



2013-2014 SCHOOL IMPROVEMENT PLAN

Thurgood Marshall Elementary School

800 NW 13TH ST
Fort Lauderdale, FL 33311
754-322-7000

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
F

2012-13
D

2011-12
C

2010-11
B

2009-10
B

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.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	20
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	29
Part III: Coordination and Integration	75
Appendix 1: Professional Development Plan to Support Goals	76
Appendix 2: Budget to Support Goals	85

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Thurgood Marshall Elem. School

Principal

Michael V. Billins

School Advisory Council chair

Leanna Greenidge

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

Name	Title
Michael V. Billins	Principal
Claudia McGrath	Asst. Principal
Jaan Roegge	Primary Reading Coach
Susan Littlefield	Intermediate Reading Coach
Dr. Pierre Christian	Math Coach
Dr. Audrey Kineard	Science Coach

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

02/19/2014

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 majority of the School Advisory Council (SAC) members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

SAC members are apprised of School Improvement Plan goals, strategies, and assessment data. Through the SAC process, the members participate in the development, review, and evaluation of the SIP plan.

Activities of the SAC for the upcoming school year

SAC is planning the following:

- Provide computers classes for parents and students to teach them about the PARCC assessment.
- Enhance technology in the primary classes.
- Parents expressed desire for school to assist them in getting computers at home; accessing websites that can help with further their students' educations.

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

Projected use of SAC funds is forthcoming. 2013-2014 Allocation
Accountability:\$ 1,976.00

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

In Compliance

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

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:

Michael V. Billins

Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

B.A. Criminal Justice, University of Florida
 Florida Teacher Certification, Florida Atlantic University
 M.S. Nova Southeastern
 Certifications: Educational Leadership (All Levels); Elementary
 Education K-6; ESOL Endorsement

Performance Record

2012-2013
 Lakeside ES - Asst. Principal
 School Grade: A
 Reading Mastery: 73%
 Math Mastery: 75%
 Science Mastery: 56%
 Writing Mastery: 78%
 Learning Gains Reading: 70%
 Learning Gains Math: 73%
 Lowest 25% Reading: 67%
 Lowest 25% Math: 73%

2011-2012
 Lauderhill Paul Turner ES - Asst. Principal
 School Grade: B
 Reading Mastery: 43%
 Math Mastery: 53%
 Science Mastery: 37%
 Writing Mastery: 68%
 Learning Gains Reading: 77%
 Learning Gains Math: 71%
 Lowest 25% Reading: 70%
 Lowest 25% Math: 85%

2010-2011
 Lauderhill Paul Turner ES - Asst. Principal
 School Grade: A
 Reading Mastery: 61%
 Math Mastery: 70%
 Science Mastery: 54%
 Writing Mastery: 84%
 Learning Gains Reading: 66%
 Learning Gains Math: 73%
 Lowest 25% Reading: 61%
 Lowest 25% Math: 76%

Claudia McGrath

Asst Principal

Years as Administrator: 20

Years at Current School: 7

Credentials

B.A. Florida Atlantic University, 1973
 M.S. Queens College, 1978
 School Leadership Certification
 Elementary Education Certification
 Early Childhood Education
 ESOL Endorsement

Performance Record

2012-2013
 School Grade: D
 Reading Mastery: 30%
 Math Mastery: 29%
 Science Mastery: 31%
 Writing Mastery: 58%
 Learning Gains Reading: 65%
 Learning Gains Math: 50%
 Lowest 25% Reading: 75%
 Lowest 25% Math: 52%

2011-2012
 School Grade: C
 Reading Mastery: 36%
 Math Mastery: 40%
 Science Mastery: 40%
 Writing Mastery: 69%
 Learning Gains Reading: 61%
 Learning Gains Math: 63%
 Lowest 25% Reading: 76%
 Lowest 25% Math: 75%

2010-2011
 School Grade: B
 Reading Mastery: 59%
 Math Mastery: 71%
 Science Mastery: 65%
 Writing Mastery: 93%
 Learning Gains Reading: 55%
 Learning Gains Math: 73%
 Lowest 25% Reading: 40%
 Lowest 25% Math: 71%

AYP: The subgroup English Language Learners did not make AYP in Reading; although the subgroups of Total, Black, and Economically Disadvantaged made Safe Harbor AYP in reading. The subgroups Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Jaan Roegge**

Full-time / School-based

Years as Coach: 20

Years at Current School: 7

Areas

Reading/Literacy

Credentials

B.S. - Elementary Education - Texas A & M M.S. -
 Reading -
 Florida International University
 ESOL Endorsement
 Certified:Elementary Education; M.S. Reading

Performance Record

Thurgood Marshall ES
 2012-2013
 School Grade: D
 Reading Mastery: 30%
 Math Mastery: 29%
 Science Mastery: 31%
 Writing Mastery: 58%
 Learning Gains Reading: 65%
 Learning Gains Math: 50%
 Lowest 25% Reading: 75%
 Lowest 25% Math: 52%
 2011-2012
 School Grade: C
 Reading Mastery: 36%
 Science Mastery: 40%
 Writing Mastery: 69%
 Learning Gains Reading: 61%
 Lowest 25% Reading: 76%
 2010-2011
 School Grade:B
 Reading Mastery:59%
 Writing Mastery: 93%
 Learning Gains Reading:55%

Dr. Audrey Kineard		
Full-time / District-based	Years as Coach:	Years at Current School: 0
Areas	Science	
Credentials	Audrey McFadden-Kineard B.S. Psychology Ed. D Organizational Leadership Dec. 2013 M.S. Educational Leadership Ed.D Educational Leadership ESOL Endorsed Gifted Endorsed Middle Grades Science	
Performance Record	I. Science Coach, Lauderdale Manor Elem. 2012-2013 Grade: F Science Mastery: 15% II. Science Teacher, 7th Grade New Renaissance Middle School 2011-2012 Grade: A Reading Mastery: % Math Mastery: % Writing Mastery: % Science Mastery: % Learning Gains Reading: % Learning Gains Math: % Lowest 25% Reading: % Lowest 25% Math: % AYP: III. Science Teacher, 8th Grade New Renaissance Middle School 2010-2011 Grade: A Reading Mastery: 63% Math Mastery: 66% Writing Mastery: 93% Science Mastery: 39% Learning Gains Reading: 63% Learning Gains Math: 73% Lowest 25% Reading: 66% Lowest 25% Math: 74% AYP:	

Dr. Pierre Christian		
Full-time / School-based	Years as Coach: 3	Years at Current School: 0
Areas	Mathematics	
Credentials	B.S. In Industrial Engineering (INTEC - Santo Domingo) M.S. In Criminal Justice (Florida Metropolitan University - Florida) Ph.D. In Educational Leadership (Keiser University - Florida) Certifications: Math 5-9 Middle Integrated Curriculum 5-9 Ed Leadership (all levels)	
Performance Record	Lauderdale Manors 2013 - 2013 School Grade: F Math Mastery: 31% Learning Gains Math: 42% Lowest 25% Math: 63% Sunrise Middle School 2011- 2012 School Grade: Math Mastery: % Learning Gains Math: % Lowest 25% Math: % Sunrise Middle School 2010-2011 School Grade: A Math Mastery: 68% Learning Gains Math: 73% Lowest 25% Math: 67%	

Susan Littlefield

Full-time / School-based

Years as Coach: 21

Years at Current School: 0

Areas

Reading/Literacy

Credentials

B.A. Liberal Arts and Elem Ed K-6 Trinity College, Burlington VT

Masters courses @ Argosy University, Sarasota FL

Certifications:

ESOL

Reading

Endorsement (K-12)

2012-2013 Park Ridge Elementary School

School Grade: D

Reading Mastery: 33%

Learning Gains Reading: 58%

Lowest 25% Reading: 75%

2011-2012: Park Ridge Elementary School

Grade: C

Reading Mastery : 30%

Learning Gains Reading: 48%

Lowest 25% Reading: 64%

2010-2011: Park Ridge Elementary School

Grade: B

Reading Mastery: 66%

Writing: 97%

Learning Gains Reading: 63%

Lowest 25% Reading: 57%

Performance Record**Classroom Teachers****# of classroom teachers**

23

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

23, 100%

ESOL endorsed

19, 83%

reading endorsed

9, 39%

with advanced degrees

7, 30%

National Board Certified

2, 9%

first-year teachers

2, 9%

with 1-5 years of experience

6, 26%

with 6-14 years of experience

3, 13%

with 15 or more years of experience

10, 43%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Teacher Recruitment and Retention Strategies

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

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

To recruit and retain highly qualified, certified-in-field, effective teachers to the school the district provides a Job Fair. The school administrators are responsible for hiring highly qualified teachers from the pool of applicants.

Teacher Mentoring Program/Plan

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

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

The mentoring program/plan includes pairings of teachers and yearlong developmental activities. Teachers who are new to the school or new to a subject or grade level are paired with experienced teachers. Pairings are based upon levels of experience in subject areas and/or grade levels and educational compatibility. Mentoring activities include timely meetings, mentors and mentees observing each other, modeling best practices, providing feedback and discussing improvements to classrooms and instructional practices. Mentors also share activities such as providing new teachers grade level content limitations, Second Generation Sunshine State Standards, Common Core State Standards and District and school policies. In addition, mentors make recommendations to mentees in areas of Professional Development.

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

As outlined in the data-based problem-solving processes for the implementation and monitoring of the school's MTSS and SIP structures the school deploys the following actions to address the effectiveness of core instruction, resource allocation (funding and staffing), teachers support systems, and small group and individual student needs :

- * The school regularly administers standardized and non standardized assessments (district and in-house assessments); the results of these assessments are reviewed and analyzed; and based upon the analyses of the findings, decisions are formulated with regard to core, supplemental and intervention curriculum choices, utilization of staff/resources, Professional Development choices, scheduling options, groupings within classes/grades, and one-on-one instruction.
- * The school regularly schedules Leadership Team meetings to review assessment data, patterns of strengths/weaknesses in instructional delivery, instructional programs, interventions; and identifies trends to ensure continuous improvement.
- * As new student assessment data surface, Data Conferences are scheduled with administration and teachers at each grade level to compare each student's current level of performance with baseline data; if student assessment data demonstrate steady gains, instructional practices are continued; conversely, if little or no gains are demonstrated existing instructional practices may be intensified or alternative programs may be recommended.
- * A data base of student assessment data is maintained to track the progress of all students.

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

The function and responsibilities of the school-based leadership team members as related to the school's MTSS and SIP are as follows:

- * The building principal ensures that the MTSS processes are aligned with School Improvement targets, goals, and strategies; enforces school and district policies; determines allocations of resources; appoints the MTSS Coordinator and team members; determines frequency and locations of MTSS meetings; evaluates the effectiveness of the MTSS process and team members, reports the progress of the MTSS process to the School Advisory Council, faculty and staff, and provides administrative support to the MTSS team in the accomplishment of their tasks.
- * The assistant principal provides student assessment/behavior data, schedules, parent/student conference information, arranges for class coverages for teachers, assists the team in matching behavioral and academic interventions with student deficiencies, ensures that the MTSS processes are aligned with School Improvement targets, goals, and strategies; enforces school and district policies; evaluates the effectiveness of the MTSS process and team members, reports the progress of the MTSS process to the School Advisory Council, faculty and staff, and provides administrative support to the MTSS team in the accomplishment of their tasks.
- * The MTSS Coordinator, schedules MTSS meetings, sets agendas maintains a database, contacts parents, and assigns management of cases to the team members. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Furthermore, the coordinator, through the collaborative discussion among the members of the MTSS team and teachers of referred students, facilitates decisions regarding modifications needed to the core curriculum and/or management of student behavior based on data points and graphs. Students are then moved through the various MTSS Tiers.
- * The Reading, Math, Science coaches act as case managers and provide data and subject knowledge expertise for the MTSS team. As case managers, MTSS members, observe students and report back to the MTSS team. MTSS coaches, in addition, assist teachers in matching interventions with identified student academic deficiencies. Coaches are also instrumental in the development of the SIP based upon MTSS membership.
- * Other members include the following:
 - Classroom teacher - whose role includes following the MTSS referral process by completing all paperwork necessitated to initiate an MTSS referral; and implementing monitoring and recording interventions data in a timely manner.

- School Psychologist, whose role includes assisting teachers in capturing psychometric data to measure intervention efficacy, and referring for students to outside agencies.
- School social worker, whose role includes assisting with attendance/ family/residence/health issue concerns.
- Exceptional Student Educational Specialist - whose role includes sharing academic and behavioral ESE strategies/interventions with general education teachers.
- English Speakers' of other Languages (ELL) Coordinator whose role includes ensuring that ESOL strategies are being implemented for referred ELL students, ESOL classifications are accurate, and assisting in communicating with families of ELL students.
- Community Liaison, whose role includes the addressing of immediate family concerns that may help to ameliorate student deficiencies.

Each of the aforementioned members contributes expertise in his/her area, to assist in the formulations of MTSS decisions with the shared objective of meeting the needs of all referred students.

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

The MTSS Coordinator uses an excel program and enters all referred students. At each MTSS Tier data are collected and dated in accordance with time period(s) surrounding each intervention. The MTSS coordinator records the number of students referred during the year annually. Determinations are made on the number of students who either improved through interventions or who were recommended for Exceptional Student Education Testing as of a result of an MTSS referral. In cases where large numbers of students have required MTSS referrals and have not improved through interventions, the Leadership team will discuss and propose recommendations for changes to the core curriculum which guides the SIP plan. In summation, the MTSS process, through a prescriptive intervention process, consisting of embedded reviews of data and subsequent evaluations of the efficacy of interventions at each tier, this school team, ensures that meaningful educational decisions are made with regard to which instructional program(s) is/are most suited to each individual student and all students at this school.

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

The following data sources and management system(s) are used to analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement:

Data Sources:

- Reading: Florida Comprehensive Assessment Test (FCAT)/Stanford Diagnostic Test (SDT), Florida Assessment in Reading (FAIR), Diagnostic Reading Inventory (DRA), Rigby Progress Monitoring, Benchmark Assessments, chapter and unit tests from Journeys, Ongoing Progress Monitoring Tool Kit, Florida Center for Reading Research (FCRR) lessons, center activities, and benchmark assessments
- Math: Q BATS, BATS, FCAT, chapter and unit tests, benchmark assessments, easycbm.com for progress monitoring, assessments provided in the Go Math Series, Riverdeep, and Florida Achieves.
- Science: Chapter and unit tests, benchmark assessments, Florida Achieves, and student interactive notebooks (5th)
- Writing: Broward Enterprise Educational Portal (BEEP) lesson projects, other writing samples scored with Six Traits Rubric, editing activities/assessments, Reading and Literature Response Logs.
- Behavior: Disciplinary Referrals are routinely inspected. Daily or weekly behavior progress report/ charts, motivation check lists, ABC charts, observations, frequency charts, FBA (Functional Behavioral Assessment), PBIP (Positive Behavioral Intervention Plan) are also sources.

The i-Ready program is used to diagnose and prescribe interventions for students in need of MTSS.

Data Management:

Overall data management is accomplished through an excel program in accordance with MTSS Tiers and timelines; and are as follows for each tier:

- Tier 1: Intervention Checklist
- Tier 2: Document Tier 2 Intervention Plan
- Tier 3: School generated MTSS forms – paperwork tracking, note taking, Rtl/CPST Student Folders

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

Initial MTSS or Rtl training as it was known as, was conducted for administration and support staff in the Spring of 2010. Additional Rtl training was conducted for Team Leaders and other staff for six full days in June, 2011 with assistance from district personnel both in person and via a webinar. At aforementioned trainings, the Rtl process was presented and administration and staff developed the plan for implementation of the Rtl process at this school using appropriate interventions, data points, and graphs aligned to each tier. Teachers were debriefed

on the Rtl tracking forms and other essential paperwork; forms and paperwork were distributed at the pre-planning in August 2011. On-going training has continued for Rtl staff members by various school psychologists at faculty meetings, for the past two years, in the course of addressing student needs and working

through the tier process. The most recent training for faculty was conducted in the winter of 2013, and specifically addressed data graphing techniques. More trainings will be planned for the 2013 - 2014 school year and will be conducted by the newly hired school psychologist and MTSS Coordinator.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 90

Extended Learning will be provided for all Level 1 and Level 2 students focusing on Reading and Math benchmark mastery .

Strategy Purpose(s)

- Instruction in core academic subjects

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

A Test-maker Pro exams will be administered to all students participating in the extended learning after school program in both reading and math at the beginning and end of the program. Base line data from the assessments will be collected and compared to end of program assessment data by the reading and math coaches to determine the effectiveness of the extended after school academic program. Results will be captured and analyzed.

Who is responsible for monitoring implementation of this strategy?

Reading and math coaches are responsible for the implementation of the extended learning after school program strategy.

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

Name	Title
Michael V. Billins	Principal
Claudia McGrath	Asst. Principal
Jaan Roegge	Primary Reading Coach
Susan Littlefield	Intermediate Reading Coach
Elizabeth Gibbs	Kindergarten Teacher
Tamela Williams	Grade 1 Teacher
Yanick Malbranche	Grade 2 Teacher
Juanita Bateman	Grade 3 Teacher
Arbrenda Shelton-Wiggins	Grade 4 Teacher
Marlene Hunt	Grade 5 Teacher
Sandra Crawford Walden	Media Specialist

How the school-based LLT functions

The goal of the school based LLT team is to promote enhancement of literacy and proficiency of the reading at this school. The team meets monthly or more if needed. Team members will monitor the implementation of Common Core State Standards throughout the school. The team will specifically monitor the implementation of the Curriculum Frameworks for grades K – 2 and continue to monitor Benchmark

Proficiency in reading grades 3 - 5. The information from the LLT will be disseminated via grade level and faculty meetings. The roles, functions and selection criteria of the team members are as follows:

- The administrators promote a culture of reading and learning throughout the school, monitor instructional fidelity, student achievement and provide feedback to teachers regarding their reading instruction.
- The reading coaches provide assistance in the interpretation of reading assessment data, observe reading lessons and reports on grade level and schoolwide trends to determine areas of strengths and weaknesses and assist with determinations of needed curriculum changes to facilitate differentiated instruction and progress monitoring as indicated in the MTSS Literature. Additional functions of the coaches include: providing or arranging necessary professional development; securing reading resources that are aligned with Common Core standards; modeling instructional delivery; providing parent trainings and assisting in the implementation of the School Improvement Plan.(SIP)
- The classroom teacher representatives, from each grade level, serve to share information regarding reading instructional delivery, student reading assessments, reading program(s) strengths and weaknesses, etc. to the LLT; the LLT provides information for the classroom teacher representatives to share with their teams based on interpretation of student assessment data to drive reading instruction.
- The Media Specialist provides information regarding the Accelerated Reader program; provides media resources to the members of the staff, and works to secure materials and resources that are aligned with Common Core standards.

Major initiatives of the LLT

The LLT team initiatives this year will primarily focus on the implementation of activities that promote Common Core College and Career Readiness and increase student achievement. The initiatives are follows:

- Ensuring that text complexity along with close reading and rereading of texts is central to lessons; continuing to provide students with many opportunities to engage in reading and listening to complex text materials.
- Working to assist teachers in providing scaffolding that does not replace text reading by students.
- Working to continue assisting teachers in the development of text dependent questions from a range of question types.
- Continuing to have teachers emphasize that students must support of their answers based upon evidence from the text.
- Working to increase research and writing opportunities (claims and evidence).
- Continuing to use data to analyze instructional effectiveness and adjust instruction and resources to meet student learning and intervention needs.

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

Thurgood Marshall Elementary School houses three preschool units; two Exceptional Student Education (ESE) Pre-Kindergarten units and one Head Start (HS) unit, respectively. With regard to the logistics of registration of the pre-kindergarten students at the elementary schools, the HS and ESE Pre-kindergarten

staffs ensure a smooth transition to kindergarten by clearly specifying the necessary enrollment processes

and timelines to all families participating in the programs. The preschool family services support teams, classroom teachers, and Exceptional Student Education Specialist (ESE) provide ongoing guidance to

the families of preschool students by indicating the corresponding home schools of the students, immunization requirements, and dates scheduled for kindergarten roundups, if applicable, at prospective schools. Communication can occur between community childcare centers and this school via school newsletters, flyers, the website of the school, and additionally through the child care centers that directly service our students in after care programs.

To ensure school readiness, the Head Start (HS) Program implements a literacy, math, and science curricula.

The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing the ongoing assessment of students, is placed in the cumulative folders to familiarize kindergarten teachers with the progress of HS students in the program.

To ensure school readiness, the Exception Student Education (ESE) Pre-Kindergarten programs implement the Creative Curriculum Early Literacy Program, Skills Streaming in Early Childhood, and education in Social Skills. ESE Pre-Kindergarten students continued to be closely monitored in kindergarten in accordance with their Individual Education Plan (IEP).

Thurgood Marshall Elementary offers a Pre-Kindergarten program inventory for kindergarten. This is administered to all preschoolers as an initial diagnostic to determine the specific skills and knowledge of students and as a final assessment tool as students prepare to transition to kindergarten. Upon promotion to kindergarten, The Florida Kindergarten Readiness Screening (FLKRS), the Diagnostic Reading Assessment (DRA) and the Florida Assessments for Instruction in Reading (FAIR) are administered.

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	45%	30%	No	51%
American Indian				
Asian				
Black/African American	45%	28%	No	51%
Hispanic		55%		
White				
English language learners	24%	25%	Yes	32%
Students with disabilities	41%	11%	No	47%
Economically disadvantaged	43%	31%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	20%	
Students scoring at or above Achievement Level 4	24	11%	

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	76	65%	
Students in lowest 25% making learning gains (FCAT 2.0)	25	75%	

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)	13	14%	17%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		12%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		11%

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	33	58%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	29%	No	63%
American Indian				
Asian				
Black/African American	57%	27%	No	61%
Hispanic		45%		
White				
English language learners	48%	17%	No	54%
Students with disabilities	41%	7%	No	47%
Economically disadvantaged	58%	28%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	13%	
Students scoring at or above Achievement Level 4	26	16%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	58	50%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	52%	

Middle School Acceleration

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

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	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Florida Alternate Assessment (FAA)

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

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	27	15%	12%
Students retained, pursuant to s. 1008.25, F.S.	15	9%	8%
Students who are not proficient in reading by third grade	126	68%	60%
Students who receive two or more behavior referrals	35	19%	16%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	19%	16%

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

To increase Parent Involvement by two percentage points in the 2013 - 2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	239	51%	53%

Goals Summary

- G1.** Create a positive school culture while building teacher capacity to increase student engagement in student- centered classrooms school-wide.
- G2.** Students will increase learning gains in reading through infusion of Common Core State Standards into daily reading instructional periods.
- G3.** Students will increase learning gains in math through infusion of Common Core State Standards into daily math instructional periods.
- G4.** Students will increase proficiency in writing through the infusion of Common Core State Standards via modeling, practicing, editing, conferencing and subsequent re-writings of explanatory, narrative, opinion, reflection, and research writing samples.
- G5.** Students will increase proficiency in science through daily instruction utilizing a combination of science lab lessons and informational texts/materials.

Goals Detail

G1. Create a positive school culture while building teacher capacity to increase student engagement in student- centered classrooms school-wide.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Human Resources: Instructional Coaches, In-house expertise, School-Based leadership team.
- Positive initiatives: AR Rewards, Honor Roll Assemblies, Marshall Store Dollars, "I Caught You Reading", STARS for Staff,
- Team Building: Common Planning, Administration Open-Door Policy, Team Leader Release Times, Sunshine Committee
- Technology: Web-inars, Marzano Model Videos

Targeted Barriers to Achieving the Goal

- All stakeholders need opportunities to create a positive school culture.

Plan to Monitor Progress Toward the Goal

Analyze survey results

Person or Persons Responsible

Administration and Support Staff.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Agendas and Team Minutes

G2. Students will increase learning gains in reading through infusion of Common Core State Standards into daily reading instructional periods.

Targets Supported

Resources Available to Support the Goal

- The school was able to hire a reading coach for grades 3 - 5 to assist and support teachers with reading instruction in grades 3 - 5.

Targeted Barriers to Achieving the Goal

- Many students have difficulty making inferences when reading or being read complex texts and/or have had limited experiences with academic Tier II vocabulary words.

Plan to Monitor Progress Toward the Goal

Students will increase proficiency in reading through infusion of Common Core State Standards into daily reading instructional periods.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Evidence will include: Mini Assessments Reports to Administrators Data Chats BATS I/II Test Maker Pro Pre/Post Tests STAR Reading Assessments Diagnostic Reading Assessments (DRA's)

G3. Students will increase learning gains in math through infusion of Common Core State Standards into daily math instructional periods.

Targets Supported

Resources Available to Support the Goal

- The school was able to hire a math coach to support teachers with math instruction in grades K - 5.

Targeted Barriers to Achieving the Goal

- Many students have difficulty solving multi-stepped problems in mathematics.

Plan to Monitor Progress Toward the Goal

Students will increase proficiency in math through infusion of Common Core State Standards into daily math instructional periods.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments STAR Math Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G4. Students will increase proficiency in writing through the infusion of Common Core State Standards via modeling, practicing, editing, conferencing and subsequent re-writings of explanatory, narrative, opinion, reflection, and research writing samples.

Targets Supported

- Writing

Resources Available to Support the Goal

- The school was able to hire a reading/literacy coach for grades 3 - 5 to assist and support teachers with reading instruction in grades 3 - 5.

Targeted Barriers to Achieving the Goal

- Many students have difficulty expressing ideas coherently in writing.

Plan to Monitor Progress Toward the Goal

Students will increase proficiency in writing through extensive teacher modeling, practicing, editing, conferencing and subsequent re-writings of explanatory and narrative prompts.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Evidence will include: Reports on Student Writing Progress - submitted to Administration by Intermediate Reading coach

G5. Students will increase proficiency in science through daily instruction utilizing a combination of science lab lessons and informational texts/materials.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- The school was able to hire a science coach to assist and support teachers with science instruction in grades K - 5.

Targeted Barriers to Achieving the Goal

- Many students have had limited experiences in instruction in science.

Plan to Monitor Progress Toward the Goal

Students will increase proficiency in science through daily instruction utilizing a combination of science lab lessons and informational texts/materials.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Evidence will include: Science Coach will report student progress to administrators.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Create a positive school culture while building teacher capacity to increase student engagement in student- centered classrooms school-wide.

G1.B1 All stakeholders need opportunities to create a positive school culture.

G1.B1.S1 Implement the school-wide Shared Decision Making Model Process.

Action Step 1

Provide Professional Development in the Shared Decision Making Model Process.

Person or Persons Responsible

Principal

Target Dates or Schedule

During Faculty Meetings, Common Planning, Early Release Days, Planning Days

Evidence of Completion

Administration/Teachers Modeling Shared Decision Making Processes, Minutes, Agendas, Sign-In Sheets

Facilitator:

Principal, Support Staff, and Teachers

Participants:

Faculty and Staff

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

Conduct classroom walk-throughs

Person or Persons Responsible

Administration and Support Staff

Target Dates or Schedule

Daily

Evidence of Completion

Coaches' Log; I-Observation

Plan to Monitor Effectiveness of G1.B1.S1

Reflection Survey

Person or Persons Responsible

Administration/Support Staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Agendas and Team Meeting Minutes, increase in collaboration

G2. Students will increase learning gains in reading through infusion of Common Core State Standards into daily reading instructional periods.

G2.B1 Many students have difficulty making inferences when reading or being read complex texts and/or have had limited experiences with academic Tier II vocabulary words.

G2.B1.S1 Teachers will implement the Close Reading technique using layers of questioning (Key ideas/details, Craft and Structure, and Integration of Knowledge and Ideas) for each text selection; teachers will provide students with many opportunities to develop skills in making inferences.

Action Step 1

Teachers will implement the Close Reading technique using layers of questioning (Key ideas/details, Craft and Structure, and Integration of Knowledge and Ideas) for each text selection; teachers will provide students with many opportunities to develop skills in making inferences.

Person or Persons Responsible

Teachers will implement Close Reading technique.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

Facilitator:

District/School PLC's

Participants:

Teachers in grade K - 5.

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

Teachers will implement the Close Reading technique using layers of questioning (Key ideas/details, Craft and Structure, and Integration of Knowledge and Ideas) for each text selection; teachers will provide students with many opportunities to develop skills in making inferences.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will implement the Close Reading technique using layers of questioning (Key ideas/details, Craft and Structure, and Integration of Knowledge and Ideas) for each text selection; teachers will provide students with many opportunities to develop skills in making inferences.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Rubrics Authentic Student Work Samples i.e. (3- 2- 1's) Mini Assessments BATS I/II Test Maker Pro Pre/Post Tests

G2.B1.S2 Students will be instructed in "Journeys," the core reading program and/or Daily Five-Cafe and be provided with small group/one-on-one instruction, respectively, with a focus on text-dependent questions/answers, making inferences with supporting evidence, through the use of thinking maps, graphic organizers, and text responses with Reading and Analyzing Non-Fiction (RAN) Charts, and Question Answer Relationships. (QAR)

Action Step 1

Students will be instructed in "Journeys," the core reading program and/or Daily Five-Cafe and be provided with small group/one-on-one instruction, respectively, with a focus on text-dependent questions/answers, making inferences with supporting evidence, through the use of thinking maps, graphic organizers, and text responses with Reading and Analyzing Non-Fiction (RAN) Charts, and Question Answer Relationships. (QAR)

Person or Persons Responsible

Teachers will instruct in "Journeys," the core reading program and/or Daily Five-Cafe and be provided with small group/one-on-one instruction, respectively, with a focus on text-dependent/ questions answers, making inferences with supporting evidence, through the use of thinking maps, graphic organizers, and text responses with Reading and Analyzing Non-Fiction (RAN) Charts and Question Answer Relationships. (QAR)

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

Facilitator:

District/PLC's - Common Core English Language Arts; Daily 5.

Participants:

K - 5 Teachers

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

Students will be instructed in "Journeys," the core reading program and/or Daily Five-Cafe and be provided with small group/one-on-one instruction, respectively, with a focus on text-dependent questions/ answers, making inferences with supporting evidence, through the use of thinking maps, graphic organizers, and text responses with Reading and Analyzing Non-Fiction (RAN) Charts, and Question Answer Relationships. (QAR)

Person or Persons Responsible

Intermediate Reading Coach.

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S2

Students will be instructed in "Journeys," the core reading program and/or Daily Five-Cafe and be provided with small group/one-on-one instruction, respectively, with a focus on text-dependent questions/ answers, making inferences with supporting evidence, through the use of thinking maps, graphic organizers, and text responses with Reading and Analyzing Non-Fiction (RAN) Charts, and Question Answer Relationships. (QAR)

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach and reports to Administrators Beginning/End of Year Reading - Chapter Tests Mini Assessments Reports to Administrators BATS I/II Test Maker Pro Pre/Post Tests Diagnostic Reading Assessments (DRA's) STAR Reading Assessments

G2.B1.S3 Students will be given extensive instructional opportunities to build academic Tier 2 vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words; Thinking Maps, Graphic Organizers, Theme Words, or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms.

Action Step 1

Students will be given extensive instructional opportunities to build Academic Tier 2 vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words"; Thinking Maps, Graphic Organizers, Theme Words, or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.

Person or Persons Responsible

Teachers will provide extensive instructional opportunities for students to build academic Tier 2 vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

Facilitator:

District/Intermediate Coach

Participants:

Teachers in Grades K-5

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

Students will be given extensive instructional opportunities to build academic Tier 2 vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words; Thinking Maps, Graphic Organizers, Theme Words, or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach and reports to Administrators Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S3

Students will be given extensive instructional opportunities to build academic Tier 2 vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words; Thinking Maps, Graphic Organizers, Theme Words, or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini Benchmark Assessments especially for Vocabulary Vocabulary Sections/ BATS I/II Test Maker Pro Pre/Post Tests STAR Reading Assessments

G2.B1.S4 Students in this school at all grade levels will be afforded many opportunities to be read to (Read Alouds) using Common Core-type Grade Level Exemplars for both informational and literary texts; teachers will accompany these read Alouds with text-dependent detail and inferential questions; students will be taught to effectively respond orally and follow agreed upon rules for discussion; students will also be taught to respond to informational/literary texts through pictures and/or writing samples.

Action Step 1

Students in this school at all grade levels will be afforded many opportunities to be read to (Read Alouds) using Common Core-type Grade Level Exemplars for both informational and literary texts; teachers will accompany these read Alouds with text-dependent detail and inferential questions; students will also be taught to effectively respond orally and follow agreed upon rules for discussion; students will also be taught to respond to informational/literary texts through pictures and/or writing samples.

Person or Persons Responsible

Teachers in this school at all grade levels will be provided many opportunities to read to students through Read Alouds and using Common Core-type Grade Level Exemplars for both informational and literary texts; teachers will accompany these read Alouds with text-dependent detail and inferential questions; Teachers will instruct students to effectively respond orally and follow agreed upon rules for discussion; teachers will also instruct students to respond to informational/literary texts through pictures and/or writing samples..

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

Facilitator:

District Staff

Participants:

Teachers in Grades K - 5.

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

Students in this school at all grade levels will be afforded many opportunities to be read to (Read Alouds) using Common Core-type Grade Level Exemplars for both informational and literary texts; teachers will accompany these read Alouds with text-dependent detail and inferential questions; students will be taught to effectively respond orally and follow agreed upon rules for discussion; students will also be taught to respond to informational/literary texts through pictures and/or writing samples.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Media Book Check-outs Classroom observations by administration Look fors by Intermediate Reading Coach Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S4

Students in this school at all grade levels will be afforded many opportunities to be read to (Read Alouds) using Common Core-type Grade Level Exemplars for both informational and literary texts; teachers will accompany these read Alouds with text-dependent detail and inferential questions; students will be taught to effectively respond orally and follow agreed upon rules for discussion; students will also be taught to respond to informational/literary texts through pictures and/or writing samples.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach Mini Assessments BATS I/II Test Maker Pro Pre/Post Tests Rubrics Authentic Student Work Samples

G2.B1.S5 Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.

Action Step 1

Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.

Person or Persons Responsible

Teachers will instruct students on how to answer text-dependent questions through scrutiny of text; and instruct students on how to make specific references to evidences from the texts to that support answers.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

Facilitator:

Intermediate Reading Coach

Participants:

Teachers in grades K - 5.

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

Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S5

Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach Mini Assessments BATS I/II Test Maker Pro Pre/Post Diagnostic Reading Assessment (DRA's) STAR Reading Assessment

G2.B1.S6 Students will be instructed through a balanced reading program that includes multiple informational materials/sources as well as literary texts selections in proportion to the recommended 60%-40% informational/literary text ratio for grades 4 and 5 and the 50%-50% informational/literary text ratio for grades 3 and below.

Action Step 1

Students will be instructed students through a balanced reading program that includes multiple informational materials/sources as well as literary texts in proportion to the recommended 60%-40% informational/literary text ratio for grades 4 and 5 and the 50%-50% informational/literary text ratio for grades 3 and below.

Person or Persons Responsible

Teachers will instruct students through a balanced reading program that includes multiple informational materials/sources as well as literary texts in proportion to the recommended 60%-40% informational/literary text ratio for grades 4 and 5 and the 50%-50% informational/literary text ratio for grades 3 and below. The Intermediate Reading coach will support teachers with this strategy.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

Facilitator:

Intermediate Reading Coach

Participants:

Teachers in Grades K - 5.

Plan to Monitor Fidelity of Implementation of G2.B1.S6

Students will be instructed students through a balanced reading program that includes multiple informational materials/sources as well as literary texts in proportion to the recommended 60%-40% informational/literary text ratio for grades 4 and 5 and the 50%-50% informational/literary text ratio for grades 3 and below.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach Lesson Plans Media Book Check-Outs

Plan to Monitor Effectiveness of G2.B1.S6

Students will be instructed students through a balanced reading program that includes multiple informational materials/sources as well as literary texts in proportion to the recommended 60%-40% informational/literary text ratio for grades 4 and 5 and the 50%-50% informational/literary text ratio for grades 3 and below.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidences will include: Classroom observations by administration Look fors by Intermediate Reading Coach Mini Assessments BATS I/II Test Maker Pro Pre/Post STAR Assessments Diagnostic Reading Assessments (DRA's)

G2.B1.S7 Students will be taught in accordance with Instructional Focus Calendar (IFC) pacing; be instructed in secondary benchmarks; and be afforded instructional scaffolding that will enable them to be instructed using complex text selections.

Action Step 1

Students will be taught in accordance with Instructional Focus Calendar (IFC) pacing; be instructed in secondary benchmarks; and be afforded instructional scaffolding that will enable them to be instructed using complex text selections.

Person or Persons Responsible

Teachers will follow the Instructional Focus Calendar (IFC) pacing, teach secondary benchmarks, and scaffold instruction that will enable students to be instructed using complex text selections. The Intermediate Reading coach will be responsible for monitoring, collecting, recording, and reporting weekly mini assessment progress by grade/teacher to the administration and making sure teachers are using complex text selections.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

Plan to Monitor Fidelity of Implementation of G2.B1.S7

Students will be taught in accordance with Instructional Focus Calendar (IFC) pacing; be instructed in secondary benchmarks; and be afforded instructional scaffolding that will enable them to be instructed using complex text selections.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini Assessments timely submissions

Plan to Monitor Effectiveness of G2.B1.S7

Students will be taught in accordance with Instructional Focus Calendar (IFC) pacing; be instructed in secondary benchmarks; and be afforded instructional scaffolding to bridge gaps between grade level standards and current level of performance of students.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini Assessments BATS I/II Test Maker Pro Pre/Post STAR Reading Assessment

G3. Students will increase learning gains in math through infusion of Common Core State Standards into daily math instructional periods.

G3.B1 Many students have difficulty solving multi-stepped problems in mathematics.

G3.B1.S1 Students will be instructed with Math Blitz exercises daily.

Action Step 1

Students will be instructed in Math Blitz exercises daily.

Person or Persons Responsible

Teachers will provide students with Math Blitz exercises daily.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look fors by Math Coach Observations by Administrators

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

Students will be instructed with Math Blitz exercises daily.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will be determined by: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Students will be instructed with Math Blitz exercises daily.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S2 Students will be taught in accordance with Pacing Guides; be instructed in secondary benchmarks; and be afforded instructional scaffolding to bridge gaps between grade level state standards/Common Core State Standards (CCSS) and current level of performance of students.

Action Step 1

Students will be taught in accordance with Pacing Guides; be instructed in secondary benchmarks; and be afforded instructional scaffolding to bridge gaps between grade level state standards/Common Core State Standards (CCSS) and current level of performance of students.

Person or Persons Responsible

Teachers will instruct in accordance with Pacing Guides; instruct students in secondary benchmarks, and afford students instructional scaffolding.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments

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

Students will be taught in accordance with Pacing Guides; be instructed in secondary benchmarks; and be afforded instructional scaffolding to bridge gaps between grade level state standards/Common Core State Standards (CCSS) and current level of performance of students.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S2

Students will be taught in accordance with Pacing Guides; be instructed in secondary benchmarks; and be afforded instructional scaffolding to bridge gaps between grade level state standards/Common Core State Standards (CCSS) and current level of performance of students.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S3 Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem solving to maintain/increase proficiency.

Action Step 1

Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem solving to maintain/increase proficiency.

Person or Persons Responsible

Teachers will instruct students in transferring reading skills into mathematical concepts in order to demonstrate success with problem solving to maintain/increase proficiency.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Mini assessments Teacher tests GO Math assessments;

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

Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem solving to maintain/increase problem solving to maintain/increase proficiency.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S3

Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem solving to maintain/increase proficiency.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S4 Students will be provided with daily practice in analyzing and dissecting word problems.

Action Step 1

Students will be provided with daily practice in analyzing and dissecting word problems.

Person or Persons Responsible

Teachers will provide students with daily practice in analyzing and dissecting word problems.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments;

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Students will be provided with daily practice in analyzing and dissecting word problems.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S4

Students will be provided with daily practice in analyzing and dissecting word problems.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S5 Students will be provided with small group/one-on-one instruction using hand-held and virtual manipulatives.

Action Step 1

Students will be provided with small group/one-on-one instruction using hand-held and virtual manipulatives.

Person or Persons Responsible

Teachers will provide students with small group/one-on-one instruction using hand-held and virtual manipulatives.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Math Coach Mini assessments Teacher tests GO Math assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Students will be provided with small group/one-on-one instruction using hand-held and virtual manipulatives.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S5

Students will be provided with small group/one-on-one instruction using hand-held and virtual manipulatives.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S6 Students will be provided with a Basic Skills Center daily; students will routinely recite basic facts.

Action Step 1

Students will be provided with a Basic Skills Center daily; students will routinely recite basic facts.

Person or Persons Responsible

Teachers will provide students with a Basic Skills Center daily; students will routinely recite basic facts.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Math Coach Mini assessments Teacher tests GO Math assessments;

Plan to Monitor Fidelity of Implementation of G3.B1.S6

Students will be provided with a Basic Skills Center daily; students will routinely recite basic facts.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S6

Students will be provided with a Basic Skills Center daily; students will routinely recite basic facts.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S7 Students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series.

Action Step 1

Students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series.

Person or Persons Responsible

Teachers will provide small group instruction with the use of the "Grab and Go" kits from the Go Math series.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Math Coach Mini assessments Teacher tests GO Math assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S7

Students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S7

Students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S8 Selected students will be directly instructed in intensive small group settings with guided and modeled instruction that emphasizes math vocabulary and sequential strategies to solve math word problems.

Action Step 1

Selected students will be directly instructed in intensive small group settings with guided and modeled instruction that emphasize math vocabulary and sequential strategies to solve math word problems.

Person or Persons Responsible

Teachers will directly instruct struggling math students in intensive small group settings with guided and modeled instruction that emphasize math vocabulary and sequential strategies to solve math word problems.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Math Coach Mini assessments Teacher tests GO Math assessments;

Plan to Monitor Fidelity of Implementation of G3.B1.S8

Selected students will be directly instructed in intensive small group settings with guided and modeled instruction that emphasizes math vocabulary and sequential strategies to solve math word problems.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S8

Selected students will be directly instructed in intensive small group settings with guided and modeled instruction that emphasizes math vocabulary and sequential strategies to solve math word problems.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G3.B1.S9 Students will be taught domain specific math vocabulary.

Action Step 1

Students will be taught domain specific math vocabulary.

Person or Persons Responsible

Teachers will instruct students on domain specific math vocabulary. The Math coach will provide math vocabulary words to teachers.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Math Coach Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments;

Plan to Monitor Fidelity of Implementation of G3.B1.S9

Students will be taught domain specific math vocabulary.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors by Math Coach Observations by administrators Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S9

Students will be taught domain specific math vocabulary.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Mini assessments Teacher tests District Assessments (BAT I/II), GO Math assessments Test-Maker Pro Assessments. Monitoring Pacing Guides conducted by the Intermediate Math Coach; results shared by Math Coach with administrators. Monthly Data Chats with teachers by administrators

G4. Students will increase proficiency in writing through the infusion of Common Core State Standards via modeling, practicing, editing, conferencing and subsequent re-writings of explanatory, narrative, opinion, reflection, and research writing samples.

G4.B1 Many students have difficulty expressing ideas coherently in writing.

G4.B1.S1 Students will be instructed in the writing process; all writing will be dated and recorded in journal/notebook/work folders for monitoring of progress; frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.

Action Step 1

Students will be instructed in the writing process; all writing will be dated and recorded in journal/notebook/work folders for monitoring of progress; frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.

Person or Persons Responsible

Teachers will instruct students in the writing process, all writing will be dated and recorded in journal/notebook/work folders for monitoring of progress; frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

Facilitator:

Team Leader

Participants:

Grade 4 Teachers

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

Students will be instructed in the writing process;all writing will be dated and recorded in journal/notebook/work folders for monitoring of progress; frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Authentic student work samples.

Plan to Monitor Effectiveness of G4.B1.S1

Students will be instructed in the writing process;all writing will be dated and recorded in journal/notebook/work folders for monitoring of progress; frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Rubrics Authentic student work samples.

G4.B1.S2 Students will be instructed in correct standard language conventions; students will be provided with opportunities for practice through authentic student samples that will be taken to the final stage of editing.

Action Step 1

Students will be instructed in correct standard language conventions; students will be provided with opportunities for practice through authentic student samples that will be taken to the final stage of editing.

Person or Persons Responsible

Teachers will instruct students in correct standard language conventions; provide opportunities for practice through authentic student samples that will be taken to the final stage of editing.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

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

Students will be instructed in correct standard language conventions; students will be provided with opportunities for practice through authentic student samples that will be taken to the final stage of editing.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Planning sheets, editing process, and final student products. Authentic student work samples.

Plan to Monitor Effectiveness of G4.B1.S2

Students will be instructed in correct standard language conventions; students will be provided with opportunities for practice through authentic student samples that will be taken to the final stage of editing.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Rubrics Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

G4.B1.S3 Teachers will provide centers that will actively engage students in the writing techniques that have been taught through modeling.

Action Step 1

Student will be provided centers that will actively engage them in the writing techniques that have been taught through modeling.

Person or Persons Responsible

Teachers will provide centers that will actively engage students in the writing techniques that have been taught through modeling.

Target Dates or Schedule

Daily.

Evidence of Completion

Evidence will include: Look Fors by Intermediate Reading Coach Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

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

Teachers will provide centers that will actively engage students in the writing techniques that have been taught through modeling.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Authentic student work samples.

Plan to Monitor Effectiveness of G4.B1.S3

Teachers will provide centers that will actively engage students in the writing techniques that have been taught through modeling.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Authentic student work samples.

G4.B1.S4 Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Action Step 1

Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Person or Persons Responsible

Teachers will provide students will opportunities to write informative//explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

Facilitator:

District

Participants:

K - 5 Teachers

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

Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

Plan to Monitor Effectiveness of G4.B1.S4

Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Person or Persons Responsible

Classroom teachers will provide students with opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Rubrics Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

G4.B1.S5 Students will be taught to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Action Step 1

Students will be taught to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Person or Persons Responsible

Teachers will instruct students on how to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

Facilitator:

District

Participants:

K - 5

Plan to Monitor Fidelity of Implementation of G4.B1.S5

Students will be taught to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

Plan to Monitor Effectiveness of G4.B1.S5

Students will be taught to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Rubrics Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

G4.B1.S6 Students will be taught to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Action Step 1

Students will be taught to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Person or Persons Responsible

Teachers will provide students opportunities to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Intermediate Reading Coach Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach
Authentic student work samples.

Facilitator:

District

Participants:

K - 5 Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S6

Students will be taught to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Person or Persons Responsible

Intermediate Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach
Authentic student work samples.

Plan to Monitor Effectiveness of G4.B1.S6

Students will be taught to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Rubrics Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

G4.B1.S7 Students will have many opportunities in learning to draw evidence from literary or informational texts to support analysis, reflection, and research.

Action Step 1

Students will have many opportunities in learning to draw evidence from literary or informational texts to support analysis, reflection, and research.

Person or Persons Responsible

Teachers will provide students with opportunities in learning to draw evidence from literary or informational texts to support analysis, reflection, and research.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

Facilitator:

District/Common Core Writing

Participants:

K - 5 Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S7

Students will have many opportunities in learning to draw evidence from literary or informational texts to support analysis, reflection, and research.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Authentic student work samples.

Plan to Monitor Effectiveness of G4.B1.S7

Students will have many opportunities in learning to draw evidence from literary or informational texts to support analysis, reflection, and research.

Person or Persons Responsible

Intermediate Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Rubrics Authentic student work samples.

G5. Students will increase proficiency in science through daily instruction utilizing a combination of science lab lessons and informational texts/materials.

G5.B1 Many students have had limited experiences in instruction in science.

G5.B1.S1 Students will be provided with small group instruction in Scientific Thinking; students will also be given instruction in the application of critical thinking skills utilizing the Florida Science Fusion Series; additionally, teachers will use the Broward County Hands-On Science Kit experiments in whole and small groups as determined by student proficiency levels.

Action Step 1

Students will be provided with small group instruction in Scientific Thinking; students will also be given instruction in the application of critical thinking skills utilizing the Florida Science Fusion Series; additionally, teachers will use the Broward County Hands-On Science Kit experiments in whole and small groups as determined by student proficiency levels.

Person or Persons Responsible

Teachers will provide students with small group instruction in Scientific Thinking; teachers will also provide instruction in the application of critical thinking skills utilizing the Florida Science Fusion Series; additionally, teachers will use the Broward County Hands-On Science Kit experiments in whole and small groups as determined by student proficiency levels.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

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

Students will be provided with small group instruction in Scientific Thinking; students will also be given instruction in the application of critical thinking skills utilizing the Florida Science Fusion Series; additionally, teachers will use the Broward County Hands-On Science Kit experiments in whole and small groups as determined by student proficiency levels.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Effectiveness of G5.B1.S1

Students will be provided with small group instruction in Scientific Thinking; students will also be given instruction in the application of critical thinking skills utilizing the Florida Science Fusion Series; additionally, teachers will use the Broward County Hands-On Science Kit experiments in whole and small groups as determined by student proficiency levels.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Benchmark Mastery Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics. Science Coach will report student progress to administrators.

G5.B1.S2 Students will be provided with daily practice in analyzing and dissecting science problems using the Florida Science Fusion series.

Action Step 1

Students will be provided with daily practice in analyzing and dissecting science problems using the Florida Science Fusion series.

Person or Persons Responsible

Teachers will provide students with daily practice in analyzing and dissecting science problems using the Florida Science Fusion series.

Target Dates or Schedule

Daily.

Evidence of Completion

Evidence will be determined by: Look Fors by Science Coach Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

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

Students will be provided with daily practice in analyzing and dissecting science problems using the Florida Science Fusion series.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Effectiveness of G5.B1.S2

Students will be provided with daily practice in analyzing and dissecting science problems using the Florida Science Fusion series.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Benchmark Mastery Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

G5.B1.S3 Students will be provided with an interactive Science word walls; student will be taught domain specific science vocabulary.

Action Step 1

Students will be provided with interactive Science word walls; student will be taught domain specific science vocabulary.

Person or Persons Responsible

Teachers will provide students with an interactive Science word walls; Science coach will provide teachers with domain specific science vocabulary.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Science Coach Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Students will be provided with an interactive Science word walls; student will be taught domain specific science vocabulary.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Notebooks and Rubrics.

Plan to Monitor Effectiveness of G5.B1.S3

Students will be provided with an interactive Science word walls; student will be taught domain specific science vocabulary.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Benchmark Mastery Notebooks and Rubrics.

G5.B1.S4 Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.

Action Step 1

Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.

Person or Persons Responsible

Teachers will provide students with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Effectiveness of G5.B1.S4

Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Benchmark Mastery Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

G5.B1.S5 Student will be provided or have access to a wide variety of Common Core State Standards-type grade level science informational texts exemplars to accompany science lessons.

Action Step 1

Student will be provided or have access to a wide variety of Common Core State Standards-type grade level science informational texts exemplars to accompany science lessons.

Person or Persons Responsible

Teachers will provide or give students access to Common Core State Standards-type grade level science informational texts exemplars to accompany science lessons. Media Specialist, Science Coach, Reading Coaches will support teachers with this strategies.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Science Coach/Intermediate Reading Coach Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Fidelity of Implementation of G5.B1.S5

Student will be provided or have access to a wide variety of Common Core State Standards-type grade level science informational texts exemplars to accompany science lessons.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Science Notebooks. Notebooks and Rubrics.

Plan to Monitor Effectiveness of G5.B1.S5

Student will be provided or have access to a wide variety of Common Core State Standards-type grade level science informational texts exemplars to accompany science lessons.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

G5.B1.S6 Students at all grade levels will be instructed in grade specific science benchmarks.

Action Step 1

Students will be instructed in grade specific science benchmarks.

Person or Persons Responsible

Teachers will instruct students in grade specific science benchmarks.

Target Dates or Schedule

Daily (Grade 5), bi-weekly (K-4)

Evidence of Completion

Evidence will include: Benchmark Mastery Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Fidelity of Implementation of G5.B1.S6

Students at all grade levels will be instructed in grade specific science benchmarks.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include: Look Fors Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

Plan to Monitor Effectiveness of G5.B1.S6

Students at all grade levels will be instructed in grade specific science benchmarks.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will include Benchmark Mastery Florida Science Fusion Assessments Science Notebooks. Science Fusion Assessments Notebooks and Rubrics.

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

Federal, state and local funds, services, and programs are coordinated and integrated in the this school through the following:

Title I, Part A - Services provide additional funding for teachers to assist students, particularly low performing students, during the instructional day. Parental activities are planned and a Community Liaison is

also provided to assist parents in improving the academic performance of their children. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

Title I, Part D - The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the district Prevention Programs.

Title II -The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III - Services are provided through the district for educational materials; English Language Learner (ELL) district support services are specifically provided to improve the education of immigrants and English Language Learner students.

Nutrition Program -The school has been awarded the USDA Fresh Fruit and Vegetable Program Grant for the fifth year that

provides students with snacks of fruits or vegetables three times per week.

Supplemental Academic Instruction (SAI) funds are used to provide additional tutoring after school and for additional instructional support for students during the school day. Approximately 50% of a teacher is provided through this budget.

Violence Prevention -The school uses the district anti-bullying protocol; counseling is provided by the school counselor, referrals

are made for counseling through Starting Place, Inc., Chrysalis Center, and Children's Home Society.

Head Start - The school operates one Head Start program that provides educational,health, social, and psychological services to four year old students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Create a positive school culture while building teacher capacity to increase student engagement in student- centered classrooms school-wide.

G1.B1 All stakeholders need opportunities to create a positive school culture.

G1.B1.S1 Implement the school-wide Shared Decision Making Model Process.

PD Opportunity 1

Provide Professional Development in the Shared Decision Making Model Process.

Facilitator

Principal, Support Staff, and Teachers

Participants

Faculty and Staff

Target Dates or Schedule

During Faculty Meetings, Common Planning, Early Release Days, Planning Days

Evidence of Completion

Administration/Teachers Modeling Shared Decision Making Processes, Minutes, Agendas, Sign-In Sheets

G2. Students will increase learning gains in reading through infusion of Common Core State Standards into daily reading instructional periods.

G2.B1 Many students have difficulty making inferences when reading or being read complex texts and/or have had limited experiences with academic Tier II vocabulary words.

G2.B1.S1 Teachers will implement the Close Reading technique using layers of questioning (Key ideas/details, Craft and Structure, and Integration of Knowledge and Ideas) for each text selection; teachers will provide students with many opportunities to develop skills in making inferences.

PD Opportunity 1

Teachers will implement the Close Reading technique using layers of questioning (Key ideas/details, Craft and Structure, and Integration of Knowledge and Ideas) for each text selection; teachers will provide students with many opportunities to develop skills in making inferences.

Facilitator

District/School PLC's

Participants

Teachers in grade K - 5.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

G2.B1.S2 Students will be instructed in "Journeys," the core reading program and/or Daily Five-Cafe and be provided with small group/one-on-one instruction, respectively, with a focus on text-dependent questions/answers, making inferences with supporting evidence, through the use of thinking maps, graphic organizers, and text responses with Reading and Analyzing Non-Fiction (RAN) Charts, and Question Answer Relationships. (QAR)

PD Opportunity 1

Students will be instructed in "Journeys," the core reading program and/or Daily Five-Cafe and be provided with small group/one-on-one instruction, respectively, with a focus on text-dependent questions/answers, making inferences with supporting evidence, through the use of thinking maps, graphic organizers, and text responses with Reading and Analyzing Non-Fiction (RAN) Charts, and Question Answer Relationships. (QAR)

Facilitator

District/PLC's - Common Core English Language Arts; Daily 5.

Participants

K - 5 Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

G2.B1.S3 Students will be given extensive instructional opportunities to build academic Tier 2 vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words; Thinking Maps, Graphic Organizers, Theme Words, or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms.

PD Opportunity 1

Students will be given extensive instructional opportunities to build Academic Tier 2 vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words"; Thinking Maps, Graphic Organizers, Theme Words, or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.

Facilitator

District/Intermediate Coach

Participants

Teachers in Grades K-5

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

G2.B1.S4 Students in this school at all grade levels will be afforded many opportunities to be read to (Read Alouds) using Common Core-type Grade Level Exemplars for both informational and literary texts; teachers will accompany these read Alouds with text-dependent detail and inferential questions; students will be taught to effectively respond orally and follow agreed upon rules for discussion; students will also be taught to respond to informational/literary texts through pictures and/or writing samples.

PD Opportunity 1

Students in this school at all grade levels will be afforded many opportunities to be read to (Read Alouds) using Common Core-type Grade Level Exemplars for both informational and literary texts; teachers will accompany these read Alouds with text-dependent detail and inferential questions; students will also be taught to effectively respond orally and follow agreed upon rules for discussion; students will also be taught to respond to informational/literary texts through pictures and/or writing samples.

Facilitator

District Staff

Participants

Teachers in Grades K - 5.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

G2.B1.S5 Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.

PD Opportunity 1

Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.

Facilitator

Intermediate Reading Coach

Participants

Teachers in grades K - 5.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

G2.B1.S6 Students will be instructed through a balanced reading program that includes multiple informational materials/sources as well as literary texts selections in proportion to the recommended 60%-40% informational/literary text ratio for grades 4 and 5 and the 50%-50% informational/literary text ratio for grades 3 and below.

PD Opportunity 1

Students will be instructed students through a balanced reading program that includes multiple informational materials/sources as well as literary texts in proportion to the recommended 60%-40% informational/literary text ratio for grades 4 and 5 and the 50%-50% informational/literary text ratio for grades 3 and below.

Facilitator

Intermediate Reading Coach

Participants

Teachers in Grades K - 5.

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Classroom observations by administration Look fors by Intermediate Reading Coach

G4. Students will increase proficiency in writing through the infusion of Common Core State Standards via modeling, practicing, editing, conferencing and subsequent re-writings of explanatory, narrative, opinion, reflection, and research writing samples.

G4.B1 Many students have difficulty expressing ideas coherently in writing.

G4.B1.S1 Students will be instructed in the writing process; all writing will be dated and recorded in journal/notebook/work folders for monitoring of progress; frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.

PD Opportunity 1

Students will be instructed in the writing process; all writing will be dated and recorded in journal/notebook/work folders for monitoring of progress; frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.

Facilitator

Team Leader

Participants

Grade 4 Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

G4.B1.S4 Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

PD Opportunity 1

Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Facilitator

District

Participants

K - 5 Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

G4.B1.S5 Students will be taught to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PD Opportunity 1

Students will be taught to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Facilitator

District

Participants

K - 5

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach Authentic student work samples.

G4.B1.S6 Students will be taught to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PD Opportunity 1

Students will be taught to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Facilitator

District

Participants

K - 5 Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Look Fors by Intermediate Reading Coach Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach
Authentic student work samples.

G4.B1.S7 Students will have many opportunities in learning to draw evidence from literary or informational texts to support analysis, reflection, and research.

PD Opportunity 1

Students will have many opportunities in learning to draw evidence from literary or informational texts to support analysis, reflection, and research.

Facilitator

District/Common Core Writing

Participants

K - 5 Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Evidence will include: Planning sheets, editing process, and final student products. Monthly reports submitted to the Intermediate Reading Coach
Authentic student work samples.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I Teacher Training \$ 5,746.00 Teacher Training Title I \$12,410.00	\$0	\$0
Total	\$0	\$0

Budget Details

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

G4. Students will increase proficiency in writing through the infusion of Common Core State Standards via modeling, practicing, editing, conferencing and subsequent re-writings of explanatory, narrative, opinion, reflection, and research writing samples.

G4.B1 Many students have difficulty expressing ideas coherently in writing.

G4.B1.S4 Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Action Step 1

Students will have opportunities to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Resource Type

Evidence-Based Program

Resource

District Based Staff Development Teacher Training \$ 5,746.00 Teacher Training Title I \$12,410.00

Funding Source

Title I Teacher Training \$ 5,746.00 Teacher Training Title I \$12,410.00

Amount Needed

\$0