained through professional development and grade level planning on how to provide effective intervention

Funding Source

District

Amount Needed

\$0

G5.B3 Students in the SWD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B3.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Use the Essential Question (derived from the Standards) to develop lesson plans. Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans. Plan lessons infusing the Mathematical Practices of the Common Core Standards to support mathematical fluency and problem solving proficiency. During collaborative planning have teacher model lessons for parts of the Gradual Release Model. Utilize timers to help with the pacing instructional block.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B4 Students in the EDD subgroup did not make AMO for the 2013 FCAT 2.0 in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B4.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

Resource Type

Evidence-Based Program

Resource

Use of the GO Math materials and Gradual Release from the ETO department will assist in strengthening the mathematical skills of the students.

Funding Source

District

Amount Needed

\$0

G5.B5 Performance data for the students scoring at Achievement Level 3 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers and Operations, Reporting Category Geometry and Measurement and Reporting Category Expressions, Equations and Statistics due to limited exposure to correlating problem solving and real world situations.

G5.B5.S2 Utilize The NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release Responsibility Model

Action Step 1

Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

Resource Type

Personnel

Resource

Math Coach and ETO CSS will train teachers during grade level planning and faculty meetings

Funding Source

District

Amount Needed

\$0

G5.B6 Performance data for the students scoring at Achievement Level 4 and above on the 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category Numbers, Operations, Problems and Statistics due to lack of quick recall of basic Mathematics skills.

G5.B6.S2 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release Model.

Action Step 1

Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

Resource Type

Personnel

Resource

Math Coach and ETO CSS will train teacher during the grade level planning and faculty meetings

Funding Source

District

Amount Needed

\$0