



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ojus Elementary School

18600 W DIXIE HWY

Miami, FL 33180

305-931-4881

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 80%
Alternative/ESE Center No	Charter School No	Minority Rate 87%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Ojus Elementary School

Principal

Dr. Mildred Mejia

School Advisory Council chair

Alice Graham

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

Name	Title
Mildred Mejia	Principal
Philip Cox	Assistant Principal
Alison Hirsch	Reading Coach
Raquel Trachtenberg	Math Coach
Alice Graham	Media Specialist
Robert Carrillo	Counselor
Beth Mejia	Third Grade Chairperson
Wendy Firtell	First Grade Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The EESAC is composed of a Principal and a United Teachers of Dade union steward, teachers – 5, alternate teacher- 2, parents –7, alternate parents- 4, educational support- 1, alternate educational support-1, student – 1, alternate student-1, Business Community Representative –1.

Involvement of the SAC in the development of the SIP

The EESAC reviews instructional strategies suggested to be implemented by each grade level. Members can make suggestions in reference to curriculum changes based on the review of data. The EESAC makes recommendations as to the spending of available funds.

Activities of the SAC for the upcoming school year

Monthly meetings are posted and a list is visible on the Ojus News bulletin board directly outside the main office and outside of the media center. The primary activities of the EESAC include data monitoring of FCAT, District Interim Assessments, monitoring the implementation of the SIP, and the discussion of academic strategies impacting student achievement.

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

The projected use of school improvement funds will provide books for the media center (\$1500.00) and tutoring for students performing below grade level on FCAT and District Interim Tests(\$2500.00). \$550 will provide incentives for students demonstrating academic achievement.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Mildred Mejia

Principal

Years as Administrator: 22

Years at Current School: 6

CredentialsE CHILD ED, ELEM ED,
SCHOOL PRINCIPAL**Performance Record**

2013 – School Grade – B
 Rdg. Proficiency, 66%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 47 points
 Rdg. AMO –Yes
 Math AMO–No

2012 – School Grade – A
 Rdg. Proficiency, 72%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO –Yes
 Math AMO–Yes

2011 – School Grade – A
 Rdg. Proficiency, 84%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AYP–Yes
 Math AYP –No

2010 – School Grade – A
 Rdg. Proficiency, 81%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. AYP –Yes
 Math AYP –Yes

2009 – School Grade – A
 Rdg. Proficiency, 80%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 51 points
 Rdg. AYP –Yes
 Math AYP –No

Philip Cox

Asst Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

BS-Biology Pre-Dentistry,
 MS-Computer Science,
 Certification: Computer Science
 Education, Elementary Education,
 Biology 6-12, Educational Leadership

Performance Record

2013 – School Grade – B
 Rdg. Proficiency, 66%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 47 points
 Rdg. AMO – Yes
 Math AMO – No

2012 – School Grade – B
 Rdg. Proficiency, 44%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AMO –Yes
 Math AMO–Yes

2011 – School Grade – A
 Rdg. Proficiency, 61%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 79 points
 Rdg. AYP –Yes
 Math A YP–No

2010 – School Grade – C
 Rdg. Proficiency, 53%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 79 points
 Rdg. AYP –Yes
 Math AYP –Yes

2009 – School Grade – B
 Rdg. Proficiency, 60%
 Math Proficiency, 61%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% - 66 points
Rdg. AYP –Yes
Math AYP –No

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Alison Hirsch

Full-time / School-based

Years as Coach: 1

Years at Current School: 6

Areas

Reading/Literacy, RtI/MTSS

Credentials

Bachelor of Science Elementary Education K-6
 Master of Arts in Teaching and Learning
 ESOL Endorsement
 Completed required coursework for Reading Endorsement.

Performance Record

2013 – School Grade – B
 Rdg. Proficiency, 66%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 47 points
 Rdg. AMO –No
 Math AMO–No
 2012 – School Grade – A
 Rdg. Proficiency, 72%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2011 – School Grade – A
 Rdg. Proficiency, 84%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AYP –Yes
 Math AYP –No
 2010 – School Grade – A
 Rdg. Proficiency, 81%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. AYP –Yes
 Math AYP –Yes
 2009 – School Grade – A
 Rdg. Proficiency, 80%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 51 points
Rdg. AYP –Yes
Math AYP –No

Raquel Trachtenberg

Full-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Mathematics, RtI/MTSS

CredentialsBachelor of Science Elementary Education K-6, ESOL
Endorsement**Performance Record**

2013 – School Grade – B
 Rdg. Proficiency, 66%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 47 points
 Rdg. AMO –No
 Math AMO–No

2012 – School Grade – A
 Rdg. Proficiency, 72%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO –Yes
 Math AMO–Yes

2011 – School Grade – A
 Rdg. Proficiency, 84%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AYP –Yes
 Math AYP –No

2010 – School Grade – A
 Rdg. Proficiency, 81%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. AYP –Yes
 Math AYP –Yes

2009 – School Grade – A
 Rdg. Proficiency, 80%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 51 points

Rdg. AYP –Yes
Math AYP –No

Classroom Teachers

of classroom teachers

63

receiving effective rating or higher

63, 100%

Highly Qualified Teachers

68%

certified in-field

63, 100%

ESOL endorsed

44, 70%

reading endorsed

3, 5%

with advanced degrees

22, 35%

National Board Certified

1, 2%

first-year teachers

5, 8%

with 1-5 years of experience

13, 21%

with 6-14 years of experience

26, 41%

with 15 or more years of experience

19, 30%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The Administration and Leadership Team are responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Ojus Elementary School. In order to retain teachers, Ojus Elementary will mentor new and beginning teachers and provide regular dialogue sessions with teachers new to Ojus. Ms. Wendy Firtell and Ms. Alice Graham are certified MINT professionals.

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

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Rational for Pairings:

- A. Mastery of pedagogical and subject matter skills;
- B. Evidence of strong interpersonal skills;
- C. Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- D. Evidence of effective teaching and student achievement gains;
- E. Credibility with colleagues

Planned Mentoring Activities:

- Match eligible personnel with a MINT certified site-based mentor
- Beginning Teacher Orientation
- Provide a certified site-based mentor for 2nd and 3rd year teachers.
- Ojus Opening Day's first faculty meeting will provide procedures manuals to teachers new to Ojus Elementary or new to the profession.

Provide information regarding MINT Meetings to identified/eligible personnel.

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS/RTI 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/RTI Tier 1 worksheets completed three times per year. The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RTI 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/RTI 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

The Ojus Elementary School Reading Leadership Team (RLT) consists of the following individuals:

1. Administration: Dr. Mildred Mejia (Principal), Mr. Philip Cox (Assistant Principal)
2. Reading Coach: Ms. Alison Hirsch
3. Mathematics Coach Ms. Raquel Trachtenberg
4. Media Specialist: Ms. Alice Graham
5. Selected Reading Teachers: Ms. Delilah Anderson, Ms. Wendy Firtell, Ms. Sharon Cascante, Ms. Beth Mejia, Ms. Jessica Chen, Ms. Liz Brotter

Selected Content Area Teachers: Ms. Amy Weinberg, Ms. Paula McCartney

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal selects team members for the Reading Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team. The team will meet at least once a month, or may choose to meet more often. The Reading Leadership Team maintains a connection to the school's Response to Intervention process by using the MTSS/RTI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rtl 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/Rtl process informs the discussion at MTSS/Rtl 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)
- Easy CBM
- STAR Reading Assessment (Renaissance Learning)
- Oral Reading Fluency Measures
- SuccessMaker Utilization and Progress Reports
- MDCPS Interim assessments
- State/Local Math and Science assessments
- FCAT 2014
- Student grades
- School site specific assessments
- WonderWorks by MacMillan

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Functional Assessment of Behavior

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

The school will participate in the MTSS/RTI district professional development which consists of:

1. Administrators will attend district training in MTSS/RTI foundations and MTSS/RTI problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/RTI team members will attend district training in MTSS/RTI foundations and MTSS/RTI problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training providing a network of ongoing support for MTSS/RTI.

In addition, the MTSS/RTI Leadership Team will monitor the school's consensus, infrastructure, and implementation using to reach a rating of at least 80% MTSS/RTI implementation in the school.

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: Summer Program

Minutes added to school year: 3,240

- Ojus Elementary School Media Center is open during the summer hours to provide students access to media center materials such as the computers and books. Students take Accelerated Reader tests on the books they are reading and receive prizes and other incentives for their participation in the Ojus Summer Reading Program.
- Students rising into fifth grade are selected to participate in a Science Camp at the local library for an enrichment program. Enrichment activities are provided for an entire week in August and once per month from September 2013 through April 2014.

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?

- Students who participated in the Summer Reading program are monitored for success on District Interim Reading Assessments and the STAR Reading Assessment given in August 2013 upon returning to school.
- Success on the 2014 FCAT Science Assessment will measure effectiveness of Science camp program.

Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership Team and the administration is responsible for implementation of this strategy.

Strategy: Before or After School Program

Minutes added to school year: 1,080

Teachers participate in professional development activities that support the reading and math series. They collaborate to plan activities that support the core subject areas utilizing the resources provided by Macmillan(reading resources) and Harcourt Brace(math resources). Provisions will be made for teachers to participate in professional learning that focus on reviewing data and making adjustments to curriculum based on student needs.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected by the Literacy Leadership Team.

Who is responsible for monitoring implementation of this strategy?

Dr. Mejia, Principal, is responsible for determining the effectiveness of this strategy.

Strategy: Before or After School Program

Minutes added to school year: 1,080

Teachers provide tutoring after school for those students who are scoring non proficient on District Interim assessments in both reading and mathematics. Targeted students work in small groups utilizing Wonderworks by Macmillan. Students will also work with Mindplay Virtual Reading Coach, a research based computer program providing intervention to students non-proficient in reading in grades 3-5.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is monitored and collected by the Literacy Leadership Team.

Who is responsible for monitoring implementation of this strategy?

Ms. Alison Hirsch and Ms. Alice Graham will be monitoring the Mindplay Virtual Reading Coach.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Mildred Mejia	Principal
Philip Cox	Assistant Principal
Alison Hirsch	Reading Coach
Raquel Trachtenberg	Math Coach
Beth Mejia	Third Grade Chairperson
Alice Graham	Media Specialist
Amy Weinberg	Science Lead Teacher
Paula McCartney	Science Lead Teacher
Elizabeth Brotter	Fifth Grade Chairperson
Delilah Anderson	Kindergarten Chairperson
Wendy Firtell	First Grade Chairperson
Sharon Cascante	Second Grade Chairperson
Jessica Chen	Fourth Grade Chairperson

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 concern across the school. The team will meet at least once a month, or may choose to meet more often. The principal selects team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team. The Literacy Leadership Team maintains a connection to the school's

Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines. Emphasis will be on increasing the amount of nonfiction text read by students independently to 50%. Graphic organizers will be utilized by students as a means to increase understanding of nonfiction text.

Preschool Transition

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

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

The Transition to Kindergarten Initiative requires that shared responsibilities of the schools, parents and administrators recognize the transition as a process that all partners experience, rather than an event that happens to a child. The school counselor, grade level chairperson and principal arrange for flyers to be created and sent out to local area schools regarding an orientation to be held. The orientation provides families with information, expectations and resources to support transition to kindergarten. The Parent Academy discusses the transition, as well as health care options for families. They are introduced to their teachers and are made familiar with their surroundings. Parents are acquainted with the requirements and expectations for kindergarten, prior to kindergarten, students are tested with the Kindergarten Readiness Assessment developed by a team of highly qualified and experienced teachers to determine placement and needs of each entering pupil. The areas assessed are recognizing Uppercase and Lowercase Letters, Letter/Sound Recognition, and recognizing and using individual sounds to create words. Parents are given a Home Language Survey when they register to determine the language needs of their children. Parent involvement is encouraged at all events. The Connect-ED system calls parents to notify them of these events. Flyers are sent in a timely manner prior to the event. Events are posted on the electronic marquis located on the south side of the school building, easily visible from the main street. All teachers are trained to meet the social and academic needs of their students. Kindergarten students will be tested with FAIR and FLORIDA KINDERGARTEN READINESS SCREENER, (FLKRS). Data from screening will be used to plan both academic and social/emotional instruction for all students and for groups of students and will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments. Students will be tested mid-year with FAIR to determine learning gains in order to make adjustments to the intervention and instructional programs. The office staff distributes Kindergarten preparation brochures and other documents to interested parents throughout the school 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	72%	66%	No	75%
American Indian				
Asian	100%	92%	No	100%
Black/African American	68%	61%	No	71%
Hispanic	74%	65%	No	77%
White	73%	74%	Yes	75%
English language learners	67%	53%	No	70%
Students with disabilities	38%	32%	No	44%
Economically disadvantaged	68%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	27%	34%
Students scoring at or above Achievement Level 4	175	38%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	176	58%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	103	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	106	35%	42%

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	118	75%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	69%	No	75%
American Indian				
Asian	100%		Yes	100%
Black/African American	60%	51%	No	64%
Hispanic	75%	72%	No	78%
White	82%	81%	No	84%
English language learners	70%	67%	No	73%
Students with disabilities	34%	32%	No	41%
Economically disadvantaged	68%	66%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	30%	36%
Students scoring at or above Achievement Level 4	173	37%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		47%	52%

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	49	33%	36%
Students scoring at or above Achievement Level 4	33	22%	23%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		2
Participation in STEM-related experiences provided for students	30	5%	7%

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	58	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	27	3%	2%
Students who are not proficient in reading by third grade	65	41%	37%
Students who receive two or more behavior referrals	63	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

Specific Parental Involvement Targets

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

- G1.** Increase percentage of all students scoring Level 3 and above from 66% on the 2013 FCAT 2.0 Reading Assessment to 75% on the 2014 FCAT 2.0 Reading Assessment.
- G2.** Increase the percentage of students scoring 3.5 and above, from 75% on the 2013 FCAT 2.0 Writing Assessment to 78% on the 2014 FCAT 2.0 Writing Assessment, when responding to an expository or narrative writing prompt.
- G3.** Increase the percentage of students scoring level 3 and above from 69% on 2013 FCAT 2.0 Mathematics Assessment to 75% on the 2014 FCAT 2.0 Mathematics Assessment.
- G4.** Increase the percentage of students scoring level 3 and above from 55% on the 2013 FCAT 2.0 Science Assessment to 58% on the 2014 FCAT 2.0 Science Assessment.
- G5.** Increase the number of students participating in STEM related experiences from 30 students in 2013 to 36 students in 2014. This is an increase of 2% from the previous year.
- G6.** Ojus Elementary will decrease the number of students who missed 10% or more of the available instructional time from 6% in 2013 to 5% in 2014, and reduce the number of students who receive two or more behavior referrals from 7% in 2013 to 6% in 2014.

Goals Detail

G1. Increase percentage of all students scoring Level 3 and above from 66% on the 2013 FCAT 2.0 Reading Assessment to 75% on the 2014 FCAT 2.0 Reading Assessment.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Wonders, SuccessMaker, Mindplay Virtual Reading Coach, Reading Plus, District Pacing Guides, and data from District Interim Assessments

Targeted Barriers to Achieving the Goal

- The Annual Measurable Objective (AMO) data from the 2013 FCAT 2.0 Reading Assessment indicates that the following subgroups did not meet the 2013 targets for the percentage of students scoring level 3 and above on the 2014 FCAT 2.0 Reading Assessment. Reporting Category 3: Literary Analysis/Fiction/Nonfiction is the area in need for subgroups that did not meet the targets on the 2013 FCAT 2.0 Reading Assessment. The actual performance for the Black subgroup was 61%. The target is 71% on the 2014 FCAT 2.0 Reading Assessment. . The Asian subgroup performance was 92% and the target is 100% on the 2014 FCAT 2.0 Reading Assessment. The Hispanic subgroup performance was 65%. The target is 77% on the 2014 FCAT 2.0 Reading Assessment. The SWD subgroup performance was 32%. The target is 44% on the 2014 FCAT 2.0 Reading Assessment. The ED subgroup performance was 53%. The target is 70% on the 2014 FCAT 2.0 Reading Assessment. The ELL 2013 performance was 53%. The target is 70% on the 2014 FCAT 2.0 Reading Assessment.
- Performance data from the 2013 FCAT 2.0 Reading Assessment indicates 27% of all students scored level 3. The 2014 target is 34% of all students to score level 3 on the 2014 FCAT 2.0 Reading Assessment. The area in need is the reporting category of Informational Text/Research Process.
- The Annual Measurable Objective (AMO) data from the 2013 FCAT 2.0 Reading Assessment indicates that the actual performance for students scoring Level 4-5 subgroup, scoring was below the target percentage. 38% was the actual percentage and the 2014 target is 41% on the 2014 FCAT 2.0 Reading Assessment. Reporting Category 1: Vocabulary is the area of need.
- Performance data from the 2013 FCAT 2.0 Reading Assessment indicates 66% of all students scored level 3 or above. The target is 75% on the 2014 FCAT 2.0 Reading Assessment the 2013 FCAT indicates that there is a deficiency in Category 4- [LA.3-5.6.1.1]: read and organize informational text and text features to perform a task.
- The Annual Measurable Objective data from the 2013 FCAT 2.0 Reading Assessment indicates that the actual performance for students making learning gains was 71% in 2013 and increases to 74% on the 2014 FCAT 2.0 Reading Assessment. Students' performance data from the 2013 FCAT Reading Assessment indicates that there is a deficiency in Category 2-Reading Application.
- The Annual Measurable Objective data from the 2013 FCAT 2.0 Reading Assessment indicates that the actual performance for students in the Lowest 25 percentile making learning gains was 67% in 2013, and the target performance increases to 70% on the 2014 FCAT 2.0 Reading Assessment. Students' performance data from the 2013 FCAT Reading Assessment indicates that there is a deficiency in Category 2-Reading Application.
- The Annual Measurable Objective (AMO) data from the 2013 CELLA Assessment indicates that the actual performance for the Listening/Speaking component was 58%, the target is 62% on the 2014 FCAT 2.0 Reading Assessment.

- The Annual Measurable Objective (AMO) data from the 2013 CELLA Assessment indicates that the actual performance for the Reading component was 34%, the target is 41% on the 2014 FCAT 2.0 Reading Assessment.
- The Annual Measurable Objective (AMO) data from the 2013 CELLA Assessment indicates that the actual performance for the writing component was 35%, the target is 42% on the 2014 FCAT 2.0 Reading Assessment.

Plan to Monitor Progress Toward the Goal

Data from SuccessMaker, AR and STAR, District Interim Assessments, and student work samples will be used to monitor progress towards the goal.

Person or Persons Responsible

The LLT, MTSS/RtI and classroom teachers.

Target Dates or Schedule:

September 2013-June 2014 monitor and collect student work samples and tests Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. FAIR results from September 2013, and January 2014 will be analyzed to determine progress toward the goal. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Evidence of Completion:

Formative Assessments: FAIR and District Assessments, monthly SuccessMaker reports, AR and STAR reports, Summative: Results of the 2014 FCAT 2.0 Reading Assessment

G2. Increase the percentage of students scoring 3.5 and above, from 75% on the 2013 FCAT 2.0 Writing Assessment to 78% on the 2014 FCAT 2.0 Writing Assessment, when responding to an expository or narrative writing prompt.

Targets Supported

- Writing

Resources Available to Support the Goal

- During writing instruction, students will utilize detailed planners to develop a prewriting plan. These planners will focus on the elements of a narrative account (characters, setting, plot), sequence of events, and the use of transitional devices in order to produce a complete, organized narrative response.
- Students will analyze anchor prompts and mentor texts in order to determine the qualities of a complete, organized narrative response.
- Students will use vocabulary webs to complete word studies and infuse more mature language into their narrative responses.
- Students will utilize drafting techniques to sustain writing by using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, or anecdotes.
- Students will apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing.
- Students will participate in small lessons modeling grabbers, and endings that appeals to the reader and provides a sense of completion.
- Students will participate in small group guided instruction along with peer editing and revision.

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with developing organized responses in narrative essay writing. Students experienced difficulty in writing narrative accounts that utilize mature word choice.
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts that included a main idea and characters with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be scored and results will be reviewed by the LLT, MTSS/RtI Teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, MTSS/RtI Team

Target Dates or Schedule:

August 2013-June 2014

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Interim Assessment Summative Assessment: 2014 FCAT 2.0 Writing Assessment

G3. Increase the percentage of students scoring level 3 and above from 69% on 2013 FCAT 2.0 Mathematics Assessment to 75% on the 2014 FCAT 2.0 Mathematics Assessment.

Targets Supported

Resources Available to Support the Goal

- Go Math Florida Common Core Mathematics series FCAT Explorer-Grade 5 District Pacing Guides Successmaker Mathematics Math Coach

Targeted Barriers to Achieving the Goal

- The Annual Measurable Objective (AMO) data from the 2013 FCAT 2.0 Mathematics Assessment indicates that the following subgroups did not meet the 2013 targets for percentage of students scoring level 3 and above in grades 3-5. The area in need of improvement is Category 1: Operations, Problems and Statistics. The actual performance for the Black subgroup was 51%. The 2014 FCAT 2.0 Mathematics Assessment target is 64% of Black students to score at level 3 and above in grades 3-5. The actual performance for the White subgroup was 81%. The 2014 FCAT 2.0 Mathematics Assessment target is 84% of White students to score at level 3 and above in grades 3-5. The actual performance for the Hispanic subgroup was 72%. The 2014 FCAT 2.0 Mathematics Assessment target is 78% of Hispanic students to score at level 3 and above in grades 3-5. The actual performance for the SWD subgroup was 32%. The 2014 FCAT 2.0 Mathematics Assessment target is 41% of SWD students to score at level 3 and above in grades 3-5. The actual performance for the ED subgroup was 66%. The 2014 FCAT 2.0 Mathematics Assessment target is 72% of ED students to score at level 3 and above in grades 3-5. The actual performance for the ELL subgroup was 67%. The 2014 FCAT 2.0 Mathematics Assessment target is 73% of ELL students to score at level 3 and above in grades 3-5.
- Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 30% of all students in grades 3-5 scored level 3. The 2014 FCAT 2.0 Mathematics Assessment target is for 36% of all students in grades 3-5 to score level 3. The area in need of improvement is Category 2: Number: Fractions and Base Ten.
- Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 37% of all students in grades 3-5 scored at levels 4 and 5. The 2014 FCAT 2.0 Mathematics Assessment target is for 36% of all students in grades 3-5 to score at levels 4 and 5. The area in need of improvement is Category 3 Geometry and Measurement.
- Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 69% of all students in grades 3-5 scored level 3 or above. The 2014 FCAT 2.0 Mathematics Assessment target is for 75% of all students in grades 3-5 to score level 3 or above. The area in need of improvement is Category 2: Number: Fractions and Base Ten.
- Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 61% of all students in grades 3-5 made learning gains. The 2014 FCAT 2.0 Mathematics Assessment target is for 65% of all students in grades 3-5 to make learning gains. The area in need of improvement is Category 1: Operations, Problems and Statistics.
- Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 47% of students in the lowest 25th percentile in grades 3-5 made learning gains. The 2014 FCAT 2.0 Mathematics Assessment target is for 52% of all students in the lowest 25th percentile in grades 3-5 to make learning gains. The area in need of improvement is Category 1: Operations, Problems and Statistics.

Plan to Monitor Progress Toward the Goal

Small group instruction will provide intervention for those students not meeting proficiency targets.

Person or Persons Responsible

MTSS/Rtl team and administration

Target Dates or Schedule:

District Interim Assessments will be reviewed in September 2013, November 2013, and February. SuccessMaker reports will be monitored monthly from August 2013- June 2014.

Evidence of Completion:

Formative Assessment: District Interim Assessments of September 2013, November 2013 and January 2014 and monthly SuccessMaker reports will be used to monitor for progress toward meeting the goal.
Summative Assessment: 2014 FCAT 2.0 Mathematics Assessment

G4. Increase the percentage of students scoring level 3 and above from 55% on the 2013 FCAT 2.0 Science Assessment to 58% on the 2014 FCAT 2.0 Science Assessment.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science Series Aims Supplemental Resources FCAT Explorer BrainPop Gizmos

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, 33% of students in Grade 5 scored Level 3. The target for the 2014 FCAT 2.0 Science Assessment is 36%. The area in need of improvement is Nature of Science.
- As noted on the 2013 Science FCAT 2.0, 22% of students in Grade 5 scored level 4 and above. The target for the 2014 FCAT Science Assessment is 23%. The area in need of improvement is Physical Science.

Plan to Monitor Progress Toward the Goal

Science teachers and the leadership team will review student work samples and test results to monitor progress towards the goal.

Person or Persons Responsible

MTSS/Rtl, Leadership teams, science teachers and science facilitator.

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Student performance on the 2014 FCAT 2.0 Science Assessment.

G5. Increase the number of students participating in STEM related experiences from 30 students in 2013 to 36 students in 2014. This is an increase of 2% from the previous year.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Club, Pacing Guides/ Essential Science Labs.

Targeted Barriers to Achieving the Goal

- Participation in STEM related experiences was restricted to 2 students per homeroom in 2013.

Plan to Monitor Progress Toward the Goal

Student participation is monthly for the Science Club. Student participation in Science Fair with projects that meet the standards of the Scientific Method.

Person or Persons Responsible

Administration Science teachers in grades K-5

Target Dates or Schedule:

Science Club will be monitored on the third Wednesday of the month from October 2013 to May 2014.

Evidence of Completion:

Formative: District Interim Assessment results examined in September 2013, November 2013, and January 2014. Rosters of students participating in Science Fair 2013 will be maintained by classroom teachers. Summative: 2014 FCAT 2.0 Science Assessment

G6. Ojus Elementary will decrease the number of students who missed 10% or more of the available instructional time from 6% in 2013 to 5% in 2014, and reduce the number of students who receive two or more behavior referrals from 7% in 2013 to 6% in 2014.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Daily Attendance Report provided by the District. Teacher referrals-scams.

Targeted Barriers to Achieving the Goal

- Actual 2013 performance data shows 6%(58) or more of students are missing 10% of available instructional time. The 2014 target is to reduce this amount to 5%.
- Actual 2013 performance data shows 7%(63) of students received two or more behavioral referrals. The 2014 target is to reduce this amount to 6%.
- Actual 2013 performance data shows 0%(2) of students received two or more behavioral referrals. The 2014 target is to reduce or maintain this amount at 0%.

Plan to Monitor Progress Toward the Goal

Attendance Reports

Person or Persons Responsible

Administration, Student Services

Target Dates or Schedule:

August 2013-June 2014

Evidence of Completion:

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase percentage of all students scoring Level 3 and above from 66% on the 2013 FCAT 2.0 Reading Assessment to 75% on the 2014 FCAT 2.0 Reading Assessment.

G1.B1 The Annual Measurable Objective (AMO) data from the 2013 FCAT 2.0 Reading Assessment indicates that the following subgroups did not meet the 2013 targets for the percentage of students scoring level 3 and above on the 2014 FCAT 2.0 Reading Assessment. Reporting Category 3: Literary Analysis/Fiction/Nonfiction is the area in need for subgroups that did not meet the targets on the 2013 FCAT 2.0 Reading Assessment. The actual performance for the Black subgroup was 61%. The target is 71% on the 2014 FCAT 2.0 Reading Assessment. . The Asian subgroup performance was 92% and the target is 100% on the 2014 FCAT 2.0 Reading Assessment. The Hispanic subgroup performance was 65%. The target is 77% on the 2014 FCAT 2.0 Reading Assessment. The SWD subgroup performance was 32%. The target is 44% on the 2014 FCAT 2.0 Reading Assessment. The ED subgroup performance was 53%. The target is 70% on the 2014 FCAT 2.0 Reading Assessment. The ELL 2013 performance was 53%. The target is 70% on the 2014 FCAT 2.0 Reading Assessment.

G1.B1.S1 Reporting Category 3 Literary Analysis/Fiction/Nonfiction: LA.3-5.2.1.2 Elements of story structure – character development, setting, plot, problem/solution(RL.3.3 & RL.3.6) LA.3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects(RL.3.4 & L.3.5a) LA.3-5.2.2.1 Explain and identify the purpose of text features(RL.3.7) Instruction should focus on teaching students to identify and interpret elements of story structure within a text. Help students to understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Additionally, Instruction should include the use of poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Specifically for Grade 5 use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Provide after school and before school tutoring for targeted students.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders reading series materials, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed. Provide small group tutoring for targeted students after or before school.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Assessment data, student portfolios, Accelerated Reader folders and log sheets.

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

Monthly assessment reports from Accelerated Reader, Successmaker, and results of student work samples, AR reading reports, SuccessMaker monthly reports, and make adjustments to instruction as needed.

Person or Persons Responsible

LLT, MTSS/Rtl Team

Target Dates or Schedule

September 2013- June, 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. FAIR Data from September 2013 and January 2014.

Plan to Monitor Effectiveness of G1.B1.S1

Monthly team meetings to monitor and review data and make adjustments to instruction as needed.

Person or Persons Responsible

Classroom teachers, coaches, and the administration.

Target Dates or Schedule

September 2013 to June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, FAIR Data from September 2013 and January 2014. District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment will be used to monitor for effectiveness of the strategy.

G1.B2 Performance data from the 2013 FCAT 2.0 Reading Assessment indicates 27% of all students scored level 3. The 2014 target is 34% of all students to score level 3 on the 2014 FCAT 2.0 Reading Assessment. The area in need is the reporting category of Informational Text/Research Process.

G1.B2.S1 For Grade 3, instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. For Grade 4 instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. For Grade 5, instruction should include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Increase the use of non-fiction articles and editorials for instruction. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Students should be able to recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed. For Grade 3, instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. For Grade 4 instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears For Grade 5, instruction should include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Increase the use of non-fiction articles and editorials for instruction. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Students should be able to recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Purchase additional nonfiction text materials for the media center that will support instruction at all levels.

Person or Persons Responsible

Classroom teachers, Media Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013,

November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Facilitator:

Alice Graham, Alison Hirsch, Jessica Hinestrosa

Participants:

Reading teachers at all levels K-5.

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

Monthly assessment reports of SuccessMaker, Accelerated Reader reports, student work samples, and teacher administered tests will be used to monitor progress and adjust instruction where needed.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

September 2013 -April 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Monthly team meetings to monitor and review data and make adjustments to instruction as needed.

Person or Persons Responsible

LLT, MTSS/Rtl Team and classroom teachers and administration review results of student work samples, AR reading reports, SuccessMaker monthly reports, and make adjustments to instruction as needed.

Target Dates or Schedule

August 2013 - June 2014 Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. FAIR Data from September 2013 and January 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

G1.B3 The Annual Measurable Objective (AMO) data from the 2013 FCAT 2.0 Reading Assessment indicates that the actual performance for students scoring Level 4-5 subgroup, scoring was below the target percentage. 38% was the actual percentage and the 2014 target is 41% on the 2014 FCAT 2.0 Reading Assessment. Reporting Category 1: Vocabulary is the area of need.

G1.B3.S1 Reporting Category 1: Vocabulary will focus on the following benchmarks: LA.3-5.1.6.3 Context Clues(L.3.4a & L.3.5) LA.3-5.1.6.7 Base Words and Affixes(L.3.4b & L.3.4c) LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones(L.3.5 & L3.5c) LA.3-5.1.6.9 Multiple Meanings in Context(RI.3.4 & L.3.4) LA.3-5.1.6.6 Identify shades of meaning in related words(L.3.5c) For Grade 4, during pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students develop and maintain a response journal. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. Additionally, for Grade 5 more instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders Reading Series materials, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, Accelerated Reader folders, and lesson plans.

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

Data from SuccessMaker, AR and Star, District Interim Assessments and student work samples will be used to monitor fidelity of implementation.

Person or Persons Responsible

Classroom teachers, LLT, coaches and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments: September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014, student work samples and AR folders and logs. . Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Data from SuccessMaker, AR and Star, District Interim Assessments and student work samples, tests from the McGraw Hill reading series will be used to monitor for effectiveness and adjustments to instruction will be made as needed.

Person or Persons Responsible

Classroom teachers, coaches, LLT and administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. FAIR Data from September 2013 and January 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

G1.B4 Performance data from the 2013 FCAT 2.0 Reading Assessment indicates 66% of all students scored level 3 or above. The target is 75% on the 2014 FCAT 2.0 Reading Assessment the 2013 FCAT indicates that there is a deficiency in Category 4- [LA.3-5.6.1.1]: read and organize informational text and text features to perform a task.

G1.B4.S1 Reporting Category 4 Informational Text/ Research Process focuses on the following benchmarks: LA.3-5.6.1.1 Read and organize informational text and text features to perform a task(RI.3.5, RI.3.7, & W.3.8) LA.5.6.2.2 Determine the validity and reliability of information in text. Instruction should focus on: • Interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys. • Locating, interpreting, and organizing information • Validity and reliability of information within and across texts Instruction should include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders, SuccessMaker, District Pacing Guides, Renaissance Star Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

August 2013- September 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

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

Monthly assessment reports of SuccessMaker, Accelerated Reader reports, student work samples, and teacher administered tests will be used to monitor progress and adjust instruction where needed.

Person or Persons Responsible

Administration, MTSS/Rtl

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G1.B4.S1

Monthly team meetings to monitor and review data and make adjustments to instruction as needed.

Person or Persons Responsible

LLT, MTSS/Rtl Team, classroom teachers and administration review results of student work samples, AR reading reports, SuccessMaker monthly reports, and make adjustments to instruction as needed.

Target Dates or Schedule

August 2013 - June 2014 Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. FAIR Data from September 2013 and January 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

G1.B5 The Annual Measurable Objective data from the 2013 FCAT 2.0 Reading Assessment indicates that the actual performance for students making learning gains was 71% in 2013 and increases to 74% on the 2014 FCAT 2.0 Reading Assessment. Students' performance data from the 2013 FCAT Reading Assessment indicates that there is a deficiency in Category 2-Reading Application.

G1.B5.S1 The Reporting Category 2 Reading Application benchmarks are: LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text(RI.3.6) LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order(RI.3.1 & RI.3.2) LA.3-5.1.7.4 Cause and Effect Relationships(RI.3.3 & RI.3.8) LA.3-5.1.7.5 Identify text structure and explain how it impacts meaning in text.(RI.3.8 & RI.3.3) LA.3-5.1.7.6 Identify themes or topics across a variety of fiction or nonfiction texts (RL.3.2 & RL.3.9) LA.3-5.1.7.7 Compare/Contrast elements, topics, settings, characters, problems in single or multiple texts. (Grade 3 within text only, Grades 4-5 within and across text) (RL.3.6, RL.3.9, RI.3.6 & RI.3.9) Instruction should focus on For Grade 3, to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. For Grades 4 and 5, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Students should use grade level text to identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships embedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and theme within texts.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders reading series materials, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed. Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

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

Monthly assessment reports of SuccessMaker, Accelerated Reader reports, student work samples, and teacher administered tests will be used to monitor progress and adjust instruction where needed.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

September 2013 -April 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Monthly team meetings to monitor and review data and make adjustments to instruction as needed.

Person or Persons Responsible

LLT, MTSS/Rtl Team, classroom teachers and administration review results of student work samples, AR reading reports, SuccessMaker monthly reports, and make adjustments to instruction as needed.

Target Dates or Schedule

August 2013 - June 2014 Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. FAIR Data from September 2013 and January 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

G1.B6 The Annual Measurable Objective data from the 2013 FCAT 2.0 Reading Assessment indicates that the actual performance for students in the Lowest 25 percentile making learning gains was 67% in 2013, and the target performance increases to 70% on the 2014 FCAT 2.0 Reading Assessment. Students' performance data from the 2013 FCAT Reading Assessment indicates that there is a deficiency in Category 2-Reading Application.

G1.B6.S1 Utilize District Interim Assessment Data, McGraw Hill Wonders, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed.

Action Step 1

Instruction should include the use of main idea tables and summary pyramids to identify a correct summary statement, essential message, and supporting details. • Instruction should include the use of time lines and sequence chains to reinforce students' understanding of chronological order. • Students should practice returning to the text to support and verify their answers through their reading text and assignments. • Students should use graphic organizers to take notes on fiction and nonfiction material that they read independently.

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student portfolios, Accelerated Reader folders and log sheets.

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

Data from SuccessMaker, AR and Star, District Interim Assessments and student work samples will be used to monitor fidelity of implementation.

Person or Persons Responsible

Classroom teachers, LLT and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments: September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014, student work samples and AR folders and logs. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B6.S1

Data from SuccessMaker, AR and Star, District Interim Assessments and student work samples, test data from the McGraw Hill reading series will be used to monitor for effectiveness and adjustments to instruction will be made as needed.

Person or Persons Responsible

Classroom teachers, coaches, and the LLT

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. FAIR Data from September 2013 and January 2014.
Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

G1.B7 The Annual Measurable Objective (AMO) data from the 2013 CELLA Assessment indicates that the actual performance for the Listening/Speaking component was 58%, the target is 62% on the 2014 FCAT 2.0 Reading Assessment.

G1.B7.S1 Strategies to improve the Listening/Speaking component for ELL students should include:
Expansion: Teacher elicits responses from students through effective questioning and/or provides additional synonyms or information regarding similar concepts to expand and clarify students' vocabulary and increase word usage. This can be done with graphic organizers and webbing. Sentence completion and frames provide students with language they can build upon. **Paraphrase:** The teacher may repeat and rephrase important concepts, keeping his/her speaking brief but concise. **Speech is modified.** The teacher will present new words in the context of the lesson and apply words during the lesson, emphasizing each new word. In addition, the student may express his/her thought and the teacher will repeat what has been said using correct form and intonation in English so that the student's answers are validated but usage of English is modeled correctly. **Repetition:** Repetition and pattern drills can be very useful for teaching set phrases or new vocabulary. They allow all students to use oral language through choral repetition, chants, songs or speaking within a group. Teachers can also repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception. **Teacher/Student/Modeling:** The teacher models language patterns and structure used in the natural course of a classroom conversation. Students should be exposed to rich and meaningful language experiences by being exposed to a variety of materials. Students should have experience with different written and spoken styles.

Action Step 1

The student will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. The student will be able to state the main idea of a text; recount the key details and explain how they support the main idea.

Person or Persons Responsible

Classroom teachers and ELL teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student work samples.

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

Student work samples and test data will be used to monitor for fidelity of implementation.

Person or Persons Responsible

Classroom teachers, English as Second Language teachers, LLT and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B7.S1

Student work samples, and teacher observation will be used to monitor for effectiveness.

Person or Persons Responsible

Classroom teachers, ELL teachers, coaches, the LLT and administration

Target Dates or Schedule

Effectiveness will be monitored continuously from August 2013- June 2014.

Evidence of Completion

Results of 2014 CELLA Assessment.

G1.B8 The Annual Measurable Objective (AMO) data from the 2013 CELLA Assessment indicates that the actual performance for the Reading component was 34%, the target is 41% on the 2014 FCAT 2.0 Reading Assessment.

G1.B8.S1 Focus on Key Vocabulary Key vocabulary is emphasized and presented in various context to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELL students know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations). The student will identify and explain the elements of story, including character development, setting, plot, and problem/resolution in a variety of fiction.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed.

Person or Persons Responsible

Classroom teachers, media specialist, ELL teachers and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, Accelerated Reader folders, student logs, and graphic organizers.

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

Student work samples, student portfolios will be used to monitor fidelity of implementation.

Person or Persons Responsible

Classroom teachers, ELL teachers, coaches, media specialist and administration.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work samples, and results of the 2014 CELLA Assessment.

Plan to Monitor Effectiveness of G1.B8.S1

Student work samples, STAR and AR test results, teacher made tests, and portfolios.

Person or Persons Responsible

Classroom teachers, ELL teachers, coaches, the media specialist and administration

Target Dates or Schedule

Data will be collected continuously from August 2013--June 2014

Evidence of Completion

Student performance on the 2014 CELLA Assessment.

G1.B9 The Annual Measurable Objective (AMO) data from the 2013 CELLA Assessment indicates that the actual performance for the writing component was 35%, the target is 42% on the 2014 FCAT 2.0 Reading Assessment.

G1.B9.S1 Students generate narrative, expository, persuasive, or reference papers. Students produce written documents that can be scored on content or language components as a written sample. It can be scored with a rubric or rating scale. This writing sample can determine what writing process the student needs direct instruction in. Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed. Students will write in complete sentences that have subjects, predicates and punctuation. Students will share a piece of writing that has been taken through the writing process.

Person or Persons Responsible

Classroom teachers and ELL teachers should implement the stages of the writing process with students.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work samples and the results of the 2014 CELLA Assessment. .

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

Student work samples representing written language will be used to monitor fidelity of implementation.

Person or Persons Responsible

Classroom teachers, ELL teachers, LLT and administration will monitor for fidelity of implementation.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work samples, and the results of the 2014 CELLA Assessment.

Plan to Monitor Effectiveness of G1.B9.S1

Student work samples will be used to monitor for effectiveness of the strategy.

Person or Persons Responsible

Classroom teachers, ELL teachers, LLT and administration will monitor for effectiveness.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Summative: Student work samples, and student performance on monthly writing prompts will be used to monitor for effectiveness of the strategy. Formative: the results of the 2014 CELLA Assessment.

G2. Increase the percentage of students scoring 3.5 and above, from 75% on the 2013 FCAT 2.0 Writing Assessment to 78% on the 2014 FCAT 2.0 Writing Assessment, when responding to an expository or narrative writing prompt.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with developing organized responses in narrative essay writing. Students experienced difficulty in writing narrative accounts that utilize mature word choice.

G2.B1.S1 • During writing instruction, students will utilize detailed planners to develop a prewriting plan. These planners will focus on the elements of a narrative account (characters, setting, plot), sequence of events, and the use of transitional devices in order to produce a complete, organized narrative response. • Students will analyze anchor prompts and mentor texts in order to determine the qualities of a complete, organized narrative response. • Students will use vocabulary webs to complete word studies and infuse more mature language into their narrative responses.

Action Step 1

Monthly writing prompts, District Interim Assessments will be monitored for progress and adjustments to instruction will be made accordingly.

Person or Persons Responsible

Following the FCIM, monthly expository prompts will be scored by two readers in order to monitor students' progress in the identified areas of need and to realign instruction to meet individual needs.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

Facilitator:

Alison Hirsch

Participants:

Following the FCIM, monthly expository prompts will be scored to monitor students' progress in the identified areas of need and to realign instruction to meet individual needs.

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

Following the FCIM, monthly expository prompts will be scored by two readers in order to monitor students' progress in the identified areas of need and to realign instruction to meet individual needs.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly August 2013-June 2014

Evidence of Completion

Monthly District Writing prompts 2014 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Monthly assessment results monitored and adjustments to instruction made based on areas needing improvement.

Person or Persons Responsible

Administration, Reading Coach, LLT

Target Dates or Schedule

Monthly August 2013-June 2014

Evidence of Completion

Monthly District Writing Prompts 2014 FCAT 2.0 Writing Assessment

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts that included a main idea and characters with an engaging plot and a range of appropriate and specific narrative actions.

G2.B2.S1 • Students will utilize drafting techniques to sustain writing by using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, or anecdotes. • Students will apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing. • Students will participate in small lessons modeling grabbers, and endings that appeals to the reader and provides a sense of completion. • Students will participate in small group guided instruction along with peer editing and revision.

Action Step 1

Following the FCIM, monthly narrative and/or expository writing prompts will be scored and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction as needed.

Person or Persons Responsible

Classroom teachers, LLT, MTSS/Rtl Team

Target Dates or Schedule

August 2013 - April 2014

Evidence of Completion

Formative Assessments: Monthly writing prompts, student work samples, Baseline(August 2013) and Midyear District Interim Assessments(January 2014) Summative Assessment: 2014 FCAT 2.0 Writing Assessment

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Following the FCIM, monthly narrative and/or expository writing prompts will be scored and results will be reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need, and to regroup for instruction as needed.

Person or Persons Responsible

Administration, LLT, MTSS/Rtl teams

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessments: Monthly writing prompts, student work samples, Baseline(August 2013) and Midyear District Interim Assessments(January 2014) Summative Assessment: 2014 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM, monthly narrative and/or expository writing prompts will be scored and reviewed. Results will be reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Administration, LLT and MTSS/ Rtl teams

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative Assessments: Monthly writing prompts, student work samples, Baseline(August 2013) and Midyear District Interim Assessments(January 2014) Summative Assessment: 2014 FCAT 2.0 Writing Assessment

G3. Increase the percentage of students scoring level 3 and above from 69% on 2013 FCAT 2.0 Mathematics Assessment to 75% on the 2014 FCAT 2.0 Mathematics Assessment.

G3.B1 The Annual Measurable Objective (AMO) data from the 2013 FCAT 2.0 Mathematics Assessment indicates that the following subgroups did not meet the 2013 targets for percentage of students scoring level 3 and above in grades 3-5. The area in need of improvement is Category 1: Operations, Problems and Statistics. The actual performance for the Black subgroup was 51%. The 2014 FCAT 2.0 Mathematics Assessment target is 64% of Black students to score at level 3 and above in grades 3-5. The actual performance for the White subgroup was 81%. The 2014 FCAT 2.0 Mathematics Assessment target is 84% of White students to score at level 3 and above in grades 3-5. The actual performance for the Hispanic subgroup was 72%. The 2014 FCAT 2.0 Mathematics Assessment target is 78% of Hispanic students to score at level 3 and above in grades 3-5. The actual performance for the SWD subgroup was 32%. The 2014 FCAT 2.0 Mathematics Assessment target is 41% of SWD students to score at level 3 and above in grades 3-5. The actual performance for the ED subgroup was 66%. The 2014 FCAT 2.0 Mathematics Assessment target is 72% of ED students to score at level 3 and above in grades 3-5. The actual performance for the ELL subgroup was 67%. The 2014 FCAT 2.0 Mathematics Assessment target is 73% of ELL students to score at level 3 and above in grades 3-5.

G3.B1.S1 Grade 3: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition Grades 4 and 5: • Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. • Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. • Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. • Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Utilizing the District Pacing Guides, teachers implement the suggested hands-on activities to increase student engagement with mathematical concepts. Utilize manipulatives as appropriate.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work samples, work folders and/or portfolios.

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

Student work samples, SuccessMaker, and Go Math chapter assessments will be used to monitor for fidelity of implementation.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Summative: Student work samples, student portfolios/work folders, SuccessMaker monthly usage reports, and Go Math chapter assessments will be used as evidence to monitor for fidelity of implementation. Results of District Interim Assessments of November 2013 and January 2014 will also be used as evidence. Formative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Student work samples, student portfolios/work folders, SuccessMaker and Go Math chapter assessments will be used as evidence to monitor for effectiveness of implementation of the strategy. Results of District Interim Assessments of November 2013 and January 2014 will also be used to monitor effectiveness.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative: Student work samples, student portfolios/work folders, SuccessMaker monthly usage reports, and Go Math chapter assessments will be used as evidence to monitor for effectiveness of implementation. Results of District Interim Assessments of November 2013 and January 2014 will also be used as evidence. Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B2 Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 30% of all students in grades 3-5 scored level 3. The 2014 FCAT 2.0 Mathematics Assessment target is for 36% of all students in grades 3-5 to score level 3. The area in need of improvement is Category 2: Number: Fractions and Base Ten.

G3.B2.S1 •Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. •Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. •Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. •Provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

Provide opportunities for hands-on activities when appropriate as per the District Pacing Guides. For students in Grade 3 teachers should provide opportunities for students to compare and order fractions, including fractions greater than one, using models or strategies. For students in Grade 4, teachers should provide opportunities for students to multiply multi-digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results. For students in Grade 5 teachers should provide opportunities for students to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations,

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, Go Math Assessments, District Interim Assessments results.

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

Student work samples, intervention materials, and observation.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work samples, Go Math Assessments, District Interim Assessments results.

Plan to Monitor Effectiveness of G3.B2.S1

Student work samples, Go Math Assessments, District Interim Assessments results in November 2013 and January 2014, FCAT Explorer Usage reports, and SuccessMaker reports.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative Assessment: District Interim Assessments and monthly SuccessMaker reports. Go Math chapter assessments. Summative Assessment: The results of the 2014 FCAT 2.0 Mathematics Assessment will be used to determine effectiveness of the strategy as a way of monitoring effectiveness.

G3.B3 Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 37% of all students in grades 3-5 scored at levels 4 and 5. The 2014 FCAT 2.0 Mathematics Assessment target is for 36% of all students in grades 3-5 to score at levels 4 and 5. The area in need of improvement is Category 3 Geometry and Measurement.

G3.B3.S1 For students in Grade 3, teachers should provide opportunities for students to: • solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object For students in Grade 4, teachers should provide opportunities for students to: • identify or describe a situation that requires the use of the area formula in a real-world context For students in Grade 5, teachers should provide opportunities for students to: • use different strategies to solve problems involving the volume and surface area of prisms

Action Step 1

Utilize GoMath Mathematics Series and District Pacing Guides to provide support for the area of Geometry a Measurent.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, student work folders, displayed student work, Go Math assessments, weekly assessments.

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

Review student work samples, Go Math Assessment test data, District Interim Assessment data, and student portfolios.

Person or Persons Responsible

MTSS/Rtl and administraton

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Summative: Student work samples, Go Math Assessment test data, District Interim Assessment data, and student portfolios. Formative: 2014 FCAT 2.0 Mathematics Assessment results.

Plan to Monitor Effectiveness of G3.B3.S1

Student work samples, Go Math Assessment test data, District Interim Assessment data results in November 2013 and January 2014, and student portfolios.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Summative: Student work samples, Go Math Assessment test data, District Interim Assessment data results in November 2013 and January 2014, and student portfolios. Formative: 2014 FCAT 2.0 Mathematics Assessment

G3.B4 Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 69% of all students in grades 3-5 scored level 3 or above. The 2014 FCAT 2.0 Mathematics Assessment target is for 75% of all students in grades 3-5 to score level 3 or above. The area in need of improvement is Category 2: Number: Fractions and Base Ten.

G3.B4.S1 • Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. • Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. • Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. • Provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

Action Step 1

Classroom teachers should review data from the SuccessMaker monthly reports, District Interim Assessments, and Go Math assessments. Student work will be monitored and adjustments to instruction will be made as needed.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, work folders, District Interim Assessment data from September 2013, November 2013 and January 2014. 2014 FCAT 2.0 Mathematics Assessment

Facilitator:

Raquel Trachtenberg

Participants:

Classroom teachers.

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

Go Math Houghton Mifflin- Harcourt assessments SuccessMaker reports District Interim Assessments District Pacing Guides

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, work folders, District Interim Assessment data from September 2013, November 2013 and January 2014. 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Data reports will be used to guide instruction and make changes to instruction. SuccessMaker monthly reports, FCAT Explorer Usage Reports, student work samples, student work folders, District Interim Assessment data from September 2013, November 2013 and January 2014 will be reviewed.

Person or Persons Responsible

MTSS/Rtl and administration will monitor for effectiveness.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, work folders, District Interim Assessment data from September 2013, November 2013 and January 2014. 2014 FCAT 2.0 Mathematics Assessment

G3.B5 Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 61% of all students in grades 3-5 made learning gains. The 2014 FCAT 2.0 Mathematics Assessment target is for 65% of all students in grades 3-5 to make learning gains. The area in need of improvement is Category 1: Operations, Problems and Statistics.

G3.B5.S1 Grade 3: Provide opportunities for students to: • multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations • identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition Grades 4 and 5: • Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. • Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. • Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs. • Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on expressions and equations. • Support mathematical fluency and problem solving skills in the areas of expressions and equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Utilizing the District Pacing Guides, teachers should implement the suggested hands-on activities to increase student engagement with mathematical concepts. Utilize manipulatives as appropriate. Provide small group activities to provide extra practice for students as needed.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work samples, work folders, and computer assisted instruction reports.

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

Student work samples and portfolios/work folders, Go Math assessments, Successmaker Reports, District Interim Assessments, and observations.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative: Student work samples and portfolios/work folders, Go Math assessments, Successmaker Reports, District Interim Assessments, and observations. Summative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B5.S1

Student work samples and portfolios/work folders, Go Math assessments, Successmaker Reports, District Interim Assessments , and observations.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessment: Student work samples and portfolios/work folders, Go Math assessments, Successmaker Reports, District Interim Assessments, and observations. District Interim Assessments of September 2013, November 2013 and January 2014 and monthly SuccessMaker reports will be used to monitor for effectiveness towards meeting the goal. Summative Assessment: The results of the 2014 FCAT 2.0 Mathematics Assessment will be used to monitor for effectiveness.

G3.B6 Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 47% of students in the lowest 25th percentile in grades 3-5 made learning gains. The 2014 FCAT 2.0 Mathematics Assessment target is for 52% of all students in the lowest 25th percentile in grades 3-5 to make learning gains. The area in need of improvement is Category 1: Operations, Problems and Statistics.

G3.B6.S1 Grade 3: Provide opportunities for students to:

- multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition

Grades 4 and 5:

- Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context.
- Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations.
- Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.
- Support mathematical fluency and problem solving skills in the areas of expressions and equations by providing time to practice and apply learned concepts in real-life situations.
- translate a written description or graphic to an equation having one variable

Use student data to develop flexible student groups based on student needs in order to provide students with intervention.

Action Step 1

Utilizing the District Pacing Guides, teachers should implement the suggested hands-on activities to increase student engagement with mathematical concepts. Utilize manipulatives as appropriate.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, lesson plans, SuccessMaker, FCAT Explorer usage reports and observations.

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

Utilizing the FCIM, the MTSS/Rtl will schedule quarterly reviews of Interim Assessment Data, and monthly reviews of SuccessMaker in order to monitor fidelity of implementation and that progress is being made on an ongoing basis.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: Grade level Assessments from Go Math, District Interim Assessments in September 2013, November 2013 and January 2014, monthly SuccessMaker reports from September 2013-May 2014.
Summative: 2014 FAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM, the MTSS/Rtl will schedule quarterly reviews of Interim Assessment Data, and monthly reviews of SuccessMaker in order to monitor effective of the strategy and that progress and modifications to instruction are being made on an ongoing basis.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: Grade level Assessments from Go Math, District Interim Assessments in September 2013, November 2013 and January 2014, monthly SuccessMaker reports from September 2013-May 2014.
Summative: 2014 FAT 2.0 Mathematics Assessment

G4. Increase the percentage of students scoring level 3 and above from 55% on the 2013 FCAT 2.0 Science Assessment to 58% on the 2014 FCAT 2.0 Science Assessment.

G4.B1 As noted on the 2013 Science FCAT 2.0, 33% of students in Grade 5 scored Level 3. The target for the 2014 FCAT 2.0 Science Assessment is 36%. The area in need of improvement is Nature of Science.

G4.B1.S1 • Plan collaboratively on a weekly basis using the District Pacing Guide • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, etc.) • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Increase the infusion of literacy into the science classroom.

Action Step 1

District Science Pacing Guides should be used to collaborate and prepare appropriate hands on activities.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative: Student work samples from hands on science activities, science work displayed, reports from FCAT Explorer Science and science notebooks with content material written inside. District Interim Assessments should be reviewed in September 2013, November 2013 and January 2014. Summative: 2014 FCAT 2.0 Science Assessment

Facilitator:

Amy Weinberg

Participants:

Science teachers from grades K-5.

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

Observation by the Administration will monitor fidelity of implementation. Student work samples, and reports from FCAT Explorer will be reviewed on a monthly basis.

Person or Persons Responsible

The MTSS/Rtl Leadership Team and administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative: FCAT Explorer Usage Reports, Student Journals and work folders, Science Fair project reports, District Interim Assessment results in September 2013, November 2013, and January 2014.
Summative: 2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B1.S1

FCAT Explorer Usage Reports, Student Journals Science Fair project reports, District Interim Assessment results in September 2013, November 2013, and January 2014.

Person or Persons Responsible

MTSS/Rtl and administration.

Target Dates or Schedule

FCAT Explorer Usage Reports should be monitored every 4.5 weeks in conjunction with Progress Reports and Report Cards starting October 2013 and ending in May 2014. Science District Interim Assessment Data will be monitored in September 2013, November 2013 and in January 2014 for effectiveness of the strategy.

Evidence of Completion

Formative: Student Science Fair project reports, student work samples, and FCAT Explorer Usage reports. Summative: Results of the 2014 FCAT 2.0 Science Assessment

G4.B2 As noted on the 2013 Science FCAT 2.0, 22% of students in Grade 5 scored level 4 and above. The target for the 2014 FCAT Science Assessment is 23%. The area in need of improvement is Physical Science.

G4.B2.S1 Students should engage in hands on activities on a weekly basis. Utilize differentiated instruction strategies at all levels of instruction. Use multiple media to reach a wide range of learning styles. Projects and activities will be assigned based on student interests and students will be given the opportunity to demonstrate what they have learned through alternative assessments.

Action Step 1

Students will engage in hands on activities on a weekly basis. Utilize differentiated instruction strategies at all levels of instruction. Use multiple media to reach a wide range of learning styles. Projects and activities will be assigned based on student interests and students will be given the opportunity to demonstrate what they have learned through alternative assessments.

Person or Persons Responsible

Classroom teachers and science facilitator.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Summative: Student science work folders, science journals, science lab sheets indicating the results of the hands on activities. Science Fair projects that are evident of the Scientific Method.
Formative: 2014 FCAT 2.0 Science Assessment

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

Student work folders, and Science District Interim Assessment data in September 2013, November 2013 and January 2014, Science Fair projects and lab sheets from hands-on activities will be used to monitor fidelity of implementation.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

Science District Interim Assessment data in September 2013, November 2013 and January 2014. Bi-quarterly reports from FCAT Explorer will be reviewed.

Evidence of Completion

Summative: Science Fair Projects, student lab sheets and District Interim Assessments from September 2013, November 2013 and January 2014. Formative: 2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Student work folders, and Science District Interim Assessment data in September 2013, November 2013 and January 2014, Science Fair projects and lab sheets from hands-on activities will be used to monitor fidelity of implementation. Gizmos and FCAT Explorer will also be monitored for student participation.

Person or Persons Responsible

MTSS/Rtl and administration

Target Dates or Schedule

Science District Interim Assessment data in September 2013, November 2013 and January 2014. Bi-quarterly reports from FCAT Explorer will be reviewed to determine effectiveness of this strategy.

Evidence of Completion

Science Fair Projects, administrative walk-throughs, and 2014 FCAT 2.0 Science Assessment results will be monitored for effectiveness of implementing this strategy.

G5. Increase the number of students participating in STEM related experiences from 30 students in 2013 to 36 students in 2014. This is an increase of 2% from the previous year.

G5.B1 Participation in STEM related experiences was restricted to 2 students per homeroom in 2013.

G5.B1.S1 Increase the number of students participating in STEM related experiences from 2 students to 3 students per homeroom. Increase reading of nonfiction texts, to better prepare students for research as they engage in science fair projects.

Action Step 1

3 students per homeroom in grades 3-5 will be chosen to participate in the Science Club.

Person or Persons Responsible

Science facilitator and science teachers organize the participants for the Science Club.

Target Dates or Schedule

Science Club will begin in October 2013 and end in May, 2014.

Evidence of Completion

Formative: District Interim Assessment results examined in September 2013, November 2013, and January 2014. Rosters of students participating in Science Fair 2013 will be maintained by classroom teachers. Projects will reflect the appropriate components of the Scientific Method.
Summative: 2014 FCAT 2.0 Science Assessment

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

Attendance rosters and Science Fair participation rosters should be maintained.

Person or Persons Responsible

The Science Club meeting rosters should be maintained by the Science Facilitator. Each teacher should maintain a roster of those students participating in the Science Fair.

Target Dates or Schedule

The Science Club will meet monthly from October 2013 to May 2014 on the third Wednesday of the month. The Science Fair rosters will be collected in December 2013.

Evidence of Completion

Formative: District Interim Assessment results examined in September 2013, November 2013, and January 2014. Rosters of students participating in Science Fair 2013 will be maintained by classroom teachers. Rubrics will be used to score Science Fair Projects. Summative: 2014 FCAT 2.0 Science Assessment

Plan to Monitor Effectiveness of G5.B1.S1

Attendance by students in the Science Club should be monthly for 90% of members. Records will be maintained and reviewed for student participation in the Science Fair.

Person or Persons Responsible

The science facilitator should maintain attendance records for students in the Science Club. Classroom teachers should maintain records relating to the Science Fair participation.

Target Dates or Schedule

Monthly records for the Science Club from October 2013 to May 2014. Science Fair project due dates to be determined.

Evidence of Completion

Formative: District Interim Assessment results examined in September 2013, November 2013, and January 2014 Rosters of students participating in Science Fair 2013 will be maintained by classroom teachers. Summative: 2014 FCAT 2.0 Science Assessment

G6. Ojus Elementary will decrease the number of students who missed 10% or more of the available instructional time from 6% in 2013 to 5% in 2014, and reduce the number of students who receive two or more behavior referrals from 7% in 2013 to 6% in 2014.

G6.B1 Actual 2013 performance data shows 6%(58) or more of students are missing 10% of available instructional time. The 2014 target is to reduce this amount to 5%.

G6.B1.S1 Conference with parents and guardians to advise them of the importance of students not missing available instructional time.

Action Step 1

Administration will monitor the improvement of students with a pattern of nonattendance and/or tardiness.

Person or Persons Responsible

Student Services, MTSS/Rtl

Target Dates or Schedule

August 2013 -June 2014

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

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

Attendance Reports monitored daily

Person or Persons Responsible

Student Services, MTSS/Rtl

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

Plan to Monitor Effectiveness of G6.B1.S1

Attendance Reports will be reviewed daily

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

G6.B2 Actual 2013 performance data shows 7%(63) of students received two or more behavioral referrals. The 2014 target is to reduce this amount to 6%.

G6.B2.S1 Conference with parents and guardians to advise them of the importance of students not receiving behavioral referrals. Review the student Code of Conduct with both students and parents.

Action Step 1

The MTSS/RTI/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

Administration, MTSS/RtI, Counselor

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Formative Assessment: Quarterly Attendance Summaries Summative Assessment: Yearly Attendance Summary

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

The MTSS/RTI/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in improving student behavior.

Person or Persons Responsible

Administration, MTSS/Rtl, Counselor

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Scam reports monitored.

Plan to Monitor Effectiveness of G6.B2.S1

Follow Miami Dade County Code of Student Conduct and monitor the number of behavioral referrals.

Person or Persons Responsible

MTSS/Rtl, Administration, Counselor

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Report of scams being logged. Performance data from 2014 Early Warning System.

G6.B3 Actual 2013 performance data shows 0%(2) of students received two or more behavioral referrals. The 2014 target is to reduce or maintain this amount at 0%.

G6.B3.S1 Review the Code of Student Conduct with parents, guardians and students so they are aware of the expected behaviors.

Action Step 1

Monitor scam reports for behavioral referrals that could lead to suspensions.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Logs of scams and behavioral referrals, Early Warning System report.

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

Monitor the number of behavioral referrals.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Monitor number of referrals for behavioral infractions leading to suspension.

Plan to Monitor Effectiveness of G6.B3.S1

Monitor number of referrals for behavioral infractions. Reward students with outstanding citizenship at quarterly assemblies.

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Citizenship Certificates and Early Warning System reports.

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

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. Efforts are made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

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

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

Title VI, Part B – N/A

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

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

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- 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.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Ojus will to implement 5 curriculum lessons on Bullying and Violence Prevention in grades K-5.
- Student Agendas by Premier Agenda Company include bully prevention lessons to assist with implementation of curriculum. Lessons are to be implemented on a monthly basis.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase percentage of all students scoring Level 3 and above from 66% on the 2013 FCAT 2.0 Reading Assessment to 75% on the 2014 FCAT 2.0 Reading Assessment.

G1.B2 Performance data from the 2013 FCAT 2.0 Reading Assessment indicates 27% of all students scored level 3. The 2014 target is 34% of all students to score level 3 on the 2014 FCAT 2.0 Reading Assessment. The area in need is the reporting category of Informational Text/Research Process.

G1.B2.S1 For Grade 3, instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. For Grade 4 instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. For Grade 5, instruction should include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Increase the use of non-fiction articles and editorials for instruction. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Students should be able to recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts.

PD Opportunity 1

Utilize District Interim Assessment Data, McGraw Hill Wonders, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed. For Grade 3, instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. For Grade 4 instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears For Grade 5, instruction should include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Increase the use of non-fiction articles and editorials for instruction. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Students should be able to recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Purchase additional nonfiction text materials for the media center that will support instruction at all levels.

Facilitator

Alice Graham, Alison Hirsch, Jessica Hinestrosa

Participants

Reading teachers at all levels K-5.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Interim Assessments September 2013, November 2013, and February 2014, STAR Assessments results reviewed: August 2013, November 2013, and February 2014. Summative Assessment : Results of the 2014 FCAT 2.0 Reading Assessment

G2. Increase the percentage of students scoring 3.5 and above, from 75% on the 2013 FCAT 2.0 Writing Assessment to 78% on the 2014 FCAT 2.0 Writing Assessment, when responding to an expository or narrative writing prompt.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with developing organized responses in narrative essay writing. Students experienced difficulty in writing narrative accounts that utilize mature word choice.

G2.B1.S1 • During writing instruction, students will utilize detailed planners to develop a prewriting plan. These planners will focus on the elements of a narrative account (characters, setting, plot), sequence of events, and the use of transitional devices in order to produce a complete, organized narrative response. • Students will analyze anchor prompts and mentor texts in order to determine the qualities of a complete, organized narrative response. • Students will use vocabulary webs to complete word studies and infuse more mature language into their narrative responses.

PD Opportunity 1

Monthly writing prompts, District Interim Assessments will be monitored for progress and adjustments to instruction will be made accordingly.

Facilitator

Alison Hirsch

Participants

Following the FCIM, monthly expository prompts will be scored to monitor students' progress in the identified areas of need and to realign instruction to meet individual needs.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

G3. Increase the percentage of students scoring level 3 and above from 69% on 2013 FCAT 2.0 Mathematics Assessment to 75% on the 2014 FCAT 2.0 Mathematics Assessment.

G3.B4 Performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 69% of all students in grades 3-5 scored level 3 or above. The 2014 FCAT 2.0 Mathematics Assessment target is for 75% of all students in grades 3-5 to score level 3 or above. The area in need of improvement is Category 2: Number: Fractions and Base Ten.

G3.B4.S1 • Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. • Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. • Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. • Provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions.

PD Opportunity 1

Classroom teachers should review data from the SuccessMaker monthly reports, District Interim Assessments, and Go Math assessments. Student work will be monitored and adjustments to instruction will be made as needed.

Facilitator

Raquel Trachtenberg

Participants

Classroom teachers.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student work samples, work folders, District Interim Assessment data from September 2013, November 2013 and January 2014. 2014 FCAT 2.0 Mathematics Assessment

G4. Increase the percentage of students scoring level 3 and above from 55% on the 2013 FCAT 2.0 Science Assessment to 58% on the 2014 FCAT 2.0 Science Assessment.

G4.B1 As noted on the 2013 Science FCAT 2.0, 33% of students in Grade 5 scored Level 3. The target for the 2014 FCAT 2.0 Science Assessment is 36%. The area in need of improvement is Nature of Science.

G4.B1.S1 • Plan collaboratively on a weekly basis using the District Pacing Guide • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, etc.) • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Increase the infusion of literacy into the science classroom.

PD Opportunity 1

District Science Pacing Guides should be used to collaborate and prepare appropriate hands on activities.

Facilitator

Amy Weinberg

Participants

Science teachers from grades K-5.

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Formative: Student work samples from hands on science activities, science work displayed, reports from FCAT Explorer Science and science notebooks with content material written inside. District Interim Assessments should be reviewed in September 2013, November 2013 and January 2014. Summative: 2014 FCAT 2.0 Science Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase percentage of all students scoring Level 3 and above from 66% on the 2013 FCAT 2.0 Reading Assessment to 75% on the 2014 FCAT 2.0 Reading Assessment.	\$500
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
EESAC funds		\$500
Total		\$500

Budget Details

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

G1. Increase percentage of all students scoring Level 3 and above from 66% on the 2013 FCAT 2.0 Reading Assessment to 75% on the 2014 FCAT 2.0 Reading Assessment.

G1.B1 The Annual Measurable Objective (AMO) data from the 2013 FCAT 2.0 Reading Assessment indicates that the following subgroups did not meet the 2013 targets for the percentage of students scoring level 3 and above on the 2014 FCAT 2.0 Reading Assessment. Reporting Category 3: Literary Analysis/Fiction/Nonfiction is the area in need for subgroups that did not meet the targets on the 2013 FCAT 2.0 Reading Assessment. The actual performance for the Black subgroup was 61%. The target is 71% on the 2014 FCAT 2.0 Reading Assessment. . The Asian subgroup performance was 92% and the target is 100% on the 2014 FCAT 2.0 Reading Assessment. The Hispanic subgroup performance was 65%. The target is 77% on the 2014 FCAT 2.0 Reading Assessment. The SWD subgroup performance was 32%. The target is 44% on the 2014 FCAT 2.0 Reading Assessment. The ED subgroup performance was 53%. The target is 70% on the 2014 FCAT 2.0 Reading Assessment. The ELL 2013 performance was 53%. The target is 70% on the 2014 FCAT 2.0 Reading Assessment.

G1.B1.S1 Reporting Category 3 Literary Analysis/Fiction/Nonfiction: LA.3-5.2.1.2 Elements of story structure – character development, setting, plot, problem/solution(RL.3.3 & RL.3.6) LA.3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects(RL.3.4 & L.3.5a) LA.3-5.2.2.1 Explain and identify the purpose of text features(RL.3.7) Instruction should focus on teaching students to identify and interpret elements of story structure within a text. Help students to understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Additionally, Instruction should include the use of poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Specifically for Grade 5 use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Provide after school and before school tutoring for targeted students.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders reading series materials, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed. Provide small group tutoring for targeted students after or before school.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 Performance data from the 2013 FCAT 2.0 Reading Assessment indicates 27% of all students scored level 3. The 2014 target is 34% of all students to score level 3 on the 2014 FCAT 2.0 Reading Assessment. The area in need is the reporting category of Informational Text/Research Process.

G1.B2.S1 For Grade 3, instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. For Grade 4 instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. For Grade 5, instruction should include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Increase the use of non-fiction articles and editorials for instruction. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Students should be able to recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts.

Action Step 1

Utilize District Interim Assessment Data, McGraw Hill Wonders, SuccessMaker, District Pacing Guides, Renaissance STAR Assessments and Accelerated Reader to monitor student progress and make adjustments to instruction as needed. For Grade 3, instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. For Grade 4 instruction should include the use of real-world documents such as, how-to articles, brochures, fliers, and websites to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears For Grade 5, instruction should include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Increase the use of non-fiction articles and editorials for instruction. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Students should be able to recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Purchase additional nonfiction text materials for the media center that will support instruction at all levels.

Resource Type

Evidence-Based Program

Resource

Student incentives for increased student achievement. Certificates and prizes.

Funding Source

EESAC funds

Amount Needed

\$500