



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Maya Angelou Elementary School

1850 NW 32ND ST

Miami, FL 33142

305-636-3480

<http://maya.dadeschools.net>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
98%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
99%

## School Grades History

**2013-14**  
C

**2012-13**  
C

**2011-12**  
B

**2010-11**  
C

## 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

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Maya Angelou Elementary School

##### Principal

Adrena Y. Williams

##### School Advisory Council chair

Julio Suarez

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

| Name                           | Title                                   |
|--------------------------------|---|
| Adrena Y. Williams, Principal  | Maria D. Garcia, Assistant Principal    |
| Vivian Paez-Garcia, Math Coach | Jasmine Gonzalez-Jimenez, Reading Coach |
| Sonia Rivera, Science Coach    |   |

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, Alternate Principal -1, UTD steward – 1, teachers – 5, alternate teacher -1, parents – 4, alternate parent -1, educational support- 1, alternate educational support -1, student – 1, alternate student -1, business/community representatives- 4

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

SAC members reviewed the previous SIP using Mid and End of Year Review along with all relevant data. Committee made suggestions for possible revisions of goals and strategies.

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

The SAC will be assisting in the development and monitoring the implementation of the SIP on a monthly basis.

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

SAC funds are expected to be utilized for supplementing curriculum and technology needs related to the SIP including multi-curricular software licenses and document cameras for SMART Boards. For example, the cost of the document cameras is about \$1,500.00 and to purchase Brain Pop is approximately \$2,000.00.

**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**

N/A

### 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:

**Adrena Y. Williams**

Principal

Years as Administrator: 10

Years at Current School: 1

**Credentials**

Bachelor of Science-Liberal Studies, Florida International University; Masters of Science- Elementary Education , Nova University; Specialist-Educational Leadership, Nova University

**Performance Record**

2013- C  
 Rdg. Proficiency, 38 %  
 Math Proficiency, 53 %  
 Rdg. Lrg. Gains, 56 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% - 56 points  
 Math Imp. of Lowest 25% - 55 points  
 Rdg. AMO - 38 % Math AMO - 53%  
 2012 – D  
 Rdg. Proficiency, 45 %  
 Math Proficiency, 36 %  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% - 69 points  
 Math Imp. of Lowest 25% - 52 points  
 2011 – C  
 Rdg. Proficiency, 60 %  
 Math Proficiency, 62 %  
 Rdg. Lrg. Gains, 55 points  
 Math Lrg. Gains, 49 points  
 Rdg. Imp. of Lowest 25% - 60 points  
 Math Imp. of Lowest 25% - 56 points  
 2010 – A  
 Rdg. Proficiency, 55 %  
 Math Proficiency, 82 %  
 Rdg. Lrg. Gains, 57 points  
 Math Lrg. Gains, 82 points  
 Rdg. Imp. of Lowest 25% - 52 points  
 Math Imp. of Lowest 25% - 71 points  
 2009 – B  
 Rdg. Proficiency, 51 %  
 Math Proficiency, 78 %  
 Rdg. Lrg. Gains, 41 points  
 Math Lrg. Gains, 76 points  
 Rdg. Imp. of Lowest 25% - 54 points



Math Imp. of Lowest 25% -  
65 points

**Maria D. Garcia**

Asst Principal

Years as Administrator: 11

Years at Current School: 10

**Credentials**

Bachelor of Science-Elementary Education; Masters of Science-ESOL; Educational Leadership Certification, Florida International University

**Performance Record**

2013- C

Rdg. Proficiency, 38 %

Math Proficiency, 53 %

Rdg. Lrg. Gains, 56 points

Math Lrg. Gains, 66 points

Rdg. Imp. of Lowest 25% -

56 points

Math Imp. of Lowest 25% -

55 points

Rdg. AMO - 38 % Math AMO - 53 %

2012 – B

Rdg. Proficiency, 46 %

Math Proficiency, 62 %

Rdg. Lrg. Gains, 74 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% -

76 points

Math Imp. of Lowest 25% -

62 points

2011-C

Rdg. Proficiency, 62 %

Math Proficiency, 73 %

Rdg. Lrg. Gains, 60 points

Math Lrg. Gains, 61 points

Rdg. Imp. of Lowest 25% -

47 points

Math Imp. of Lowest 25% - 67 points

2010-B

Rdg. Proficiency, 60 %

Math Proficiency, 60 %

Rdg. Lrg. Gains, 59 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% -

61 points

Math Imp. of Lowest 25% - 67 points

2009-C

Rdg. Proficiency, 65 %

Math Proficiency, 68 %

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 63 points

Rdg. Imp. of Lowest 25% -

62 points

Math Imp. of Lowest 25% - 66 points

## Instructional Coaches

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| <b>Jazmin Gonzalez-Jimenez</b> |  |                            |
|--------------------------------|--|----------------------------|
| Full-time / School-based       | Years as Coach: 3  | Years at Current School: 1 |
| <b>Areas</b>                   | Reading/Literacy   |                            |
| <b>Credentials</b>             | BA Elementary Education; Inter-American University PR.<br>Masters of Science in School Administration; Cambridge College, MA. Reading Endorsement, 2011.   |                            |
| <b>Performance Record</b>      | 2013- C<br>Rdg. Proficiency, 38 %<br>Math Proficiency, 53 %<br>Rdg. Lrg. Gains, 56 points<br>Math Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% - 56 points<br>Math Imp. of Lowest 25% - 55 points<br>Rdg. AMO - 38 % Math AMO - 53%<br>2012 – D<br>Rdg. Proficiency, 45 %<br>Math Proficiency, 36 %<br>Rdg. Lrg. Gains, 71 points<br>Math Lrg. Gains, 55 points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 52 points<br>Rdg. AMO – __ Math AMO – __<br>2011 – C<br>Rdg. Proficiency, 60 %<br>Math Proficiency, 62 %<br>Rdg. Lrg. Gains, 55 points<br>Math Lrg. Gains, 49 points<br>Rdg. Imp. of Lowest 25% - 60 points<br>Math Imp. of Lowest 25% - 56 points<br>2010 – F<br>Rdg. Proficiency, 41 %<br>Math Proficiency, 51 %<br>Rdg. Lrg. Gains, 47 points<br>Math Lrg. Gains, 43 points<br>Rdg. Imp. of Lowest 25% - 33 points<br>Math Imp. of Lowest 25% - 43 points<br>2009 – B<br>Rdg. Proficiency, 41 %<br>Math Proficiency, 51 %<br>Rdg. Lrg. Gains, 47 points<br>Math Lrg. Gains, 43 points |                            |

Rdg. Imp. of Lowest 25% -  
33 points  
Math Imp. of Lowest 25% -  
43 points

| <b>Vivian Paez-Garcia</b>       |   |                                   |
|---------------------------------|---|-----------------------------------|
| <b>Full-time / School-based</b> | <b>Years as Coach: 1</b>  | <b>Years at Current School: 1</b> |
| <b>Areas</b>                    | Mathematics   |                                   |
| <b>Credentials</b>              | Bachelor of Science – Elementary Education, Early Childhood,<br>ESOL Endorsed; Masters of Science Elem. Ed. , Florida<br>International University:<br>Educational Leadership Certification, St. Thomas University   |                                   |
| <b>Performance Record</b>       | 2013- C<br>Rdg. Proficiency, 38 %<br>Math Proficiency, 53 %<br>Rdg. Lrg. Gains, 56 points<br>Math Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% -<br>56 points<br>Math Imp. of Lowest 25% -<br>55 points<br>Rdg. AMO - 38% Math AMO - 53%<br>2012 – D<br>Rdg. Proficiency, 45 %<br>Math Proficiency, 36 %<br>Rdg. Lrg. Gains, 71 points<br>Math Lrg. Gains, 55 points<br>Rdg. Imp. of Lowest 25% -<br>69 points<br>Math Imp. of Lowest 25% -<br>52 points<br>Rdg. AMO –__Math AMO–__<br>2011 – C<br>Rdg. Proficiency, 60 %<br>Math Proficiency, 62 %<br>Rdg. Lrg. Gains, 55 points<br>Math Lrg. Gains, 49 points<br>Rdg. Imp. of Lowest 25% -<br>60 points<br>Math Imp. of Lowest 25% -<br>56 points<br>2010 –A<br>Rdg. Proficiency, 74 %<br>Math Proficiency, 70 %<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% -<br>61 points<br>Math Imp. of Lowest 25% -<br>59 points<br>2009 –A<br>Rdg. Proficiency, 69 %<br>Math Proficiency, 62 %<br>Rdg. Lrg. Gains, 58 points |                                   |

Math Lrg. Gains, 74 points  
Rdg. Imp. of Lowest 25% -  
60 points  
Math Imp. of Lowest 25% -  
77 points

| <b>Sonia Rivera</b>             |  |                                    |
|---------------------------------|--|------------------------------------|
| <b>Full-time / School-based</b> | <b>Years as Coach: 1</b>   | <b>Years at Current School: 18</b> |
| <b>Areas</b>                    | Science  |                                    |
| <b>Credentials</b>              | Bachelor of Science – Elementary Education<br>Masters of Science   |                                    |
| <b>Performance Record</b>       | 2013- C<br>Rdg. Proficiency, 38 %<br>Math Proficiency, 53 %<br>Rdg. Lrg. Gains, 56 points<br>Math Lrg. Gains, 66 points<br>Rdg. Imp. of Lowest 25% - 56 points<br>Math Imp. of Lowest 25% - 55 points<br>Rdg. AMO – 38 % Math AMO- 53%<br>2012 – B<br>Rdg. Proficiency, 46 %<br>Math Proficiency, 62 %<br>Rdg. Lrg. Gains, 74 points<br>Math Lrg. Gains, 72 points<br>Rdg. Imp. of Lowest 25% - 76 points<br>Math Imp. of Lowest 25% - 62 points<br>2011-C<br>Rdg. Proficiency, 62 %<br>Math Proficiency, 73 %<br>Rdg. Lrg. Gains, 60 points<br>Math Lrg. Gains, 61 points<br>Rdg. Imp. of Lowest 25% - 47 points<br>Math Imp. of Lowest 25% - 67 points<br>2010-B<br>Rdg. Proficiency, 60 %<br>Math Proficiency, 60 %<br>Rdg. Lrg. Gains, 59 points<br>Math Lrg. Gains, 60 points<br>Rdg. Imp. of Lowest 25% - 61 points<br>Math Imp. of Lowest 25% - 67 points<br>2009-C<br>Rdg. Proficiency, 65 %<br>Math Proficiency, 68 %<br>Rdg. Lrg. Gains, 71 points<br>Math Lrg. Gains, 63 points<br>Rdg. Imp. of Lowest 25% - 62 points<br>Math Imp. of Lowest 25% - 66 points |                                    |



**Classroom Teachers****# of classroom teachers**

53

**# receiving effective rating or higher**

54, 102%

**# Highly Qualified Teachers**

62%

**# certified in-field**

50, 94%

**# ESOL endorsed**

38, 72%

**# reading endorsed**

8, 15%

**# with advanced degrees**

21, 40%

**# National Board Certified**

1, 2%

**# first-year teachers**

5, 9%

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

11, 21%

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

25, 47%

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

12, 23%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

The Principal and Assistant Principal will be responsible for the implementation of the following strategies.

- Provide professional development opportunities that provide teachers' new and innovative best practices techniques.
- Provide a variety of Professional Learning Communities at the school site based on teacher interest.
- Provide support for teacher's pursuing higher education.

### **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**

Maya Angelou Elementary Teacher Mentoring Program consists of beginning teachers and/or teachers in need of improvement who are matched with veteran teachers in their subject matter. These veteran teachers were chosen based on their high trend of increased student achievement. Mentees will meet monthly or as needed with their mentor and once a week with their grade level teams for common planning. Mentoring activities will include best practices and will serve as a tool for support. Mentors for beginning teachers will be chosen based on previously MINT trained teachers. The mentoring program will be monitored by the Principal and Assistant Principal to ensure that all teachers' needs are met.

### **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 at Maya Angelou Elementary uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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 needs 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(Leadership Team)**

- Adrena Y. Williams, Principal and Maria D. Garcia, Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Reading Coach (Jazmin Gonzalez-Jimenez), Math Coach (Vivian Paez-Garcia), Science Coach (Sonia Rivera)
- Special Education Personnel (Florence McGregor)
- School Guidance Counselor (Danai Valle)
- School Psychologist (Cristina Garcia-Granda)
- School Social Worker (Sylvie Litt)
- Member of community (Jakeisha Thompson)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Monthly) to review consensus, infrastructure, and implementation of building level MTSS.

#### **Tier 2**

The Assistant Principal, Reading Coach and Counselor 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, Reading Coach, Psychologist, Counselor, 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 Leadership Team at Maya Angelou Elementary will monitor the fidelity of the delivery of instruction and interventions. The Leadership Team will provide levels of support and interventions to students based on data and or needs.

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

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

Behavior

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

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

Maya Angelou Elementary School will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. The school will utilize back to school night and monthly meetings to present MTSS information to parents. MTSS parent resources will be available on the school's web site and in the main office.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 0

After-school enrichment program focused on science, engineering, communications, mathematics, and technology. Students will participate in project work and hands-on activities to supplement and reinforce the school's academic program. Participants in third-fifth grade will also take part in the district Olympiad programs.

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

- Enrichment activities that contribute to a well-rounded education

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

Baseline Data is collected at the beginning and other data throughout the year. The effectiveness of this strategy is determined by the results of the 2014 FCAT.

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

Principal, Assistant Principal, SECME Site Coordinator

### **Literacy Leadership Team (LLT)**

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

| <b>Name</b>                                  | <b>Title</b>                         |
|--|--------------------------------------|
| Adrena Y. Williams, Principal                | Maria D. Garcia, Assistant Principal |
| Jazmin Gonzalez-Jimenez, Reading Coach       | Vivian Paez-Garcia, Math Coach       |
| Sonia Rivera, Science Coach                  | Florence McGregor, SPED Teacher      |
| Adrianna Carlucci, ESOL Teacher              | Julio Suarez, EESAC Chair            |
| Christine Garcia-Granda, School Psychologist | Jakeisha Thompson, Community Member  |

#### **How the school-based LLT functions**

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. This team will provide ongoing professional development on researched-based strategies and program interventions, meet with grade levels to discuss, interpret, and analyze data, assist the team in making instructional and programmatic decisions, monitor that the use of instructional programs and materials related to reading are used and implemented with fidelity and consistency.

The Literacy coaches will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies.

The RLT will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

1. Developing activities and projects that will motivate students to read.
2. Organize classrooms around the learning needs of the students.
3. Assist teachers in matching students with books at their appropriate reading level
4. Build a learning community that includes all stakeholders to improve reading school wide

## 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**

Maya Angelou Elementary School works closely with the neighboring preschools and agencies in the Allapattah community. All incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment during the first thirty days of school. The FLKRS assessment includes a subtest of the Early Childhood Observation System (ECHOS). These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten. All Kindergartners will be administered the Florida Assessment for Instruction in Reading Overview (FAIR). FAIR data is used to place students by their probability of reading success and targeted diagnostic assessment. The FAIR data will assist teachers in grouping students for small group instruction and placing them into Wonderworks Reading intervention.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adult. Maya Angelou Elementary will be implementing a program called Reading Pals which consist of Volunteers who read to a selected group of Pre-Kindergarten students weekly.

Maya Angelou Elementary supports the Districts "Transition to Kindergarten Initiative" program which enhances the relationship between families and schools.

The following activities will be planned: 1) Provide families with information, expectations and resources to support a successful transition to Kindergarten at the time of registration which takes place during the month of April. 2) Coordinate school site visits and parent workshops on Transition to Kindergarten issues for parents enrolled in neighboring child care facilities. 3) Provide a Transition to Kindergarten Workshop during the month of May for all parents currently enrolled for Kindergarten for the 2014-2015 year.

## 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               | 51%           | 38%           | No          | 56%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 66%           | 43%           | No          | 69%           |
| Hispanic                   | 48%           | 37%           | No          | 54%           |
| White                      |               |               |             |               |
| English language learners  | 38%           | 26%           | No          | 45%           |
| Students with disabilities | 24%           | 13%           | No          | 32%           |
| Economically disadvantaged | 50%           | 13%           | No          | 55%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 64            | 22%           | 27%           |
| Students scoring at or above Achievement Level 4 | 37            | 13%           | 15%           |

### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       |               | 56%           | 60%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               | 56%           | 60%           |

### 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) | 144           | 36%           | 42%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 84            | 21%           | 29%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 60            | 15%           | 24%           |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               |               |               |

**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 | 27                                  | 31%           | 38%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | [data excluded for privacy reasons] |               | 0%            |

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 63%           | 53%           | No          | 66%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 66%           | 52%           | No          | 69%           |
| Hispanic                   | 62%           | 53%           | No          | 66%           |
| White                      |               |               |             |               |
| English language learners  | 63%           | 48%           | No          | 66%           |
| Students with disabilities | 40%           | 30%           | No          | 46%           |
| Economically disadvantaged | 62%           | 30%           | No          | 66%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 92            | 32%           | 36%           |
| Students scoring at or above Achievement Level 4 | 52            | 18%           | 20%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  |               | 66%           | 69%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |               | 54%           | 59%           |



**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          | 31   | 31%           | 35%           |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> |               | 11%           |

**Florida Alternate Assessment (FAA)**

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

**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) | 3             |               | 4           |
| Participation in STEM-related experiences provided for students  | 3             |               |             |

**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  | 164           | 21%           | 20%           |
| Students retained, pursuant to s. 1008.25, F.S.   | 53            | 7%            | 6%            |
| Students who are not proficient in reading by third grade   | 79            | 79%           | 71%           |
| Students who receive two or more behavior referrals   | 84            | 12%           | 11%           |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 15            | 2%            | 1%            |

## Goals Summary

- G1.** Our goal for students scoring at 3 or above on the 2014 Reading FCAT 2.0 will increase from 22 percentage points to 27%. Students scoring 4 or above will increase from 13 percentage points to 15%.
  
- G2.** Our Reading goal is to increase the amount of Hispanic students achieving proficiency by 37 percentage points to 54%. Our Black AMO subgroup will increase from 43 percentage points to 69%. Our ED group will increase from 13 percentage points to 55%.
  
- G3.** Our Reading goal is to increase the amount of Students with Disabilities (SWD) AMO subgroup achieving proficiency from 13 percentage points to 55%.
  
- G4.** Our Reading goal is to increase the amount of English Language Learners (ELL) AMO subgroup achieving proficiency from 26 percentage points to 45%.
  
- G5.** Our goal for the 2014 FCAT Reading Test is to increase the learning gains by 4 percentage points from 56% to 60% of students scoring in the lowest 25%.
  
- G6.** Our goal is to increase the amount of students proficient in Listening/Speaking by six percentage points from 36% to 42%, Reading will increase from 21% to 29 % and Writing will increase from 15% to 24% on the 2014 CELLA.
  
- G7.** Our Science goal is to increase the percentage of students scoring 3 or above on the 2014 Science FCAT from 31 percentage points to 35 percentage points. Students scoring 4 or above will increase from 9 percentage points to 11 percentage points.
  
- G8.** The SECME Afterschool Program will be implemented for 120 Kindergarten- 5th Grade students. It is estimated that 20% of the 3rd, 4th, 5th grade students participating in SECME program will compete in the SECME Olympiad, District STEM Competition.
  
- G9.** Our goal is to decrease by 1%, the number of students with excessive absences, students retained in (K-5), students who receive two or more behavioral referrals that lead to suspension and decrease the number of non-proficient in reading by 3rd grade by 8
  
- G10.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring at or above FCAT Level 4.
  
- G11.** Our goal for students scoring at 3 or above on the 2014 Math FCAT 2.0 will increase from 32 percentage points to 36%. Students scoring 4 or above will increase from 18 percentage points to 20%.
  
- G12.** Our Math goal is to increase the amount of Hispanic subgroup students achieving proficiency from 53 percentage points to 66%. Our Black AMO subgroup will increase from 52 % to 69%. Our ED group will increase from 30 percentage points to 66%.

- G13.** Our Math goal is to increase the amount of Students with Disabilities (SWD) AMO subgroup achieving proficiency from 30 percentage points to 46%.
- G14.** Our Math goal is to increase the amount of English Language Learners (ELL) AMO subgroup achieving proficiency from 48 percentage points to 66%.
- G15.** Our goal for the 2014 FCAT Math Test is to increase students achieving Learning Gains by 3 percentage points from 66% to 69%.
- G16.** Our goal for Math is to increase the learning gains by 5 percentage points from 54% to 59% for students scoring in the lowest 25%.

## Goals Detail

**G1.** Our goal for students scoring at 3 or above on the 2014 Reading FCAT 2.0 will increase from 22 percentage points to 27%. Students scoring 4 or above will increase from 13 percentage points to 15%.

### Targets Supported

- Reading (FCAT2.0)

### Resources Available to Support the Goal

- Instructional Coach, ETO CSS

### Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT indicates that students scoring at 3 or above Achievement Level 4 have a deficiency in Reporting Category 2- [LA.3-5.1.7.3] Chronological order; Conclusions/inferences, Relevant details, Reading Application [NGSSS]. Students experienced difficulty in making inferences and drawing conclusions within and across texts; reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands, independently and proficiently.

## Plan to Monitor Progress Toward the Goal

Ensure that students scoring Level 3 and above will acquire the necessary tools to maintain and/or increase student's achievement.

### Person or Persons Responsible

Instructional Coach, ETO CSS, Principal, Assistant Principal, Instructional Supervisor

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

FCAT 2.0

**G2.** Our Reading goal is to increase the amount of Hispanic students achieving proficiency by 37 percentage points to 54%. Our Black AMO subgroup will increase from 43 percentage points to 69%. Our ED group will increase from 13 percentage points to 55%.

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Instructional Coach, ETO Reading CSS

**Targeted Barriers to Achieving the Goal**

- For our Black, Hispanic and ED population, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 5- [LA.3-5.6.1.1] Informational Text/ Research Process. Students experienced difficulty in locating, interpreting organizing information and understanding the purpose of text features in informational text.

**Plan to Monitor Progress Toward the Goal**

Ensure that students scoring Level 3 and above will acquire the necessary tools to maintain and/or increase student's achievement.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal, Instructional Supervisor

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

FCAT 2.0

**G3.** Our Reading goal is to increase the amount of Students with Disabilities (SWD) AMO subgroup achieving proficiency from 13 percentage points to 55%.

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Instructional Coach, ETO CSS

**Targeted Barriers to Achieving the Goal**

- For our SWD subgroup, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- [LA.3-5.1.7.3] Chronological order; Conclusions/ inferences, Relevant details, Reading Application [NGSSS]. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently.

### Plan to Monitor Progress Toward the Goal

Ensure that the percentage of SWD students increase by 42 percentage points.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal, Instructional Supervisor

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

FCAT 2.0

**G4.** Our Reading goal is to increase the amount of English Language Learners (ELL) AMO subgroup achieving proficiency from 26 percentage points to 45%.

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Instructional Coach, ETO CSS

**Targeted Barriers to Achieving the Goal**

- For our ELL subgroup, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

### Plan to Monitor Progress Toward the Goal

Ensure that the percentage of ELL students increase by 19 percentage points.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal, Instructional Supervisor

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

FCAT 2.0

**G5.** Our goal for the 2014 FCAT Reading Test is to increase the learning gains by 4 percentage points from 56% to 60% of students scoring in the lowest 25%.

**Targets Supported**

- Reading (Learning Gains)

**Resources Available to Support the Goal**

- Instructional Coach, ETO CSS

**Targeted Barriers to Achieving the Goal**

- For our Lowest 25 %, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**Plan to Monitor Progress Toward the Goal**

Ensure that the percentage student scoring 3 or above increases.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal Instructional Supervisor,

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

FCAT 2.0

**G6.** Our goal is to increase the amount of students proficient in Listening/Speaking by six percentage points from 36% to 42%, Reading will increase from 21% to 29 % and Writing will increase from 15% to 24% on the 2014 CELLA.

**Targets Supported**

- Reading (CELLA)

**Resources Available to Support the Goal**

- Instructional Coach, ETO CSS

**Targeted Barriers to Achieving the Goal**

- Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

### Plan to Monitor Progress Toward the Goal

Students' will show proficiency in the areas of Listening, Speaking, Reading and Writing on the 2014 CELLA.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal, Instructional Supervisor,

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

FCAT 2.0

**G7.** Our Science goal is to increase the percentage of students scoring 3 or above on the 2014 Science FCAT from 31 percentage points to 35 percentage points. Students scoring 4 or above will increase from 9 percentage points to 11 percentage points.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- To achieve our goal, teachers will use a variety of resources such as: ETO CSS, Smart boards, Science Interactive Journals, Gizmos, FCAT Explorer, Study Jamz and Scott's Foreman Textbooks

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 FCAT 2.0 Science assessment, the area of greatest difficulty for students was Reporting Category 1- Nature of Science; Limited time to increase rigor through weekly science labs and independent science projects is our greatest factor.

### Plan to Monitor Progress Toward the Goal

Monitor and support the implementation of the use of The Gradual Release Model.

**Person or Persons Responsible**

Administration, Science CSS, Instructional Science Coach, Teachers

**Target Dates or Schedule:**

Conducting monthly classroom walk-throughs, modeling lessons, monitoring lesson plans and analyzing data through Data Chats.

**Evidence of Completion:**

Formative Benchmark Assessments, District Interim Data Reports. Lesson Plans and Interactive Journals are among the evaluation tools that will be used to ensure the deficiency is being addressed.

**G8.** The SECME Afterschool Program will be implemented for 120 Kindergarten- 5th Grade students. It is estimated that 20% of the 3rd, 4th, 5th grade students participating in SECME program will compete in the SECME Olympiad, District STEM Competition.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- EduSmart Technology, Manipulatives,

**Targeted Barriers to Achieving the Goal**

- The SECME program is limited in materials and resources for the primary grades. In addition, technology throughout the building is limited and does not allow students to effectively engage in research based projects.

**Plan to Monitor Progress Toward the Goal**

Ensure that all students have the opportunity to design and create projects in order to compete in SECME and other competition.

**Person or Persons Responsible**

Principal, Assistant Principal , SECME Site Coordinator

**Target Dates or Schedule:**

06/05/15

**Evidence of Completion:**

Evidence of Research Based Projects

**G9.** Our goal is to decrease by 1%, the number of students with excessive absences, students retained in (K-5), students who receive two or more behavioral referrals that lead to suspension and decrease the number of non-proficient in reading by 3rd grade by 8

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Counselor, Social Worker, Outside Agencies, Student Services Programs

**Targeted Barriers to Achieving the Goal**

- Academic achievement is correlated to student attendance and behavioral issues.



### Plan to Monitor Progress Toward the Goal

Monitor school-wide attendance, behavioral issues and students who are non-proficient in reading to decrease the number of students with excessive absences, students retained in the third grade, students who are non-proficient in reading by third grade, and students who receive two or more behavioral referrals that lead to suspension.

**Person or Persons Responsible**

Principal, Assistant Principal, Counselor

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Cognos Reports, Data Reports, Truancy Meetings. Rtl Meeting Summary

**G10.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring at or above FCAT Level 4.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Write Score, Instructional Reading Coach, ETO CSS

**Targeted Barriers to Achieving the Goal**

- The area of greatest deficiency for Grade 4, as noted on the 2013 FCAT 2.0 Writing Assessment is Support and Conventions. The writing application skills, elaboration and expanding on details need improvement. Additionally, students exhibited an inconsistent application of proper conventions, as there are many barriers when teaching writing; English as a Second language is an annual obstacle. Subject verb-agreement and inadequate use of possessive nouns are just two of the skills that have proven to be confusing for students.

### Plan to Monitor Progress Toward the Goal

Monitor the implementation of the writing process and the use of data to drive instruction.

**Person or Persons Responsible**

Instructional Coach, Writing CSS, Principal, Assistant Principal

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Analyze and monitor student data, Classroom Walk-through, Lesson Plan , Write Score Data

**G11.** Our goal for students scoring at 3 or above on the 2014 Math FCAT 2.0 will increase from 32 percentage points to 36%. Students scoring 4 or above will increase from 18 percentage points to 20%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Instructional Coach, Go Math Manipulative Math Kit, Interactive SmartBoards

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 FCAT 2.0, students in Grade 3 scoring at or above Achievement Level 3 experienced difficulty in Reporting Category 2, Number: Fractions. Students need many and varied opportunities to engage in exploration and inquiry activities that will develop higher order thinking skills.
- According to the results of the 2013 FCAT 2.0, students in Grade 3 scoring at or above Achievement Level 4 experienced difficulty in Reporting Category 2, Number: Fractions. Students need many and varied opportunities to engage in exploration and inquiry activities that will develop higher order thinking skills.

**Plan to Monitor Progress Toward the Goal**

Increase or maintain the percentage of students achieving proficiency in Math.

**Person or Persons Responsible**

Principal, Assistant Principal, Instructional Coach. ETO CSS

**Target Dates or Schedule:**

06/05/13

**Evidence of Completion:**

Classroom Walk-throughs evidence, FCAT 2014

**G12.** Our Math goal is to increase the amount of Hispanic subgroup students achieving proficiency from 53 percentage points to 66%. Our Black AMO subgroup will increase from 52 % to 69%. Our ED group will increase from 30 percentage points to 66%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's)

**Resources Available to Support the Goal**

- Instructional Coach, Go Math Manipulative Math Kit, Interactive SmartBoards

**Targeted Barriers to Achieving the Goal**

- The Hispanic, Black and ED subgroups did not make their 2013 AMO Target Proficiency. These subgroups need multiple opportunities to use mathematics vocabulary in real world situations and to apply knowledge to solving word problems.

### Plan to Monitor Progress Toward the Goal

Increase or maintain the percentage of students achieving proficiency in Math.

**Person or Persons Responsible**

Principal, Assistant Principal, Instructional Coach. ETO CSS

**Target Dates or Schedule:**

06/05/13

**Evidence of Completion:**

Classroom Walk-throughs evidence, FCAT 2014

**G13.** Our Math goal is to increase the amount of Students with Disabilities (SWD) AMO subgroup achieving proficiency from 30 percentage points to 46%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's)

**Resources Available to Support the Goal**

- Instructional Coach, Go Math Manipulative Math Kit, Interactive SmartBoards

**Targeted Barriers to Achieving the Goal**

- The SWD subgroup did not make their 2013 FCAT AMO Target Proficiency. SWD students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

### Plan to Monitor Progress Toward the Goal

Increase or maintain the percentage of students achieving proficiency in Math.

**Person or Persons Responsible**

Principal, Assistant Principal, Instructional Coach. ETO CSS

**Target Dates or Schedule:**

06/05/13

**Evidence of Completion:**

Classroom Walk-throughs evidence, FCAT 2014

**G14.** Our Math goal is to increase the amount of English Language Learners (ELL) AMO subgroup achieving proficiency from 48 percentage points to 66%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's)

**Resources Available to Support the Goal**

- Instructional Coach, Go Math Manipulative Math Kit, Interactive SmartBoards

**Targeted Barriers to Achieving the Goal**

- The ELL subgroup did not make their 2013 FCAT AMO Proficiency, Students lack understanding of challenging vocabulary and ways to represent the vocabulary using pictorial representations, graphs and diagrams.

### Plan to Monitor Progress Toward the Goal

Increase or maintain the percentage of students achieving proficiency in Math.

**Person or Persons Responsible**

Principal, Assistant Principal, Instructional Coach. ETO CSS

**Target Dates or Schedule:**

06/05/13

**Evidence of Completion:**

Classroom Walk-through evidence, FCAT 2014

**G15.** Our goal for the 2014 FCAT Math Test is to increase students achieving Learning Gains by 3 percentage points from 66% to 69%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Instructional Coach, Go Math Manipulative Math Kit, Interactive SmartBoards

**Targeted Barriers to Achieving the Goal**

- According to the 2013 Math FCAT 2.0, Students making Learning Gains lack understanding of challenging vocabulary and ways to represent the vocabulary using pictorial representations, graphs and diagrams. Students need more opportunities to engage in exploration and inquiry activities that will develop higher order thinking skills.

### Plan to Monitor Progress Toward the Goal

Increase or maintain the percentage of students achieving proficiency in Math.

**Person or Persons Responsible**

Principal, Assistant Principal, Instructional Coach. ETO CSS

**Target Dates or Schedule:**

06/05/13

**Evidence of Completion:**

Classroom Walk-throughs evidence, FCAT 2014

**G16.** Our goal for Math is to increase the learning gains by 5 percentage points from 54% to 59% for students scoring in the lowest 25%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Instructional Coach, Go Math Manipulative Math Kit, Interactive SmartBoards

**Targeted Barriers to Achieving the Goal**

- According to the 2013 Math FCAT 2.0, Students in the lowest 25 % lack understanding of challenging vocabulary and ways to represent the vocabulary using pictorial representations, graphs and diagrams. These students need multiple opportunities to use mathematics vocabulary in real world situations and to apply knowledge to solving word problems.

**Plan to Monitor Progress Toward the Goal**

Increase or maintain the percentage of students achieving proficiency in Math.

**Person or Persons Responsible**

Principal, Assistant Principal, Instructional Coach. ETO CSS

**Target Dates or Schedule:**

06/05/13

**Evidence of Completion:**

Classroom Walk-throughs evidence, FCAT 2014

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal for students scoring at 3 or above on the 2014 Reading FCAT 2.0 will increase from 22 percentage points to 27%. Students scoring 4 or above will increase from 13 percentage points to 15%.

**G1.B3** Students' performance data from the 2013 FCAT indicates that students scoring at 3 or above Achievement Level 4 have a deficiency in Reporting Category 2- [LA.3-5.1.7.3] Chronological order; Conclusions/inferences, Relevant details, Reading Application [NGSSS]. Students experienced difficulty in making inferences and drawing conclusions within and across texts; reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands, independently and proficiently.

**G1.B3.S1** Deliver lessons that follow for an instructional routine and provide opportunities for critical thinking strategies during instruction.

### Action Step 1

Through the implementation of the Gradual Release Model and utilizing graphic organizers teachers will model how to make inferences and draw conclusions, scaffolding the lesson to reach each and every student. Students will answer Higher Order Thinking questions utilizing a variety of engaging strategies. Students will become actively engaged by performing a Close Reading with Thinking codes to assist them on going back to the text to gather accurate information from the text to answer HOT questions.

#### Person or Persons Responsible

Instructional Coach, ETO CSS, Reading Teachers

#### Target Dates or Schedule

Whole group, Small group instruction

#### Evidence of Completion

District Assessments, Benchmark Assessments, Data Chats

#### Facilitator:

Instructional Coach, ETO CSS

#### Participants:

All Reading Teachers

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

Monitor lesson planning and delivery to include The Gradual Release Model.

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

ETO CSS, Instructional Coach, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Informal and Formal Observations.

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

Implement and Monitor Instructional routines.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs

**G2.** Our Reading goal is to increase the amount of Hispanic students achieving proficiency by 37 percentage points to 54%. Our Black AMO subgroup will increase from 43 percentage points to 69%. Our ED group will increase from 13 percentage points to 55%.

**G2.B5** For our Black, Hispanic and ED population, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 5- [LA.3-5.6.1.1] Informational Text/Research Process. Students experienced difficulty in locating, interpreting organizing information and understanding the purpose of text features in informational text.

**G2.B5.S1** Plan for and deliver lessons that follow an instructional routine.

### **Action Step 1**

Work collaboratively during Common Planning Time to create lessons using backward planning.

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

Instructional Coach, ETO Reading CSS, Administration.

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

On-going

#### **Evidence of Completion**

Common Planning Sign in Sheets, Lesson plans

### **Action Step 2**

Conduct classroom walk-throughs to monitor the implementation of lesson plans and instructional routines.

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

Principal, Assistant Principal, Instructional Coach

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

On-going

#### **Evidence of Completion**

Walk-throughs forms documentation.



### **Action Step 3**

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

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

Instructional Coach, ETO Reading CSS

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

09/25/13

#### **Evidence of Completion**

Handouts, Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G2.B5.S1**

Implementation of lesson plans and instructional routines.

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

Instructional Coach, Assistant Principal, Principal

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

On-going

#### **Evidence of Completion**

Walk-throughs documentation and/or checklist

### **Plan to Monitor Effectiveness of G2.B5.S1**

Monitor Implementation of lesson plans and instructional routines.

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

Instructional Coach, Asssistant Principal, Principal

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

On-going

#### **Evidence of Completion**

Walk-throughs documentation and/or checklist

**G3.** Our Reading goal is to increase the amount of Students with Disabilities (SWD) AMO subgroup achieving proficiency from 13 percentage points to 55%.

**G3.B2** For our SWD subgroup, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- [LA.3-5.1.7.3] Chronological order; Conclusions/inferences, Relevant details, Reading Application [NGSSS]. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently.

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

#### **Action Step 1**

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

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

Principal, Assistant Principal, Instructional Coach, ETO CSS

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

06/05/14

##### **Evidence of Completion**

Evidence of Data Chats, Agendas, Sign-in sheets

#### **Action Step 2**

Conduct classroom walk-throughs to monitor the implementation of the alignment of instructional resources and data to meet students' needs.

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

Principal, Assistant Principal, Instructional Coach.

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

06/05/14

##### **Evidence of Completion**

Classroom Walk-throughs, observations(Informal and Formal)

### **Action Step 3**

Implement appropriate strategies and accommodations for all SWD students.

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

ESE Teachers, Reading Teachers, Instructional Coach, ETO CSS

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

Differentiated Instruction time, Whole group Instruction

#### **Evidence of Completion**

PD Follow Up, Interactive Journals, Walk-through's documentation

#### **Facilitator:**

Instructional Coach, CRISS Approved Trainer

#### **Participants:**

ESE Teachers, Reading Teachers, Instructional Coach, CSS

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

Monitor effective use of Data

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

Instructional Coach, ETO CSS, Administration

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

Common Planning Time

#### **Evidence of Completion**

Walk-through's documentation, Interactive Journals, Monthly Assessments, Students authentic work

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

Monitor the implementation of data driven instruction.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal, LLT, RtI Team

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

Monthly

#### **Evidence of Completion**

Students Assessments, Students Authentic Work, Student Journals, Data Chats

**G4.** Our Reading goal is to increase the amount of English Language Learners (ELL) AMO subgroup achieving proficiency from 26 percentage points to 45%.

**G4.B1** For our ELL subgroup, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**G4.B1.S1** Utilize effective reading comprehension and writing strategies.

### **Action Step 1**

Plan and provide scaffolded instruction for ELL based on language performance indicators and level of proficiency.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Use of ESOL Strategies, Classroom Walk-throughs

### **Action Step 2**

Use of diverse instructional tools to provide the students with multiple strategies to determine the meaning of new words encountered in the text.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

Ongoing

#### **Evidence of Completion**

Monthly Benchmark Assessments, District Quarterly Assessments, Interactive Journals

#### **Facilitator:**

Instructional Reading Coach

#### **Participants:**

Instructional Coach, Reading Teachers (K-5)

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

Students utilize the strategies to "attack a new word"

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

Instructional Coach, ETO CSS, Principal, Assistant Principal,

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

On-going

#### **Evidence of Completion**

Monthly Benchmark Assessments, Interim Assessments, Walkthroughs documentation, Interactive Journals

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

Students ability to apply strategies learned

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

Instructional Coach, ETO CSS, Literacy Team, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Monthly Benchmark Assessments, District Quarterly Assessments, Interactive Journals, Walkthroughs Documentation

#### **G4.B1.S2** Implement a school-wide independent reading plan.

##### **Action Step 1**

The LLT will implement the use of the program Accelerated Reader to increase students reading proficiency, fluency and increased vocabulary acquisition. Teachers and LLT will monitor the students' progress. Students should show one year growth on the third Star assessment.

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

LLT, Instructional Coach, Principal, Assistant Principal

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

Instructional Time

##### **Evidence of Completion**

Interactive Journals, Benchmark Assessments, Walkthroughs Documentation, AR Reports

##### **Facilitator:**

Instructional Coach

##### **Participants:**

Teachers, Students

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

Students will return to the text to verify answers.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

##### **Evidence of Completion**

Walkthroughs Documentation, Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support document

## Plan to Monitor Effectiveness of G4.B1.S2

Implement and monitor the use of the Accelerated Reader program.

### Person or Persons Responsible

Instructional Coach, ETO CSS, Principal, Assistant Supervisor

### Target Dates or Schedule

On-going

### Evidence of Completion

Accelerated Reader Reports

## G4.B1.S3 Implement and monitor targeted interventions and enrichment opportunities.

### Action Step 1

Track and monitor students progress

### Person or Persons Responsible

LLT, Instructional Coach, CSS, Principal, Assistant Principal

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data Chats, Data Reports, Sign-in Sheets, Data Graphs

### Facilitator:

Effective use of Data 3-5

### Participants:

LLT, Instructional Coach, CSS

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

Data analysis to target students' weaknesses and progress.

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

LLT, Instructional Coach, CSS, Principal, Assistant Principal

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

Monthly

#### **Evidence of Completion**

Data Chats, Data Reports, Sign-in sheets

### **Plan to Monitor Effectiveness of G4.B1.S3**

Monitor students' progress on an ongoing basis.

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

LLT, Instructional Coach, ETO CSS, Principal, Assistant Principal, Instructional supervisor

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

Monthly

#### **Evidence of Completion**

Data Chats, Sign-in Sheets Data Reports



**G5.** Our goal for the 2014 FCAT Reading Test is to increase the learning gains by 4 percentage points from 56% to 60% of students scoring in the lowest 25%.

**G5.B4** For our Lowest 25 %, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**G5.B4.S1** Plan for deliver of lessons that follow an instructional routine.

### **Action Step 1**

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

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

Instructional Coach, ETO CSS

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

On-going

#### **Evidence of Completion**

DI Groups, Classroom Walk-throughs.

### **Action Step 2**

Teachers will utilize strategies such as word sorts, interviewing of a word, Frayer Model, implementation of interactive Word Walls; utilize graphic organizers to analyze words such as spectrum of a word, word arrays, concept of definition map, interviewing of word, SWIM (sentence, word, illustration, meaning) and multiple meaning charts, among others.

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

ESE Teachers, Reading Teachers, Instructional Coach

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

Common Planning Time, Instructional Time

#### **Evidence of Completion**

Walk-throughs Documentation, DI lesson Plans

#### **Facilitator:**

Instructional Coach

#### **Participants:**

ESE Teachers, Reading Teachers (K- 5)

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

Students' ability to interact in the text with a new word.

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

LLT, Instructional Coach, ETO CSS, Principal, Assistant Principal, RtI Team

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

Monthly

#### **Evidence of Completion**

Monthly Assessments, Students' interactive Journals, Walk-through's Documentation

### **Plan to Monitor Effectiveness of G5.B4.S1**

Monitor the implementation of small group and differentiated instruction activities.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs.

**G6.** Our goal is to increase the amount of students proficient in Listening/Speaking by six percentage points from 36% to 42%, Reading will increase from 21% to 29 % and Writing will increase from 15% to 24% on the 2014 CELLA.

**G6.B1** Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**G6.B1.S1** Utilize effective reading comprehension and writing strategies.

### **Action Step 1**

Plan for and provide opportunities for students to work collaboratively to build academic language.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Classroom Walk-throughs, Lesson Plans

### **Action Step 2**

Use of diverse instructional tools such as Graphic Organizers and Visuals to provide the students with multiple strategies to determine the meaning of new words encountered in the text.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

Ongoing

#### **Evidence of Completion**

Monthly Benchmark Assessments, District quarterly Assessments, Interactive Journals

#### **Facilitator:**

Instructional Reading Coach

#### **Participants:**

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

Students utilize the strategies to "attack a new word"

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

Instructional Coach, ETO CSS, Principal, Assistant Principal,

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

Ongoing

#### **Evidence of Completion**

Monthly Benchmark Assessments, Interim Assessments, Walk-throughs Documentation, Interactive Journals

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

Students ability to apply strategies learned.

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

Instructional Coach, ETO CSS, Literacy Team, Principal, Assistant Principal

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

Ongoing

#### **Evidence of Completion**

Monthly Benchmark Assessments, District Quarterly Assessments, Interactive Journals, Walkthroughs Documentation

**G7.** Our Science goal is to increase the percentage of students scoring 3 or above on the 2014 Science FCAT from 31 percentage points to 35 percentage points. Students scoring 4 or above will increase from 9 percentage points to 11 percentage points.

**G7.B1** According to the results of the 2013 FCAT 2.0 Science assessment, the area of greatest difficulty for students was Reporting Category 1- Nature of Science; Limited time to increase rigor through weekly science labs and independent science projects is our greatest factor.

**G7.B1.S1** Increase rigor in science writing as evidence in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

### **Action Step 1**

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

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

Administrators, Science Instructional Coach, Teachers

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

On-going

#### **Evidence of Completion**

Walk-through Observations and Interactive Journals.

### **Action Step 2**

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

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

Administrators, Instructional Coaches, Teachers

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

On-going

#### **Evidence of Completion**

Walk-throughs and Interactive Journals

### **Action Step 3**

Provide teachers professional development in the effective use of the Interactive Journals.

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

Administrators, Science CSS, Instructional Coach, Teachers

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

Ongoing throughout the year.

#### **Evidence of Completion**

Science Interactive Journals, Walk-throughs, Common Planning Time

#### **Facilitator:**

Correlating Science and Reading, Science Instructional Coach

#### **Participants:**

Primary Science Teachers

### **Action Step 4**

Provide support and professional development for teachers on the Interactive Journals as well as the use of structured and unstructured graphic organizers to scaffold the cognitive complexity of the standards.

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

Administrators, Science CSS, Instructional Coach, Teachers

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

Ongoing throughout the year.

#### **Evidence of Completion**

Science Fair Projects, Walk-throughs, Increase in the Science FCAT scores

#### **Facilitator:**

Science Instructional Coach

#### **Participants:**

Intermediate Teachers

### **Action Step 5**

Provide professional development for teachers to assist in the development of Instructional strategies through the use of modeling, lesson planning and delivery.

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

Administration, Curriculum Support Specialist, Instructional Science Coach, Teachers

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

Ongoing monitoring monthly classroom walk-throughs, modeling lessons, monitoring and analyzing data through Data Chats.

#### **Evidence of Completion**

Formative Benchmark assessments, District Interim Data Reports and Interactive Journals are among the evaluation tools that will be used to ensure the deficiency is being addressed.

#### **Facilitator:**

Science Instructional Coach

#### **Participants:**

All Science Teachers

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

The effective use of Interactive Journals.

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

Science CSS, Science Instructional Coach

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

October 9, 2013

#### **Evidence of Completion**

Attendance Roster, Lesson Plans , Interactive Journals, Observations

### **Plan to Monitor Effectiveness of G7.B1.S1**

Teachers will include the use of Interactive Journals as well as structured and unstructured graphic organizers during planning and instruction.

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

Science CSS, Science Instructional Coach, Principal and Assistant Principal.

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

On-going

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs, Interactive Journals

### **G7.B1.S2 Utilize planning to develop lessons that incorporate the use of The Gradual Release Model.**

#### **Action Step 1**

Model the delivery of instruction designed as a result of unwrapping the benchmark while incorporating the Gradual Release of Responsibility Model.

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

Science CSS, Science Instructional Coach

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

On-going

#### **Evidence of Completion**

Lesson Plans, Interactive Journal, Observations

#### **Action Step 2**

Teachers provide students with opportunities to use collaborative strategies during the "They Do" portion of the lesson.

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

Administrators, Science CSS, Science Instructional Coach,

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

On-going

#### **Evidence of Completion**

Lesson Plans, Observation, Interactive Journal



### **Action Step 3**

Monitor all aspects of the Gradual Release Model and the use of collaborative strategies during the "They Do" portion of the lesson through classroom Walk-throughs during formal and informal observations.

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

Administrators, Science CSS, Science Instructional Coach

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

on-going

#### **Evidence of Completion**

Formal Observations, Classroom Walk-throughs, Student Work, Interactive Journal

### **Action Step 4**

Provide professional development in Unwrapping the Benchmark for teachers K-5, thus enabling them to construct and implement lesson plans that follow all steps in the Gradual Release of Responsibility Model.

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

Science CSS, Science Instructional Coach

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

October 2, 2013

#### **Evidence of Completion**

Observations, Interactive Journals

#### **Facilitator:**

Science Instructional Coach

#### **Participants:**

All Science Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S2**

Provide support through the use of P.D. implementation to enable the development of lessons that incorporate the Gradual Release Model.

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

Instructional Science Coach and Science CSS

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

On-going

#### **Evidence of Completion**

Attendance roster, Lesson Plans, Observations and Interactive Journals.

### **Plan to Monitor Effectiveness of G7.B1.S2**

Monitor all aspects of the Gradual Release Model and the use of collaborative strategies.

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

Science CSS, Science Instructional Coach, Principal and Assistant Principal

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

During informal and formal observations

#### **Evidence of Completion**

Classroom Walkthroughs, Observations, Lesson Plans

**G8.** The SECME Afterschool Program will be implemented for 120 Kindergarten- 5th Grade students. It is estimated that 20% of the 3rd, 4th, 5th grade students participating in SECME program will compete in the SECME Olympiad, District STEM Competition.

**G8.B1** The SECME program is limited in materials and resources for the primary grades. In addition, technology throughout the building is limited and does not allow students to effectively engage in research based projects.

**G8.B1.S1** Ensure a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.)

### **Action Step 1**

Increase the participation in Science Competitions

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

Administration, SECME Site Coordinator and SECME Teachers

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

On-going

#### **Evidence of Completion**

Participation of Competitions.

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Monitor the participation in the Science Fair and SECME Olympiad.

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

Administration, SECME Site Coordinator, SECME Teachers.

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

On-going

#### **Evidence of Completion**

Participation of Competitions

### **Plan to Monitor Effectiveness of G8.B1.S1**

Monitor the increase of student participation in Science competitions.

**Person or Persons Responsible**

Administration, SECME Site Coordinator

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student Based Project Entries

### **Plan to Monitor Fidelity of Implementation of G8.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Effectiveness of G8.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G8.B1.S3** Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

**Action Step 1**

Engage students in experimentation, research, and hands-on rigorous activities with standards, inquiry, and project based learning which in turn will reflect in the improvement in academic performance.

**Person or Persons Responsible**

Administration, SECME Site Coordinator, SECME Teachers.

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Formative Benchmark assessments, District Interim Data Reports, STEM related experiences, Project Based Evidence.

**Plan to Monitor Fidelity of Implementation of G8.B1.S3**

Monitor the implementation of rigorous activities.

**Person or Persons Responsible**

Administration, SECME Site Coordinator

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Formative Benchmark Assessments, District Interim Data Reports, Project Based Learning evidence.

**Plan to Monitor Effectiveness of G8.B1.S3**

Monitor Effectively the engagement of students in Project Based Learning activities.

**Person or Persons Responsible**

Administration, SECME Site Coordinator

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Formative Benchmark Assessment, District Interim Data Reports, Project-Based Learning Evidence.

**G9.** Our goal is to decrease by 1%, the number of students with excessive absences, students retained in (K-5), students who receive two or more behavioral referrals that lead to suspension and decrease the number of non-proficient in reading by 3rd grade by 8

**G9.B1** Academic achievement is correlated to student attendance and behavioral issues.

**G9.B1.S1** Conduct student orientation during the first two weeks to detail attendance expectations and procedures.

**Action Step 1**

Students are familiar with Attendance expectations.

**Person or Persons Responsible**

Assistant Principal, Counselor

**Target Dates or Schedule**

08/29/13

**Evidence of Completion**

Evidence meeting took place. Attendance Logs

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Implement Attendance expectation assemblies for all students

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

08/27-28/13

**Evidence of Completion**

Code of Student Conduct parent signature page.

### Plan to Monitor Effectiveness of G9.B1.S1

Monitor attendance procedures

**Person or Persons Responsible**

Principal, Assistant Principal, Counselor

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Cognos reports, Attendance Review committees.

**G9.B1.S2** The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

**Action Step 1**

Monitor the behavioral referrals and provide students and their family with support.

**Person or Persons Responsible**

MTSS/Rtl Members, Administration, Counselor

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Cognos Reports, Referral documentation, Logs, SST documentation

### Plan to Monitor Fidelity of Implementation of G9.B1.S2

Monitor the behavioral referrals and provide students and their family with support.

**Person or Persons Responsible**

Assistant Principal, Counselor

**Target Dates or Schedule**

On-going

**Evidence of Completion**

SCAMS Documentation, Parent Contact Logs

### Plan to Monitor Effectiveness of G9.B1.S2

Provide students and their families with counseling and support.

**Person or Persons Responsible**

Assistant Principal, Counselor

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Log of Behavioral Referrals

**G9.B1.S3** The RtI committee will track and monitor students' who are non-proficient in reading progress by gathering data to make suggestions to teacher's instruction if needed and provide interventions.

**Action Step 1**

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

**Person or Persons Responsible**

RtI Committee

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Problem Solving worksheets, Intervention Schedules, DI Groups, Data, Agenda, Sign in Sheets

### Plan to Monitor Fidelity of Implementation of G9.B1.S3

Track and Monitor students who are non-proficient in reading.

**Person or Persons Responsible**

RtI Committee

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Intervention Schedule, EASY-B Charts, School Support Team, LEP Committee's



### **Plan to Monitor Effectiveness of G9.B1.S3**

Monitor small group instruction aligned to data.

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

Principal, Assistant Principal, Instructional Coach.

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

On-going

#### **Evidence of Completion**

Data Chats, DI Groups, Lesson Plans

**G10.** Our Writing goal for the 2013-2014 school year is to increase the percentage of students scoring at or above FCAT Level 4.

**G10.B1** The area of greatest deficiency for Grade 4, as noted on the 2013 FCAT 2.0 Writing Assessment is Support and Conventions. The writing application skills, elaboration and expanding on details need improvement. Additionally, students exhibited an inconsistent application of proper conventions, as there are many barriers when teaching writing; English as a Second language is an annual obstacle. Subject verb-agreement and inadequate use of possessive nouns are just two of the skills that have proven to be confusing for students.

**G10.B1.S1** Provide Instruction of the various modes of writing throughout the entire writing process.

#### **Action Step 1**

Model the writing process using student writing pieces, mentor text, and teacher-generated writing process.

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

Writing CSS, Instructional Coach, Writing Teacher.

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

On-going

#### **Evidence of Completion**

Lesson Plans, Journals, Observations

### **Action Step 2**

Utilize student journals to demonstrate evidence of the writing process from planning to publishing.

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

Writing CSS, Instructional Coach, Writing Teacher

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

On-going

#### **Evidence of Completion**

Journals, Lesson Plans

### **Action Step 3**

Provide students with opportunities to revise their writing using rubrics and revision strategies.

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

Writing CSS, Instructional Coach, Writing Teachers

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

on-going

#### **Evidence of Completion**

Journals, Lesson Plans, Observations

### **Action Step 4**

Conduct classroom walk-throughs to monitor the implementation of the writing process within journals

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

Writing CSS, Instructional Coach, Principal and Assistant Principal.

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

On-going

#### **Evidence of Completion**

Journals, Classroom Walk-throughs, and Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G10.B1.S1**

Monitor the implementation of the entire writing process.

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

Instructional Coach, Writing CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Student Interactive Journals, Student Published Pieces, Monthly Benchmark Assessment

### **Plan to Monitor Effectiveness of G10.B1.S1**

Monitor the use of rubrics and journals through the implementation of the writing process.

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

Instructional Coach, Writing CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Student Interactive Journals, Student Published Pieces, Monthly Benchmark Assessment

### **G10.B1.S2 Implement and monitor the effective use of data in writing instruction.**

#### **Action Step 1**

Utilize the Write Score program to track and monitor students' performance and to make decisions regarding interventions as well as utilize the data to drive instruction.

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

Writing CSS, Instructional Coach, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Write Score Data, Lesson Plans

## **Action Step 2**

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

### **Person or Persons Responsible**

Writing CSS, Instructional Coach, Principal, Assistant Principal

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Write Score Data, Monitor Student Data, Data Chats,

## **Action Step 3**

Provide Data Driven Differentiated Instruction to meet the students needs more effectively.

### **Person or Persons Responsible**

Writing Teacher

### **Target Dates or Schedule**

Classroom Instruction

### **Evidence of Completion**

Writer's Workshop Journals, Write Source, Monthly Writing Assessments

## **Plan to Monitor Fidelity of Implementation of G10.B1.S2**

Monitor data being used to drive instruction and provide progress monitoring to ensure students needs are being met.

### **Person or Persons Responsible**

Instructional Coach, Writing CSS, Principal, Assistant Principal

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Walk-through documentation, Lesson Plans, Interactive Writing Journal, Data Chats

## **Plan to Monitor Effectiveness of G10.B1.S2**

Monitor the effective use of data in writing instruction.

### **Person or Persons Responsible**

Instructional Coach, Writing CSS, Principal, Assistant Principal

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Interactive Writing Journals, Walk-through documentation, Lesson Plans, Write Score Data

## **G10.B1.S3 Plan for and deliver writing lessons that follow an instructional routine.**

### **Action Step 1**

Conduct classroom walk-throughs to monitor the implementation of writing lessons and the instructional routine.

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

Writing CSS, Instructional Coach, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Classroom Walk-throughs, Lesson Plans

### **Action Step 2**

Utilize the writing rubric to score student papers and provide feedback to students.

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

Writing CSS, Instructional Coach, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Student work samples, Interactive Journals, Classroom Walk-throughs.

### **Action Step 3**

Implement the Gradual Release Model within the writing instructional block.

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

Writing CSS, Instructional Coach, Principal, and Assistant Principal

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

On-going

#### **Evidence of Completion**

Informal and Formal Observations, Lesson Plans

### **Action Step 4**

Monitor student performance to make sound decisions regarding intervention for low performing students and provide enrichment for the high performing students.

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

Instructional Coach, Writing ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Write Score Data, DI Lesson Plans

### **Action Step 5**

Provide professional development on the writing instructional framework and routines.

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

Writing CSS, Instructional Coach, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Integration of Writer's Workshop.

### **Plan to Monitor Fidelity of Implementation of G10.B1.S3**

Monitor the implementation of writing lessons and the instructional routine.

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

Instructional Coach, Writing CSS, Principal, Assistant Principal,

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

On-going

#### **Evidence of Completion**

Write Score Data, Monthly Assessments, Data Chats, DI Lesson Plans, Walk-throughs documentation

### **Plan to Monitor Effectiveness of G10.B1.S3**

Monitor the implementation and the delivery of writing lessons.

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

Instructional Coach, Writing CSS, Principal, Assistant Principal.

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

On-going

#### **Evidence of Completion**

Write Score Data, Lesson Plans, Walk-through Documentation, Monthly Assessment, Data Chats

**G11.** Our goal for students scoring at 3 or above on the 2014 Math FCAT 2.0 will increase from 32 percentage points to 36%. Students scoring 4 or above will increase from 18 percentage points to 20%.

**G11.B1** According to the results of the 2013 FCAT 2.0, students in Grade 3 scoring at or above Achievement Level 3 experienced difficulty in Reporting Category 2, Number: Fractions. Students need many and varied opportunities to engage in exploration and inquiry activities that will develop higher order thinking skills.

**G11.B1.S3** Weekly Common Planning with subject area teachers and Math Coach. Provide increased opportunities for students to utilize enrichment activities in the Go Math Common Core Edition program. Utilize the NGSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

### **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, Instructional Coach, ETO CSS

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

On-going

#### **Evidence of Completion**

Detailed lesson plans, Coaching logs, Coaching schedules, Walk-throughs

### **Action Step 2**

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

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

Instructional Coach, ETO CSS

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

6/5/14

#### **Evidence of Completion**

Common Planning Agendas, Common Planning sign-in sheets, Lesson Plans created during common planning



### **Plan to Monitor Fidelity of Implementation of G11.B1.S3**

Working collaboratively during common planning to create lesson plans using backward planning.

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

Principal, Assistant Principal, Instructional Coach, ETO CSS

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

Weekly Common Planning Session

#### **Evidence of Completion**

6/5/14

### **Plan to Monitor Effectiveness of G11.B1.S3**

Working collaboratively during common planning to create lesson plans using backward planning.

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

Principal, Assistant Principal, Instructional Coach, ETO CSS

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

6/5/14

#### **Evidence of Completion**

Common Planning Agendas, Common Planning sign-in sheets, Lesson Plans created during common planning

**G11.B1.S4** Incorporate a variety of Higher Order Thinking Strategies into lesson delivery using various collaborative strategies.

#### **Action Step 1**

Creating and answering Essential Questions, Utilize Webb's Depth of Knowledge Model to create the Higher Order Thinking Questions, The use of ITEM Specs

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

Classroom Teacher, Instructional Coach, ETO CSS

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

On a daily basis

#### **Evidence of Completion**

District Benchmark Assessments, Monthly Assessments

### **Plan to Monitor Fidelity of Implementation of G11.B1.S4**

Creating and answering Essential Questions, Utilize Webb's Depth of Knowledge Model to create the Higher Order Thinking Questions, The use of ITEM Specs

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

Instructional Coach, ETO CSS

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

On an ongoing basis

#### **Evidence of Completion**

District Benchmark Assessments, Monthly Assessments

### **Plan to Monitor Effectiveness of G11.B1.S4**

Implementation of Higher Order Thinking questions and collaborative strategies.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On an ongoing basis

#### **Evidence of Completion**

Student's Interactive Journals, Walk-through documentation

**G12.** Our Math goal is to increase the amount of Hispanic subgroup students achieving proficiency from 53 percentage points to 66%. Our Black AMO subgroup will increase from 52 % to 69%. Our ED group will increase from 30 percentage points to 66%.

**G12.B4** The Hispanic, Black and ED subgroups did not make their 2013 AMO Target Proficiency. These subgroups need multiple opportunities to use mathematics vocabulary in real world situations and to apply knowledge to solving word problems.

**G12.B4.S1** Use data to set goals and differentiate instruction.

**Action Step 1**

Utilize technology to differentiate instruction.

**Person or Persons Responsible**

Math Teacher, Instructional Coach, ETO CSS

**Target Dates or Schedule**

On-going

**Evidence of Completion**

DI groups charts, SuccessMaker Reports, Walk-throughs.

**Action Step 2**

Use data to progress monitor students' mastery of targeted grade level objective.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student Work samples, Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G12.B4.S1**

Monitor the implementation of the DI groups.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

DI Group Rotation Charts, Go Math Intervention, SuccessMaker Reports, Walk-throughs

### **Plan to Monitor Effectiveness of G12.B4.S1**

Analyze data reports to ensure implementation of DI groups is accurate.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Topic Assessment Data, DI groups activities, Walk-throughs.

**G13.** Our Math goal is to increase the amount of Students with Disabilities (SWD) AMO subgroup achieving proficiency from 30 percentage points to 46%.

**G13.B3** The SWD subgroup did not make their 2013 FCAT AMO Target Proficiency. SWD students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

**G13.B3.S1** Utilize the NGSS/Common Core when planning and delivering lessons utilizing the Gradual Release of Responsibility Lesson Delivery Model.

#### **Action Step 1**

Include ESE strategies in the "You Do" portion of lesson for students who need additional support.

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

SWD Teachers, Instructional Coach, Principal, Assistant Principal

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

On-going

##### **Evidence of Completion**

Lesson Plan, Differentiated Instruction, Walk-throughs.

#### **Action Step 2**

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

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

Instructional Coach, ETO CSS, Principal, Assistant Principal.

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

on-going

##### **Evidence of Completion**

Lesson Plans, Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G13.B3.S1**

Monitor the delivery of the Gradual Release Model

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs

### **Plan to Monitor Effectiveness of G13.B3.S1**

Monitor all components of the Gradual Release Model.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Interactive Journals, Student Work Samples, Walk-throughs

**G14.** Our Math goal is to increase the amount of English Language Learners (ELL) AMO subgroup achieving proficiency from 48 percentage points to 66%.

**G14.B7** The ELL subgroup did not make their 2013 FCAT AMO Proficiency, Students lack understanding of challenging vocabulary and ways to represent the vocabulary using pictorial representations, graphs and diagrams.

**G14.B7.S1** Plan and Deliver lessons using the Gradual Release Model.

**Action Step 1**

Include ELL strategies in the "You Do" portion of the lesson for students who need additional support.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson Plans, Student Work samples, Classroom Walk-throughs

**Action Step 2**

Plan and implement appropriate strategies and accommodations for all ELL students.

**Person or Persons Responsible**

Instructional Coach, ETO CSS, Principal, Assistant Principal

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson Plans, Student Work samples, Classroom Walkt-hroughs, ESOL Strategies

### **Plan to Monitor Fidelity of Implementation of G14.B7.S1**

Monitor the "You Do" portion of the Gradual Release Model

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Student Work samples, Classroom Walk-throughs

### **Plan to Monitor Effectiveness of G14.B7.S1**

Ensure that lesson plans include opportunities for students who need additional support.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Student Work samples, Classroom Walk-throughs, ESOL Strategies



**G15.** Our goal for the 2014 FCAT Math Test is to increase students achieving Learning Gains by 3 percentage points from 66% to 69%.

**G15.B8** According to the 2013 Math FCAT 2.0, Students making Learning Gains lack understanding of challenging vocabulary and ways to represent the vocabulary using pictorial representations, graphs and diagrams. Students need more opportunities to engage in exploration and inquiry activities that will develop higher order thinking skills.

**G15.B8.S1** Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

### **Action Step 1**

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

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

Math Teachers, Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lesson Plans, Pacing Guides, Instructional Focus Calendars.

### **Action Step 2**

Deliver Instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plan.

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

Math Teachers, Instructional Coach, ETO CSS

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

On-going

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs.

### **Plan to Monitor Fidelity of Implementation of G15.B8.S1**

Monitor the delivery of the Gradual Release of Responsibility Model.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal.

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

On-going

#### **Evidence of Completion**

Lesson Plans, Classroom Observations

### **Plan to Monitor Effectiveness of G15.B8.S1**

Evidence of the development of lessons incorporating all components of the Gradual Release Model.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

On-going

#### **Evidence of Completion**

Lessons Plans, Common Planning Agendas, Classroom Walk-throughs.

**G16.** Our goal for Math is to increase the learning gains by 5 percentage points from 54% to 59% for students scoring in the lowest 25%.

**G16.B8** According to the 2013 Math FCAT 2.0, Students in the lowest 25 % lack understanding of challenging vocabulary and ways to represent the vocabulary using pictorial representations, graphs and diagrams. These students need multiple opportunities to use mathematics vocabulary in real world situations and to apply knowledge to solving word problems.

**G16.B8.S1** Use data to differentiate instruction and set goals.

### **Action Step 1**

Use data to progress monitor students' mastery of targeted grade level objective and essential content.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal.

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

On-going

#### **Evidence of Completion**

Interactive Journals, Classroom Walkthroughs, Student Work Samples, DI Groups

### **Action Step 2**

Structure independent Centers so that students are able to practice primary and secondary skillsInstructional

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

Coach, ETO CSS, Principal, Assistant Principal.

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

On-going

#### **Evidence of Completion**

Classroom Walk-throughs, Lesson Plans, Student Work Samples

### **Action Step 3**

Utilize technology to differentiate Instructions.

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

Math Teachers, Instructional Coach, ETO CSS.

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

On-going

#### **Evidence of Completion**

SuccessMaker Reports, DI rotation Charts, Classroom Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G16.B8.S1**

Monitor differentiated groups and independent center activities.

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

Instructional Coach, ETO CSS, Principal Assistant Principal

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

On-going

#### **Evidence of Completion**

Walk-throughs, Student Work Samples, SuccessMaker Reports, Go Math Intervention.

### **Plan to Monitor Effectiveness of G16.B8.S1**

Analyze data to ensure students mastery of targeted grade level objectives.

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

Instructional Coach, ETO CSS, Principal, Assistant Principal.

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

On-going

#### **Evidence of Completion**

Classroom Walk-throughs, DI Rotation Charts, SuccessMaker Reports, Topic Assessments Results.

## Coordination and Integration

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

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

#### Title I, Part A

Maya Angelou Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). 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; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

The district receives funds to support the Educational Alternative Outreach program.

#### Title II

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

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

#### Title III

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

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

- coaching and mentoring for ESOL and content area teachers(K-12)
- Field Trips

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application.

#### Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

Maya Angelou Elementary School collaborates with "The Homeless Assistance Program" which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be Supplemental Academic Instruction (SAI)

stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

#### District Policy Against Bullying and Harassment

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

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

#### Nutrition Programs

Maya Angelou Elementary School adheres to the following:

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

#### Housing Programs - N/A

#### Head Start – N/A

Adult Education – N/A

Career and Technical Education –N/A

Job Training –N/A

Other

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

## 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.** Our goal for students scoring at 3 or above on the 2014 Reading FCAT 2.0 will increase from 22 percentage points to 27%. Students scoring 4 or above will increase from 13 percentage points to 15%.

**G1.B3** Students' performance data from the 2013 FCAT indicates that students scoring at 3 or above Achievement Level 4 have a deficiency in Reporting Category 2- [LA.3-5.1.7.3] Chronological order; Conclusions/inferences, Relevant details, Reading Application [NGSSS]. Students experienced difficulty in making inferences and drawing conclusions within and across texts; reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands, independently and proficiently.

**G1.B3.S1** Deliver lessons that follow for an instructional routine and provide opportunities for critical thinking strategies during instruction.

### PD Opportunity 1

Through the implementation of the Gradual Release Model and utilizing graphic organizers teachers will model how to make inferences and draw conclusions, scaffolding the lesson to reach each and every student. Students will answer Higher Order Thinking questions utilizing a variety of engaging strategies. Students will become actively engaged by performing a Close Reading with Thinking codes to assist them on going back to the text to gather accurate information from the text to answer HOT questions.

#### Facilitator

Instructional Coach, ETO CSS

#### Participants

All Reading Teachers

#### Target Dates or Schedule

Whole group, Small group instruction

#### Evidence of Completion

District Assessments, Benchmark Assessments, Data Chats



**G3.** Our Reading goal is to increase the amount of Students with Disabilities (SWD) AMO subgroup achieving proficiency from 13 percentage points to 55%.

**G3.B2** For our SWD subgroup, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- [LA.3-5.1.7.3] Chronological order; Conclusions/inferences, Relevant details, Reading Application [NGSSS]. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently.

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

### **PD Opportunity 1**

Implement appropriate strategies and accommodations for all SWD students.

#### **Facilitator**

Instructional Coach, CRISS Approved Trainer

#### **Participants**

ESE Teachers, Reading Teachers, Instructional Coach, CSS

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

Differentiated Instruction time, Whole group Instruction

#### **Evidence of Completion**

PD Follow Up, Interactive Journals, Walk-through's documentation

**G4.** Our Reading goal is to increase the amount of English Language Learners (ELL) AMO subgroup achieving proficiency from 26 percentage points to 45%.

**G4.B1** For our ELL subgroup, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**G4.B1.S1** Utilize effective reading comprehension and writing strategies.

### **PD Opportunity 1**

Use of diverse instructional tools to provide the students with multiple strategies to determine the meaning of new words encountered in the text.

#### **Facilitator**

Instructional Reading Coach

#### **Participants**

Instructional Coach, Reading Teachers (K-5)

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

Ongoing

#### **Evidence of Completion**

Monthly Benchmark Assessments, District Quarterly Assessments, Interactive Journals

**G4.B1.S2** Implement a school-wide independent reading plan.

### **PD Opportunity 1**

The LLT will implement the use of the program Accelerated Reader to increase students reading proficiency, fluency and increased vocabulary acquisition. Teachers and LLT will monitor the students' progress. Students should show one year growth on the third Star assessment.

#### **Facilitator**

Instructional Coach

#### **Participants**

Teachers, Students

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

Instructional Time

#### **Evidence of Completion**

Interactive Journals, Benchmark Assessments, Walkthroughs Documentation, AR Reports

**G4.B1.S3** Implement and monitor targeted interventions and enrichment opportunities.

**PD Opportunity 1**

Track and monitor students progress

**Facilitator**

Effective use of Data 3-5

**Participants**

LLT, Instructional Coach, CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Chats, Data Reports, Sign-in Sheets, Data Graphs

**G5.** Our goal for the 2014 FCAT Reading Test is to increase the learning gains by 4 percentage points from 56% to 60% of students scoring in the lowest 25%.

**G5.B4** For our Lowest 25 %, Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**G5.B4.S1** Plan for delivery of lessons that follow an instructional routine.

**PD Opportunity 1**

Teachers will utilize strategies such as word sorts, interviewing of a word, Frayer Model, implementation of interactive Word Walls; utilize graphic organizers to analyze words such as spectrum of a word, word arrays, concept of definition map, interviewing of word, SWIM (sentence, word, illustration, meaning) and multiple meaning charts, among others.

**Facilitator**

Instructional Coach

**Participants**

ESE Teachers, Reading Teachers (K- 5)

**Target Dates or Schedule**

Common Planning Time, Instructional Time

**Evidence of Completion**

Walk-throughs Documentation, DI lesson Plans

**G6.** Our goal is to increase the amount of students proficient in Listening/Speaking by six percentage points from 36% to 42%, Reading will increase from 21% to 29 % and Writing will increase from 15% to 24% on the 2014 CELLA.

**G6.B1** Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language [Domain 2, CCSS.ELA-Literacy.RL.3.4].

**G6.B1.S1** Utilize effective reading comprehension and writing strategies.

### **PD Opportunity 1**

Use of diverse instructional tools such as Graphic Organizers and Visuals to provide the students with multiple strategies to determine the meaning of new words encountered in the text.

#### **Facilitator**

Instructional Reading Coach

#### **Participants**

Instructional Coach, ETO CSS, Principal, Assistant Principal

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

Ongoing

#### **Evidence of Completion**

Monthly Benchmark Assessments, District quarterly Assessments, Interactive Journals

**G7.** Our Science goal is to increase the percentage of students scoring 3 or above on the 2014 Science FCAT from 31 percentage points to 35 percentage points. Students scoring 4 or above will increase from 9 percentage points to 11 percentage points.

**G7.B1** According to the results of the 2013 FCAT 2.0 Science assessment, the area of greatest difficulty for students was Reporting Category 1- Nature of Science; Limited time to increase rigor through weekly science labs and independent science projects is our greatest factor.

**G7.B1.S1** Increase rigor in science writing as evidence in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

### **PD Opportunity 1**

Provide teachers professional development in the effective use of the Interactive Journals.

#### **Facilitator**

Correlating Science and Reading, Science Instructional Coach

#### **Participants**

Primary Science Teachers

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

Ongoing throughout the year.

#### **Evidence of Completion**

Science Interactive Journals, Walk-throughs, Common Planning Time

### **PD Opportunity 2**

Provide support and professional development for teachers on the Interactive Journals as well as the use of structured and unstructured graphic organizers to scaffold the cognitive complexity of the standards.

#### **Facilitator**

Science Instructional Coach

#### **Participants**

Intermediate Teachers

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

Ongoing throughout the year.

#### **Evidence of Completion**

Science Fair Projects, Walk-throughs, Increase in the Science FCAT scores

### **PD Opportunity 3**

Provide professional development for teachers to assist in the development of Instructional strategies through the use of modeling, lesson planning and delivery.

#### **Facilitator**

Science Instructional Coach

#### **Participants**

All Science Teachers

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

Ongoing monitoring monthly classroom walk-throughs, modeling lessons, monitoring and analyzing data through Data Chats.

#### **Evidence of Completion**

Formative Benchmark assessments, District Interim Data Reports and Interactive Journals are among the evaluation tools that will be used to ensure the deficiency is being addressed.

**G7.B1.S2** Utilize planning to develop lessons that incorporate the use of The Gradual Release Model.

### **PD Opportunity 1**

Provide professional development in Unwrapping the Benchmark for teachers K-5, thus enabling them to construct and implement lesson plans that follow all steps in the Gradual Release of Responsibility Model.

#### **Facilitator**

Science Instructional Coach

#### **Participants**

All Science Teachers

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

October 2, 2013

#### **Evidence of Completion**

Observations, Interactive Journals

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total   |
|-------|---|---------|
| G7.   | Our Science goal is to increase the percentage of students scoring 3 or above on the 2014 Science FCAT from 31 percentage points to 35 percentage points. Students scoring 4 or above will increase from 9 percentage points to 11 percentage points. | \$1,500 |
| G11.  | Our goal for students scoring at 3 or above on the 2014 Math FCAT 2.0 will increase from 32 percentage points to 36%. Students scoring 4 or above will increase from 18 percentage points to 20%.   | \$2,000 |
| Total |   | \$3,500 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Technology | Total   |
|----------------|------------|---------|
| EESAC          | \$3,500    | \$3,500 |
| Total          | \$3,500    | \$3,500 |

### Budget Details

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

**G7.** Our Science goal is to increase the percentage of students scoring 3 or above on the 2014 Science FCAT from 31 percentage points to 35 percentage points. Students scoring 4 or above will increase from 9 percentage points to 11 percentage points.

**G7.B1** According to the results of the 2013 FCAT 2.0 Science assessment, the area of greatest difficulty for students was Reporting Category 1- Nature of Science; Limited time to increase rigor through weekly science labs and independent science projects is our greatest factor.

**G7.B1.S1** Increase rigor in science writing as evidence in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

### Action Step 5

Provide professional development for teachers to assist in the development of Instructional strategies through the use of modeling, lesson planning and delivery.

#### Resource Type

Technology

#### Resource

Digital resources that enhances and reinforces Science Content being taught.

#### Funding Source

EESAC

#### Amount Needed

\$1,500

**G11.** Our goal for students scoring at 3 or above on the 2014 Math FCAT 2.0 will increase from 32 percentage points to 36%. Students scoring 4 or above will increase from 18 percentage points to 20%.

**G11.B1** According to the results of the 2013 FCAT 2.0, students in Grade 3 scoring at or above Achievement Level 3 experienced difficulty in Reporting Category 2, Number: Fractions. Students need many and varied opportunities to engage in exploration and inquiry activities that will develop higher order thinking skills.

**G11.B1.S3** Weekly Common Planning with subject area teachers and Math Coach. Provide increased opportunities for students to utilize enrichment activities in the Go Math Common Core Edition program. Utilize the NGSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

### **Action Step 1**

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

#### **Resource Type**

Technology

#### **Resource**

The purchase of these specific document cameras are used to project images on the smart board or a screen for the purpose of presenting information to an entire classroom.

#### **Funding Source**

EESAC

#### **Amount Needed**

\$2,000