

I. Current School Status:

A. School Information:

1. School-Level Information:

- a. **School:** Phyllis R. Miller Elem. School
- b. **Principal's name:** Carmen Boyd A
- c. **School Advisory Council chair's name:** Sherrie Williams
- d. **Names and position titles of the School-based Leadership Team (SBLT):**

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

2. District-Level Information:

- a. **District:** Miami Dade
- b. **Superintendent's name:** Mr. Alberto M Carvalho
- c. **Date of school board approval of SIP:** Pending

B. 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).

1. Describe the membership of the SAC including position titles:

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

2. Describe the involvement of the SAC in the development of this school improvement plan:

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

3. Describe the activities of the SAC for the upcoming school year:

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

4. Describe the projected use of school improvement funds and include the amount allocated to each project:

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

5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:

In Compliance

6. If no, describe the measures being taken to comply with SAC requirements:

C. 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).

1. Administrators:

a. # Administrators: 2

b. # Receiving Effective rating or higher: (not entered because basis is < 10)

c. For each of your school's administrators (principal and all assistant principals), complete the following fields:

Administrator	Credentials	Performance Record
Carmen Boyd A Principal	BA –Elementary Education, Early Childhood Education Grades 1-6 Master’s-Varying Exceptionalities Master’s-Mentally Handicapped Grades K-12 Certification-Educational Leadership- State of Florida Endorsement-English to Speakers of Other Languages (ESOL)	2013 – School Grade – Rdg. Proficiency, 65% Math Proficiency, 77% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% - 81 points Rdg. AMO –Yes Math AMO–Yes
	Years as Administrator: 13 Years at Current School: 4	2012 – School Grade – A Rdg Proficiency, 55% Math Proficiency, 55% Rdg Lrg Gains, 72 points Math Lrg Gains, 68 points Rdg. Imp. Of Lowest 25% - 79 points Math Imp. Of Lowest 25% - 84 points Rdg. AMO 2011 – School Grade – B Rdg High Standards – 58% Math High Standards – 59% Rdg. Learning Gains – 59 points Math Learning Gains – 60 points Lowest 25% Rdg – 48 points Lowest 25% Math – 66 points 2010 – School Grade – C Rdg. High Standards – 53% Math High Standards – 57% Rdg. Learning Gains – 63 points Math Learning Gains – 63 points Lowest 25% Rdg – 74 points Lowest 25% Math – 69 points 2009 – School Grade- B Rdg. High Standards – 62% Math High Standads – 60% Rdg. Learning Gains – 57 points Math Learning Gains – 67 points Lowest 25% Rdg – 56 points Lowest 25% Math – 65 points
Ericka Caldwell Asst Principal	Master's Degree - Teaching English to Speakers of Other Languages (T.E.S.O.L) - Nova Southeastern	2013 – School Grade –B Rdg. Proficiency, 65% Math Proficiency, 77%

University	Rdg. Learning Gains, 65 points
Bachelor's Degree - Theatre - Florida State University	Math Learning Gains, 82 points
Certification in Educational Leadership	Rdg. Imp. of Lowest 25% - 77 points
English to Speakers of Other Languages (ESOL) Endorsed	Math Imp. of Lowest 25%-81 points
Years as Administrator: 7	Rdg. AMO – Yes
Years at Current School:	Math AMO – Yes
	2012 – School Grade – A
	Rdg Proficiency, 55%
	Math Proficiency, 55%
	Rdg Learning Gains, 72 points
	Math Learning Gains, 68 points
	Rdg. Imp of Lowest 25% - 79 points
	Math Imp of Lowest 25% - 84 points
	Rdg. AMO
	2011 – School Grade – C
	Rdg High Standards – 52%
	Math High Standards – 68%
	Rdg Learning Gains – 57 points
	Math Learning Gains – 64 points
	Lowest 25% Rdg – 77 points
	Lowest 25% Math – 77 points
	2010 – School Grade – A
	Rdg High Standards – 71%
	Math High Standards – 73%
	Rdg. Learning Gains – 71 points
	Math Learning Gains – 69 points
	Lowest 25% Rdg - 66 points
	Lowest 25% Math – 67 points
	2009 – School Grade – A
	Rdg High Standards – 76%
	Math High Standards – 72%
	Rdg. Learning Gains – 80 points
	Math Learning Gains – 79 points
	Lowest 25% Rdg – 60 points
	Lowest 25% Math – 77 points

2. Instructional Coaches:

a. # Instructional Coaches: 2

b. # Receiving Effective rating or higher: (not entered because basis is < 10)

c. For each of your school's instructional coaches, complete the following fields:

Coach	Credentials	Performance Record
Patricia Penafiel Full-time School-based Areas: Reading/Literacy	BA- Elementary Education, Florida International University, Master's in Elementary Education, Nova Southeastern University, Elementary Education-Grades 1-6, English to Speakers of Other Languages (ESOL) Endorsement from the State of Florida, Reading Endorsement from the State of Florida Years as Coach: 7 Years at Current School: 20	2013 – School Grade – B Rdg. Proficiency, 65% Math Proficiency, 77% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 82 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% - 81 points Rdg. AMO –Yes Math AMO- Yes 2012 – School Grade – A Rdg Proficiency, 55%

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

Guirlande Ciceron
 Full-time
 District-based
 Areas: Reading/Literacy

Exceptional Education K-12(Miami Dade College)
 Elementary Education K-6 (Miami Dade College)
 ESOL Endorsed (Miami Dade College)
 Masters in Reading K-12 (Nova Southeastern University)
 Years as Coach: 1
 Years at Current School: 1

2013 -School Grade-F
 Rdg. Proficiency-31%
 Math Proficiency -29%
 Reading Lrg Gains, 52 points
 Math Lrg Gains, 72 points
 RdG. Imp. Of Lowest -27%
 Math Imp. OF Lowest -45%
 Rdg. AMO-NO
 Math AMO-YES
 2012-School Grade-F
 Rdg. Proficiency-31%
 Math Proficiency 29%
 Math Lrg Gains-49 points
 Reading Lrg Gains-60 points
 RdG. Imp. Of Lowest -64%
 Math Imp. OF Lowest -56%
 Rdg. AMO-NO
 Math AMO-YES
 2011 School Grade-F
 Rdg. Proficiency-21%
 Math Proficiency -29%
 Math Lrg Gains-46 points
 Reading Lrg Gains-51 points
 RdG. Imp. Of Lowest -27%
 Math Imp. OF Lowest- 45%
 Rdg. AMO-NO

Math AMO-NO
 2010-School Grade-F
 Rdg. Proficiency-45%
 Math Proficiency -45%
 Math Lrg Gains-52 points
 Reading Lrg Gains-48 points
 RdG. Imp. Of Lowest -34%
 Math Imp. OF Lowest- 49%
 Rdg. AMO-NO
 Math AMO-NO
 2009 School Grade-C
 Rdg. Proficiency-60%
 Math Proficiency -58%
 Math Lrg Gains-75 points
 Reading Lrg Gains-70 points
 RdG. Imp. Of Lowest -45%
 Math Imp. OF Lowest- 57%
 Rdg. AMO-YES
 Math AMO-YES

Terehas Shillingford
 Full-time
 District-based
 Areas: Mathematics

Currently - University of Florida in the
 Education Specialist in Curriculum and
 Instruction with a concentration on Early
 Childhood
 Master of Science in Exceptional Student
 Education - Florida Memorial University
 Bachelor of Science in Elementary
 Education- Florida Agriculture and
 Mechanical University
 English to Speakers of Other Languages
 (ESOL) Endorsed

 Years as Coach: 1
 Years at Current School: 8

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

Rdg. Learning Gains – 71 points
Math Learning Gains – 69 points
Lowest 25% Rdg – 66 points
Lowest 25% Math – 67 points

3. Classroom Teachers:

- a. # of classroom teachers: 47
- b. # receiving effective rating or higher: , 0%
- c. # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 36, 77%
- d. # certified in-field, pursuant to Section 1012.2315(2), F.S.: 47, 100%
- e. # ESOL endorsed: 41, 87%
- f. # reading endorsed: 4, 9%
- g. # with advanced degrees: 17, 36%
- h. # National Board Certified: 0, 0%
- i. # first-year teachers: 2, 4%
- j. # with 1-5 years of experience: 4, 9%
- k. # with 6-14 years of experience: 27, 57%
- l. # with 15 or more years of experience: 14, 30%

4. Education Paraprofessionals, pursuant to s. 1012.01(2)(e):

- a. # of paraprofessionals: 4
- b. # Highly Qualified, as defined in 20 U.S.C. § 7801(23): 4, 100%

5. Other Instructional Personnel:

- a. # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals:
- b. # receiving effective rating or higher:

6. 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).

- a. **Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.:**

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

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

7. 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).

- a. **Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities:**

Teachers who are new to the teaching profession are assigned a mentor teacher. This mentor teacher will assist them with support as the new teachers strengthen their knowledge of teaching subject matter skills. Upon arrival to Phyllis

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

D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).

1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:

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

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

Tier 2

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

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

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

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

2. What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? :

Tier 1(Leadership Team)

- Administrator(s) (specify name) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

- School reading, math, science, and behavior specialists (specify names)
- Special education personnel (specify names)
- School guidance counselor (specify name)
- School psychologist (specify name)
- School social worker (specify name)
- Member of advisory group, community stakeholders, parents (specify names)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

3. Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP:
4. Describe the 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 (e.g., behavior, attendance):
5. Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents:

E. 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).

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

Strategy Type	Minutes Added to School Year	Purpose
Extended Day for All Students		
Strategy Description		
How is data collected and analyzed to determine the effectiveness of this strategy?		
Who is responsible for monitoring implementation of this strategy?		

F. Literacy Leadership Team (LLT):

1. Identify the names and position titles of the members of your school-based LLT:

Name	Title

Carmen Boyd	Principal
Ericka Caldwell	Assistant Principal
Patricia Penafiel	Reading Coach

2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions):

3. What will be the major initiatives of the LLT this year?:

G. Every Teacher Contributes to Reading Improvement:

1. Describe how the school ensures every teacher contributes to the reading improvement of every student:

H. 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).

1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:

I. College and Career Readiness:

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?:
2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?:
3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report \(http://data.fldoe.org/readiness/\)](http://data.fldoe.org/readiness/), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:

II. 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).

A. Area 1: Reading:

1. Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	53%	No	61%
American Indian				
Asian				
Black/African American	53%	52%	No	58%
Hispanic	64%	49%	No	68%
White				
English language learners	38%	40%	Yes	44%
Students with disabilities	32%	18%	No	39%

Economically disadvantaged	54%	51%	No	59%
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2. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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

3. Florida Alternate Assessment (FAA):

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

4. Learning Gains:

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

5. Comprehensive English Language Learning Assessment (CELLA):

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

6. Postsecondary readiness:

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

B. Area 2: Writing:

	2013 Actual #	2013 Actual %	2014 Target %

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	47	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	0		

C. Area 3: Mathematics:

1. Elementary and Middle School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	49%	No	66%
American Indian				
Asian				
Black/African American	57%	47%	No	61%
Hispanic	75%	45%	No	78%
White		86%		
English language learners	51%	37%	No	56%
Students with disabilities	36%	22%	No	42%
Economically disadvantaged	58%	47%	No	63%

b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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

c. Florida Alternate Assessment (FAA):

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

d. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%

Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		43%	49%
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2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

3. High School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%		No	66%
American Indian				
Asian				
Black/African American	57%		No	61%
Hispanic	75%		No	78%
White				
English language learners	51%		No	56%
Students with disabilities	36%		No	42%
Economically disadvantaged	58%		No	63%

b. Florida Alternate Assessment (FAA):

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

c. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

d. Postsecondary readiness:

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

4. Algebra I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

5. Geometry End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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

b. Florida Alternate Assessment (FAA):

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

2. Middle School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

b. Florida Alternate Assessment (FAA):

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

3. High School Science:

a. Florida Alternate Assessment (FAA):

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

4. Biology I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

E. Area 5: Science, Technology, Engineering, and Mathematics (STEM):

1. All levels:

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

2. High schools:

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

F. Area 6: Career and Technical Education (CTE):

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):

1. U.S. History End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

2. Civics End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

H. Area 8: Early Warning Systems:

1. Elementary School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	37	5%	4%
Students retained, pursuant to s. 1008.25(4)(c), F.S.	17	2%	1%
Students who are not proficient in reading by third grade	67	50%	45%
Students who receive two or more behavior referrals	40	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

2. Middle School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

3. High School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %

Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

4. Graduation:

	2012 Actual #	2012 Actual %	2013 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. Describe parental involvement targets for your school:

2. Specific Parental Involvement Targets:

J. Area 10: Additional Targets:

1. Description of additional targets:

2. Specific Additional Targets:

K. Problem Solving:

Goal:	Increase students' comprehension through data driven instruction and peer to peer collaborative conversations.			
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - Learning Gains, Reading - CELLA, Writing			
Resources	Personnel (Instructional and Non-Instructional), McGraw Hill Reading Series Wonders (Approaching for Differentiated Instruction), Supplies			
Monitor Goal	Who	What	When	Evidence
	LLT	Following the FCIM Model, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed	Monthly	Summative Assessment - 2014 CELLA

Unselected Barriers	Performance data for the Lowest 25% subgroup of students making learning gains on the 5th grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 4 - Informational Text/Research Process due to difficulty in distinguishing their own point of view and that of the narrator, character or of the author.
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Selected Barrier: Students in the Hispanic subgroup did not make AMO for 2013. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2 - Author's Purpose, Reading Application. Students experienced difficulty in identifying the author's perspective in the test due to not focusing on what the author thinks and feels.

Strategy: During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will use graphic organizers such as Venn diagrams. Students will utilize two column note taking: Opinion/Support, Conclusion/Support and Cause/Effect.

Action Step: Who	What	When	Evidence
Teacher	In the smaller group setting, the teacher will focus on strategies for the students to identify what the author is feeling and thinking in the text.	Ongoing	Student work, teacher made assessments and district assessments.
Monitor Fidelity	What	When	Evidence
MTSS/RtI Leadership Team	Following the FCIM Model Interim Assessments data reports will be reviewed and instruction will be adjusted as needed,	Monthly	District Interim Assessments
Monitor Effective	What	When	Evidence
LLT	Following the FCIM Model Interim Assessment data reports will be reviewed and instruction will be adjusted as needed	Monthly	Formative Assessments -District Interim Assessments.

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

Strategy: Third grade students will be taught to identify and interpret elements of story structure within and across the text through the utilization of tools author's use, such as Literary Devices and Figurative Language. Third grade students will utilize character chart's to bring characters to life. Third grade students will utilize story maps for exposure to Figurative and Descriptive Language.

Action Step: Who	What	When	Evidence
Teachers	In smaller group setting, the teacher will be provided opportunities to distinguish their own point of view from that of the narrator, character, or of the author of the text.	Ongoing	Student work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity	What	When	Evidence
LLT	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.	Monthly	District Interim Assessments
Monitor Effective	What	When	Evidence
LLT	Following the FCIM Model, Teacher made assessments, Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.	Monthly	Formative Assessments - McGraw Hill Wonders Reading Series, Teacher made

assessments, Interim Assessments.

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

Strategy: Fourth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information through the utilization of text feature charts.

Action Step: Who		What	When	Evidence
	Teachers	Teachers will use instructional strategies to assist the students in describing connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.	Ongoing	Student Work, Teacher Made Assessments, and District Interim Assessments.
Monitor Fidelity		What	When	Evidence
LLT		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.	Monthly	District Interim Assessments
Monitor Effective		What	When	Evidence
LLT		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Fifth grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining through the utilization of charts (author's purpose and informational text structure). Fifth grade students will also understand and comprehend word walls as well as context clues chart to understand context clues concept

Action Step: Who		What	When	Evidence
	Teachers	Teachers will engage the students in developing and maintaining a response interactive journal. This will provide opportunities to determine the meaning of words and phrases as they are used in figurative language and general academic and domain specific words and phrases.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments.
Monitor Fidelity		What	When	Evidence
LLT		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed	Monthly	District Interim Assessments

Monitor Effective	What	When	Evidence
LLT	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed.	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Third grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining through the utilization of charts (author's purpose and informational text structure).

Action Step: Who	What	When	Evidence
Teachers	Students will read to comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will be able to ask and answer questions referring explicitly to the text as the basis for the answers.	Ongoing	Student Work, Teacher Made Assessments and District Interim Assessments
Monitor Fidelity	What	When	Evidence
MTSS/RtI Leadership Team	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed,	Ongoing	District Interim Assessments
Monitor Effective	What	When	Evidence
LLT	Following the FCIM Model, District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.	Monthly	Formative Assessments- District Interim Assessments

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

Strategy: Fourth grade students will identify and interpret elements of story structure within and across the text through the utilization of tools author's use, such as Literary Devices and Figurative Language

Action Step: Who	What	When	Evidence
Teachers	Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and third person narrations, firsthand and secondhand account.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity	What	When	Evidence

MTSS/RtI Leadership Team	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted if needed	Monthly	District Interim Assessments
Monitor Effective	What	When	Evidence
LLT	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Fifth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information through the utilization of text feature charts.

Action Step:	Who	What	When	Evidence
	Teachers	Students will recognize the characteristics of reliable and valid information. Valid information will be correct and sound and reliable information is dependable	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity		What	When	Evidence
LLT		Following the FCIM District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed.	Monthly	District Interim Assessments
Monitor Effective		What	When	Evidence
LLT		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed	Monthly	Formative Assessment - District interim Assessments

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

Strategy: Third grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story ,conveying a particular mood, entertaining or explaining.

Action Step:	Who	What	When	Evidence
	Teachers	Students will read and comprehend literature and informational text at the high end of the 2-4 text complexity band independently and proficiently. Ask and answer questionsreferring explicitly to the text as basis for the answers.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity		What	When	Evidence
LLT		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed	Monthly	District Interim Assessments
Monitor		What	When	Evidence

Effective			
LLT	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Fourth grade students will be taught to identify and interpret elements of story structure within and across texts

Action Step: Who	What	When	Evidence
Teachers	Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and second person narrations, firsthand and secondhand accounts.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity	What	When	Evidence
LLT	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed	Monthly	District Interim Assessments
Monitor Effective	What	When	Evidence
LLT	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed.	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Fifth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information.

Action Step: Who	What	When	Evidence
Teachers	Students will recognize characteristics of reliable and valid information within a text. They will learn how to locate, interpret and organize information	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity	What	When	Evidence
LLT	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed	Monthly	District Interim Assessments
Monitor Effective	What	When	Evidence
LLT	Following the FCIM District Interim Assessments data reports will be reviewed and instruction adjusted as needed	Monthly	Formative Assessment - District Interim Assessments

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

Strategy: Emphasis multiple exposures and meaningful language practice and teacher-led groups. Students will develop listening through Language Experience Approach to help produce language in response to firsthand-multi sensorial experience. Students will develop speaking through brainstorming value prior knowledge and prior experience by allowing students to associate concepts with selected topics.

Action Step: Who		What	When	Evidence
	Teachers	Whole group instruction will be used to introduce new materials and strategies to the entire class. After the introduction of the lesson, the class will break into smaller groups to provide opportunities for students with common needs such as reinforment and/or enrichment.	Ongoing	Student Work, Teacher Made Assessments, FAIR Assessments
Monitor Fidelity		What	When	Evidence
LLT		Following the FCIM Model, District Interim Assessments FAIR, Mini Benchmark Assessments. Data reports will be reviewed and instruction will be adjusted if needed.	Monthly	Mini Benchmark Assessments FAIR District Interim Assessment
Monitor Effective		What	When	Evidence
LLT		Following the FCIM Model, Mini Bechmark Assessments, FAIR, District Interim Assessment. Data reports will be reviewed and instruction will be adjusted if needed	Monthly	Formative Assessment - District Interim Assessment

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

Strategy: Activate prior knowledge through the use of graphic organizers (anticipation charts and KWL charts).

Action Step: Who		What	When	Evidence
	Teachers	Students will participate in picture walks and prediction	Ongoing	Student Work, Teacher Made Assessments, Mini Benchmark Assessments, FAIR, District Interim Assessments.
Monitor Fidelity		What	When	Evidence
LLT		Following the FCIM, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed	Monthly	FAIR District Interim Assessments Mini Benchmark Assessments
Monitor Effective		What	When	Evidence

LLT	Following the FCIM, Mini Benchmarks Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed	Monthly	Formative Assessment - District Interim Assessments
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Goal:	Increase student problem skills through data driven differentiated instruction and collaboration.		
Supported Areas:	Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle Learning Gains		
Resources	Personnel , Supplies, Technology		
Monitor Goal	Who	What	When Evidence
	MTSS Math Coach Science Coach	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed	Monthly Summative Assessment - 2014 FCAT 2.0

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

Strategy: Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

Action Step:	Who	What	When	Evidence
	Teachers	In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity		What	When	Evidence
	MTSS Math Coach Science Coach	Following the FCIM Models District Interim Assessment data reports will be reviewed and instruction will be adjusted if needed	Monthly	District Interim Assessments
Monitor Effective		What	When	Evidence
	MTSS Math Coach Science Coach	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed	Monthly	Formative Assessment - District Interim Assessments

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

Strategy: Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

Action Step:	Who	What	When	Evidence
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	Teachers	In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity	What		When	Evidence
MTSS Math Coach Science Coach	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed		Monthly	District Interim Assessments
Monitor Effective	What		When	Evidence
MTSS Math Coach Science Coach	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed.		Monthly	Formative Assessments- District Interim Assessments

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

Strategy: Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

Action Step:	What	When	Evidence	
Who				
	Teachers	In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity	What		When	Evidence
MTSS Math Coach Science Coach SPED Teacher	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed		Monthly	District Interim Assessments
Monitor Effective	What		When	Evidence
MTSS Math Coach Science Coach SPED Cairperson	Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed		Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

Action Step:	What	When	Evidence
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Who				
	Teachers	In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	District Interim Assessments
Monitor Effective		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Multiplication, patterns and graphs by providing time to practice and apply learned concepts in real life situations. Identify the next missing figure in a graphic or numeric patterns/or relationship Identify a shape that is the result of one rotation or one reflection of the given shape.

Action Step:				
Who				
	Teachers	Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.	Ongoing	Student Work, Teacher Made Assessments, District interim Assessments
Monitor Fidelity		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	District Interim Assessments
Monitor Effective		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Multiplication, patterns and graphs by providing time to practice and apply learned concepts in real life

situations. Identify the next missing figure in a graphic or numeric patterns/or relationship Identify a shape that is the result of one rotation or one reflection of the given shape.

Action Step: Who		What	When	Evidence
	Teachers	Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	District Interim Assessments
Monitor Effective		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	Formative Assessments - District Interim Assessments

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

Strategy: Multiply multi digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results Determine the volume of prisms and determine the surface area of prisms given a graph or net Analyze and interpret data on a bar graph, pictograph, frequency table or line plot to solve problems

Action Step: Who		What	When	Evidence
	Teachers	Provide grade level appropriate activities to engage students in making sense of problems and preserving to solve them, multiplying multi digit expressions and equations while applying learned concepts in real life situations. Activities will include identifying geometric figures and measurements.	Ongoing	Student Work, Teacher Made Assessments, District Interim Assessments
Monitor Fidelity		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	District Interim Assessments
Monitor Effective		What	When	Evidence
MTSS Math Coach Science Coach		Following the FCIM Model District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	Formative Assessments - District Interim Assessments

Goal:	Develop and increase student writing skills in order to provide the reader with vivid, clear and precise information related to real world situations.			
Supported Areas:	Writing			
Resources	Personnel , Supplies, Appropriate Writing Standards			
Monitor Goal	Who	What	When	Evidence
	MTSS Reading Coaches	Following the FCIM Model Monthly Writing Prompts	Monthly	Summative Assessment - 2014 FCAT 2.0 Writing Test

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

Strategy: Students will participate in monthly writing challenges addressing narrative and expository prompts. Students will use organizational strategies to make a plan for formatting great beginnings using supportive details or providing facts and/or opinions through concrete examples. Students will use and maintain interactive journals for daily writing, focusing on real life situations

Action Step:	Who	What	When	Evidence
	Teachers	Students will write daily in their interactive journals to strengthen skills in expository and narrative prompts. In small groups, the teachers will increase strategies for the students to be informative and descriptive in writing.	Ongoing	Student Journals, Monthly Writing Prompts, District Pre/Post Writing
Monitor Fidelity	Who	What	When	Evidence
	MTSS Reading Coaches	Following the FCIM Model Monthly Writing Prompts	Monthly	Monthly Writing Prompts
Monitor Effective	Who	What	When	Evidence
	MTSS Reading Coaches	Following the FCIM Model Monthly Writing Prompts	Monthly	Formative Assessments - Monthly Writing Prompts

Goal:	Increase and implement routine of inquiry based, hands on activities to enlighten critical thinking and problem solving related to real world situations.			
Supported Areas:	Science, Science - Elementary School, STEM, STEM - All Levels			
Resources	Personnel, Supplies, Technology			
Monitor Goal	Who	What	When	Evidence
	MTSS Science Coach Math Coach	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed	Monthly	Summative Assessment - 2014 FCAT

Selected Barrier: Performance data for the administration of the 2013 Science FCAT 2.0, indicated there is a deficiency in the area of Nature of Science due to limited exposure to real world experiments and investigations.

Strategy: Students will develop and increase scientific thinking skills as well as formulate testable questions, evaluate investigations and experiments, organize data, identify a controlled group, interpret data, analyze information, distinguish between observations and opinions and defend conclusions.

Action Step: Who	What	When	Evidence
Teachers	Students will participate in various in class science experiments and participate in the school wide Science Fair	Ongoing	Student Work, Science Fair, Science Labs, District Interim Assessments
Monitor Fidelity	What	When	Evidence
MTSS Science Coach Math Coach	Following the FCIM Model District Interim Assessments data report will be reviewed and instruction adjusted if needed	Monthly	District Interim Assessment
Monitor Effective	What	When	Evidence
MTSS Science Coach Math Coach	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed	Monthly	Formative Assessments - District Interim Assessments

Selected Barrier: Due to limited exposure to real world situations, students require additional awareness and exposure to Science and Math related careers.

Strategy: Students will participate in school wide Science Fair.

Action Step: Who	What	When	Evidence
Teachers	Students will design and develop science and engineering projects to increase scientific thinking skills as it applies to the real world.	December 2013	Student Work, Teacher Made Assessments, Science Fair, District Interim Assessment
Monitor Fidelity	What	When	Evidence
MTSS Science Coach Math Coach	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed	Monthly	District Interim Assessments
Monitor Effective	What	When	Evidence
MTSS Science Coach Math Coach	Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction adjusted if needed.	Monthly	Formative Assessments - District Interim Assessment

Goal:	Increase parental involvement through various school wide activities to develop the whole child for real life situations.			
Supported Areas:	Parental Involvement			
Resources	Personnel, Literature, Technology			
Monitor Goal	Who	What	When	Evidence

MTSS Community Involvement Specialist	Parent Involvement Plan	Monthly	Parent Sign-In Logs Parent Communication Logs
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Selected Barrier: Many of the parents of the students are sole providers of their home and they work in the days/evenings. Parents who have more than two children and don't have the means for child care to attend parent meetings. Parents unable to speak and understand the English Language.

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

Action Step: Who	What	When	Evidence
MTSS Community Involvement Specialist Grade Level Chairpersons School Counselor	Activities with parents and students will be held throughout the school year in order to develop an understanding for parents to take an active role in their child's academic career, develop the relationship between parents/children and develop children to understand real world situations.	Ongoing	Parent Sign in Logs Parent Communication Logs
Monitor Fidelity	What	When	Evidence
MTSS Community Involvement Specialist	Parent Involvement Plan	Monthly	Parent Sign in Logs Parent Communication Logs
Monitor Effective	What	When	Evidence
MTSS Community Involvement Specialist	Parent Involvement Plan	Monthly	Parent Sign In Logs Parent Communication Logs

Goal:	Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.		
Supported Areas:	EWS, EWS - Elementary School		
Resources	Personnel, Parental Involvement Outreach , Technology, Community Involvement Outreach		
Monitor Goal	Who	What	When
	LLT	Following the FCIM Model OPM, District Interim Assessments data reports will be reviewed and adjusted if needed.	Monthly
			Evidence Summative Assessments - 2014 FCAT 2.0

Selected Barrier: Students retained in the third grade who are non proficient in reading.

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

Action Step: Who	What	When	Evidence
Teacher	Students will receive additional intervention in order to increase proficiency in Reading. Teacher will progress monitor the students in the non proficient benchmarks.	Ongoing	OPM Data, Teacher Made Assessments, District Interim Assessments

Monitor Fidelity	What	When	Evidence
LLT	Following the FCIM Model OPM Data, District Interim Assessments data reports will be reviewed and instruction adjusted if needed	Monthly	OPM, District Interim Assessment
Monitor Effective	What	When	Evidence
LLT	Following the FCIM Model OPM, District Interim Assessments data report will be reviewed and instruction adjusted if needed	Monthly	Formative Assessments - District Interim Assessments

III. 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).

A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school:

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

IV. Professional Development:

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.

A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Item 1: In the smaller group setting, the teacher will focus on strategies for the students to identify what the author is feeling and thinking in the text.

1. Related Goal, Barrier and Strategy:

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

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

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will use graphic organizers such as Venn diagrams. Students will utilize two column note taking: Opinion/Support, Conclusion/Support and Cause/Effect.

2. **Topic, focus, and content (action step):** In the smaller group setting, the teacher will focus on strategies for the students to identify what the author is feeling and thinking in the text.
3. **Facilitator or leader:** Reading Coaches
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teacher
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Following the FCIM Model
Interim Assessments data reports will be reviewed and instruction will be adjusted as needed, (MTSS/RtI Leadership Team, Monthly); Effectiveness: Following the FCIM Model
Interim Assessment data reports will be reviewed and instruction will be adjusted as needed (LLT, Monthly).

Item 2: In smaller group setting, the teacher will be provided opportunities to distinguish their own point of view from that of the narrator, character, or of the author of the text.

1. Related Goal, Barrier and Strategy:

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

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

Third grade students will be taught to identify and interpret elements of story structure within and across the text through the utilization of tools author's use, such as Literary Devices and Figurative Language. Third grade students will utilize character chart's to bring characters to life. Third grade students will utilize story maps for exposure to Figurative and Descriptive Language.

2. **Topic, focus, and content (action step):** In smaller group setting, the teacher will be provided opportunities to distinguish their own point of view from that of the narrator, character, or of the author of the text.
3. **Facilitator or leader:** Reading Coaches
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Following the FCIM Model
District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly); Effectiveness: Following the FCIM Model, Teacher made assessments, Interim Assessment data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly).

Item 3: Teachers will use instructional strategies to assist the students in deciphering connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

1. Related Goal, Barrier and Strategy:

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

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

Fourth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information through the utilization of text feature charts.

2. Topic, focus, and content (action step): Teachers will use instructional strategies to assist the students in describing connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed (LLT, Monthly).

Item 4: Teachers will engage the students in developing and maintaining a response interactive journal. This will provide opportunities to determine the meaning of words and phrases as they are used in figurative language and general academic and domain specific words and phrases.

1. Related Goal, Barrier and Strategy:

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

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

Fifth grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining through the utilization of charts (author's purpose and informational text structure). Fifth grade students will also understand and comprehend word walls as well as context clues chart to understand context clues concept

2. Topic, focus, and content (action step): Teachers will engage the students in developing and maintaining a response interactive journal. This will provide opportunities to determine the meaning of words and phrases as they are used in figurative language and general academic and domain specific words and phrases.

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed (LLT, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly).

Item 5: Students will read to comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will be able to ask and answer questions referring explicitly to the text as the basis for the answers.

1. Related Goal, Barrier and Strategy:

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

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

Third grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining through the utilization of charts (author's purpose and informational text structure).

2. Topic, focus, and content (action step): Students will read to comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will be able to ask and answer questions referring explicitly to the text as the basis for the answers.

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed, (MTSS/RtI

Leadership Team, Ongoing); Effectiveness: Following the FCIM Model, District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly).

Item 6: Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and third person narrations, firsthand and secondhand account.

1. Related Goal, Barrier and Strategy:

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

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

Fourth grade students will identify and interpret elements of story structure within and across the text through the utilization of tools author's use, such as Literary Devices and Figurative Language

2. Topic, focus, and content (action step): Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and third person narrations, firsthand and secondhand account.

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessment data reports will be reviewed and instruction will be adjusted if needed (MTSS/RtI Leadership Team, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed (LLT, Monthly).

Item 7: Students will recognize the characteristics of reliable and valid information. Valid information will be correct and sound and reliable information is dependable

1. Related Goal, Barrier and Strategy:

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

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

Fifth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information through the utilization of text feature charts.

2. Topic, focus, and content (action step): Students will recognize the characteristics of reliable and valid information. Valid information will be correct and sound and reliable information is dependable

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM

District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed. (LLT, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed (LLT, Monthly).

Item 8: Students will read and comprehend literature and informational text at the high end of the 2-4 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as basis for the answers.

1. Related Goal, Barrier and Strategy:

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

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

Third grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

2. Topic, focus, and content (action step): Students will read and comprehend literature and informational text at the high end of the 2-4 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as basis for the answers.

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed (LLT, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed (LLT, Monthly).

Item 9: Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and second person narrations, firsthand and secondhand accounts.

1. Related Goal, Barrier and Strategy:

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

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

Fourth grade students will be taught to identify and interpret elements of story structure within and across texts

2. Topic, focus, and content (action step): Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and second person narrations, firsthand and secondhand accounts.

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessment data reports will be reviewed and instruction will be adjusted as needed (LLT, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted as needed. (LLT, Monthly).

Item 10: Students will recognize characteristics of reliable and valid information within a text. They will learn how to locate, interpret and organize information

1. Related Goal, Barrier and Strategy:

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

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

Fifth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information.

2. Topic, focus, and content (action step): Students will recognize characteristics of reliable and valid information within a text. They will learn how to locate, interpret and organize information

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed (LLT, Monthly);

Effectiveness: Following the FCIM

District Interim Assessments data reports will be reviewed and instruction adjusted as needed (LLT, Monthly).

Item 11: Whole group instruction will be used to introduce new materials and strategies to the entire class. After the introduction of the lesson, the class will break into smaller groups to provide opportunities for students with common needs such as reinforment and/or enrichment.

1. Related Goal, Barrier and Strategy:

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

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

Emphasis multiple exposures and meaningful language practice and teacher-led groups. Students will develop listening through Language Experience Approach to help produce language in response to firsthand-multi sensorial experience. Students will develop speaking through brainstorming value prior knowledge and prior experience by allowing students to associate concepts with selected topics.

2. Topic, focus, and content (action step): Whole group instruction will be used to introduce new materials and strategies to the entire class. After the introduction of the lesson, the class will break into smaller groups to provide opportunities for students with common needs such as reinforment and/or enrichment.

3. Facilitator or leader: Reading CoachesELL Team

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model, District Interim Assessments

FAIR, Mini Benchmark Assessments. Data reports will be reviewed and instruction will be adjusted if needed. (LLT, Monthly); Effectiveness: Following the FCIM Model, Mini Bechmark Assessments, FAIR, District Interim

Assessment. Data reports will be reviewed and instruction will be adjusted if needed (LLT, Monthly).

Item 12: Students will participate in picture walks and prediction

1. Related Goal, Barrier and Strategy:

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

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

Activiate prior knowledge through the use of graphic organizers (anticipation charts and KWL charts).

2. Topic, focus, and content (action step): Students will participate in picture walks and prediction

3. Facilitator or leader: Reading CoachesELL Team

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM, Mini Benchmark Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed (LLT, Monthly); Effectiveness: Following the FCIM, Mini

Benchmarks Assessments, FAIR, District Interim Assessments. Data reports will be reviewed and instruction will be adjusted if needed (LLT, Monthly).

Item 13: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier and Strategy:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

2. Topic, focus, and content (action step): In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

3. Facilitator or leader: Math Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Models

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

Math Coach

Science Coach, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed (MTSS

Math Coach

Science Coach, Monthly).

Item 14: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier and Strategy:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

2. Topic, focus, and content (action step): In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

3. Facilitator or leader: Math Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS Math Coach

Science Coach, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction adjusted if needed. (MTSS Math Coach

Science Coach, Monthly).

Item 15: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier and Strategy:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

2. Topic, focus, and content (action step): In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

3. Facilitator or leader: Math Coach Science Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed (MTSS Math Coach

Science Coach

SPED Teacher, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction will be adjusted if needed (MTSS Math Coach

Science Coach

SPED Chairperson, Monthly).

Item 16: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier and Strategy:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

2. **Topic, focus, and content (action step):** In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.
3. **Facilitator or leader:** Math CoachScience Coach
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Following the FCIM Model
District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS Math Coach Science Coach, Monthly); Effectiveness: Following the FCIM Model
District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS Math Coach Science Coach, Monthly).

Item 17: Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

1. **Related Goal, Barrier and Strategy:**
Increase student problem skills through data driven differentiated instruction and collaboration.

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

Multiplication, patterns and graphs by providing time to practice and apply learned concepts in real life situations. Identify the next missing figure in a graphic or numeric patterns/or relationship Identify a shape that is the result of one rotation or one reflection of the given shape.
2. **Topic, focus, and content (action step):** Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.
3. **Facilitator or leader:** Math CoachScience Coach
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Following the FCIM Model
District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS Math Coach Science Coach, Monthly); Effectiveness: Following the FCIM Model
District Interim Assessments (MTSS Math Coach Science Coach, Monthly).

Item 18: Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

1. Related Goal, Barrier and Strategy:

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

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

Multiplication, patterns and graphs by providing time to practice and apply learned concepts in real life situations. Identify the next missing figure in a graphic or numeric patterns/or relationship Identify a shape that is the result of one rotation or one reflection of the given shape.

2. Topic, focus, and content (action step): Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

3. Facilitator or leader: Math Coach Science Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS Math Coach

Science Coach, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS Math Coach

Science Coach, Monthly).

Item 19: Provide grade level appropriate activities to engage students in making sense of problems and preserving to solve them, multiplying multi digit expressions and equations while applying learned concepts in real life situations. Activities will include identifying geometric figures and measurements.

1. Related Goal, Barrier and Strategy:

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

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

Multiply multi digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results Determine the volume of prisms and determine the surface area of prisms given a graph or net Analyze and interpret data on a bar graph, pictograph, frequency table or line plot to solve problems

2. Topic, focus, and content (action step): Provide grade level appropriate activities to engage students in making sense of problems and preserving to solve them, multiplying multi digit expressions and equations while applying learned concepts in real life situations. Activities will include identifying geometric figures and measurements.

3. Facilitator or leader: Math Coach Science Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS

Math Coach

Science Coach

, Monthly); Effectiveness: Following the FCIM Model

District Interim Assessments data reports will be reviewed and instruction adjusted if needed (MTSS

Math Coach

Science Coach, Monthly).

Item 20: Students will write daily in their interactive journals to strengthen skills in expository and narrative prompts. In small groups, the teachers will increase strategies for the students to be informative and descriptive in writing.

1. Related Goal, Barrier and Strategy:

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

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

Students will participate in monthly writing challenges addressing narrative and expository prompts. Students will use organizational strategies to make a plan for formatting great beginnings using supportive details or providing facts and/or opinions through concrete examples. Students will use and maintain interactive journals for daily writing, focusing on real life situations

2. Topic, focus, and content (action step): Students will write daily in their interactive journals to strengthen skills in expository and narrative prompts. In small groups, the teachers will increase strategies for the students to be informative and descriptive in writing.

3. Facilitator or leader: Reading Coaches

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Following the FCIM Model

Monthly Writing Prompts (MTSS

Reading Coaches, Monthly); Effectiveness: Following the FCIM Model

Monthly Writing Prompts (MTSS

Reading Coaches, Monthly).

Item 21: Students will participate in various in class science experiments and participate in the school wide Science Fair

1. Related Goal, Barrier and Strategy:

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

Performance data for the administration of the 2013 Science FCAT 2.0, indicated there is a deficiency in the area of Nature of Science due to limited exposure to real world experiments and investigations.

Students will develop and increase scientific thinking skills as well as formulate testable questions, evaluate investigations and experiments, organize data, identify a controlled group, interpret data, analyze information, distinguish between observations and opinions and defend conclusions.

2. **Topic, focus, and content (action step):** Students will participate in various in class science experiments and participate in the school wide Science Fair
3. **Facilitator or leader:** Science CoachMath Coach
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
Ongoing
6. **Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Following the FCIM Model
District Interim Assessments data report will be reviewed and instruction adjusted if needed (MTSS
Science Coach
Math Coach, Monthly); Effectiveness: Following the FCIM Model
District Interim Assessment data reports will be reviewed and instruction adjusted if needed (MTSS
Science Coach
Math Coach, Monthly).

Item 22: Students will design and develop science and engineering projects to increase scientific thinking skills as it applies to the real world.

1. **Related Goal, Barrier and Strategy:**
Increase and implement routine of inquiry based, hands on activities to enlighten critical thinking and problem solving related to real world situations.

Due to limited exposure to real world situations, students require additional awareness and exposure to Science and Math related careers.

Students will participate in school wide Science Fair.
2. **Topic, focus, and content (action step):** Students will design and develop science and engineering projects to increase scientific thinking skills as it applies to the real world.
3. **Facilitator or leader:** Science CoachMath Coach
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
December 2013
6. **Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Following the FCIM Model
District Interim Assessment data reports will be reviewed and instruction adjusted if needed (MTSS
Science Coach
Math Coach, Monthly); Effectiveness: Following the FCIM Model
District Interim Assessment data reports will be reviewed and instruction adjusted if needed. (MTSS
Science Coach
Math Coach, Monthly).

Item 23: Activities with parents and students will be held throughout the school year in order to develop an understanding for parents to take an active role in their child's academic career, develop the relationship between parents/children and develop children to understand real world situations.

1. **Related Goal, Barrier and Strategy:**

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

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

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

- 2. Topic, focus, and content (action step):** Activities with parents and students will be held throughout the school year in order to develop an understanding for parents to take an active role in their child's academic career, develop the relationship between parents/children and develop children to understand real world situations.
- 3. Facilitator or leader:** Community Involvement Specialist Grade Level Chairpersons
- 4. Participants (e.g., Professional Learning Community, grade level, schoolwide):**
MTSS
Community Involvement Specialist
Grade Level Chairpersons
School Counselor
- 5. Target dates or schedule (e.g., early release day, once a month):**
Ongoing
- 6. Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Parent Involvement Plan (MTSS
Community Involvement Specialist, Monthly); Effectiveness: Parent Involvement Plan (MTSS
Community Involvement Specialist, Monthly).

Item 24: Students will receive additional intervention in order to increase proficiency in Reading. Teacher will progress monitor the students in the non proficient benchmarks.

- 1. Related Goal, Barrier and Strategy:**
Increase the awareness of early warning signs of students who can possibly struggle with the reading comprehension thus having a direct affect on real world situations.

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

Response to Intervention will be established for retained third grade students who are not proficient in Reading. Student will be progressed monitored in order to progress monitor for progression/regression.
- 2. Topic, focus, and content (action step):** Students will receive additional intervention in order to increase proficiency in Reading. Teacher will progress monitor the students in the non proficient benchmarks.
- 3. Facilitator or leader:** Reading Coaches
- 4. Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Teacher
- 5. Target dates or schedule (e.g., early release day, once a month):**
Ongoing
- 6. Strategies for follow-up and monitoring, including person responsible:**
Fidelity: Following the FCIM Model
OPM Data, District Interim Assessments data reports will be reviewed and instruction adjusted if needed (LLT, Monthly); Effectiveness: Following the FCIM Model
OPM, District Interim Assessments data report will be reviewed and instruction adjusted if needed (LLT, Monthly).

V. Budget:

A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

Item 1: In the smaller group setting, the teacher will focus on strategies for the students to identify what the author is feeling and thinking in the text.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Students will use graphic organizers such as Venn diagrams. Students will utilize two column note taking: Opinion/Support, Conclusion/Support and Cause/Effect.

In the smaller group setting, the teacher will focus on strategies for the students to identify what the author is feeling and thinking in the text.

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed:

Item 2: In smaller group setting, the teacher will be provided opportunities to distinguish their own point of view from that of the narrator, character, or of the author of the text.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Third grade students will be taught to identify and interpret elements of story structure within and across the text through the utilization of tools author's use, such as Literary Devices and Figurative Language. Third grade students will utilize character chart's to bring characters to life. Third grade students will utilize story maps for exposure to Figurative and Descriptive Language.

In smaller group setting, the teacher will be provided opportunities to distinguish their own point of view from that of the narrator, character, or of the author of the text.

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed:

Item 3: Teachers will use instructional strategies to assist the students in deciphering connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Fourth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information through the utilization of text feature charts.

Teachers will use instructional strategies to assist the students in describing connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 4: Teachers will engage the students in developing and maintaining a response interactive journal. This will provide opportunities to determine the meaning of words and phrases as they are used in figurative language and general academic and domain specific words and phrases.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Fifth grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining through the utilization of charts (author's purpose and informational text structure). Fifth grade students will also understand and comprehend word walls as well as context clues chart to understand context clues concept

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 5: Students will read to comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will be able to ask and answer questions referring explicitly to the text as the basis for the answers.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Third grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining through the utilization of charts (author's purpose and informational text structure).

Students will read to comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. They will be able to ask and answer questions referring explicitly to the text as the basis for the answers.

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 6: Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and third person narrations, firsthand and secondhand account.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Fourth grade students will identify and interpret elements of story structure within and across the text through the utilization of tools author's use, such as Literary Devices and Figurative Language

Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and third person narrations, firsthand and secondhand account.

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 7: Students will recognize the characteristics of reliable and valid information. Valid information will be correct and sound and reliable information is dependable

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Fifth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information through the utilization of text feature charts.

Students will recognize the characteristics of reliable and valid information. Valid information will be correct and sound and reliable information is dependable

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 8: Students will read and comprehend literature and informational text at the high end of the 2-4 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as basis for the answers.

1. Related Goal, Barrier, Strategy, and Action Step:

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

Performance data for the Lowest 25% subgroup of students making learning gains on the 3rd grade 2013 FCAT 2.0 indicate that there is a deficiency in Reporting Category 2 - Author's Purpose, Reading Application. Students

experienced difficulty in identifying the author's perspective in the text due to not focusing on what the author thinks and feels.

Third grade students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story ,conveying a particular mood, entertaining or explaining.

Students will read and comprehend literature and informational text at the high end of the 2-4 text complexity band independently and proficiently. Ask and answer questionsreferring explicitly to the text as basis for the answers.

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 9: Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and second person narrations, firsthand and secondhand accounts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Fourth grade students will be taught to identify and interpret elements of story structure within and across texts

Students will compare and contrast the point of view from different stories narrated events or topics including the differences between first and second person narrations, firsthand and secondhand accounts.

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 10: Students will recognize characteristics of reliable and valid information within a text. They will learn how to locate, interpret and organize information

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Fifth grade students will utilize how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information.

Students will recognize characteristics of reliable and valid information within a text. They will learn how to locate, interpret and organize information

2. **Type of resource:** Evidence-Based Program
 3. **Description of resources:**
 4. **Funding source:**
 5. **Amount needed:**
-

Item 11: Whole group instruction will be used to introduce new materials and strategies to the entire class. After the introduction of the lesson, the class will break into smaller groups to provide opportunities for students with common needs such as reinforment and/or enrichment.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Emphasis multiple exposures and meaningful language practice and teacher-led groups. Students will develop listening through Language Experience Approach to help produce language in response to firsthand-multi sensorial experience. Students will develop speaking through brainstorming value prior knowledge and prior experience by allowing students to associate concepts with selected topics.

Whole group instruction will be used to introduce new materials and strategies to the entire class. After the introduction of the lesson, the class will break into smaller groups to provide opportunities for students with common needs such as reinforment and/or enrichment.

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed:

Item 12: Students will participate in picture walks and prediction

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Activiate prior knowledge through the use of graphic organizers (anticipation charts and KWL charts).

Students will participate in picture walks and prediction

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed:

Item 13: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 14: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 15: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 16: In a small group setting, the teacher will focus on strategies to identify models of multiplication and/or division situations for basic multiplication facts and related division facts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, multiplication and division of whole numbers as well as addition and subtraction of fractions and decimals.

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 17: Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Multiplication, patterns and graphs by providing time to practice and apply learned concepts in real life situations. Identify the next missing figure in a graphic or numeric patterns/or relationship Identify a shape that is the result of one rotation or one reflection of the given shape.

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 18: Provide grade-level appropriate activities in a small group setting to develop and retain an understanding of the learned concept of multiplication, division, geometric and measurement concepts.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Multiplication, patterns and graphs by providing time to practice and apply learned concepts in real life situations. Identify the next missing figure in a graphic or numeric patterns/or relationship Identify a shape that is the result of one rotation or one reflection of the given shape.

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 19: Provide grade level appropriate activities to engage students in making sense of problems and preserving to solve them, multiplying multi digit expressions and equations while applying learned concepts in real life situations. Activities will include identifying geometric figures and measurements.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Multiply multi digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results Determine the volume of prisms and determine the surface area of prisms given a graph or net Analyze and interpret data on a bar graph, pictograph, frequency table or line plot to solve problems

Provide grade level appropriate activities to engage students in making sense of problems and preserving to solve them, multiplying multi digit expressions and equations while applying learned concepts in real life situations. Activities will include identifying geometric figures and measurements.

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 20: Students will write daily in their interactive journals to strengthen skills in expository and narrative prompts. In small groups, the teachers will increase strategies for the students to be informative and descriptive in writing.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Students will participate in monthly writing challenges addressing narrative and expository prompts. Students will use organizational strategies to make a plan for formatting great beginnings using supportive details or providing facts and/or opinions through concrete examples. Students will use and maintain interactive journals for daily writing, focusing on real life situations

Students will write daily in their interactive journals to strengthen skills in expository and narrative prompts. In small groups, the teachers will increase strategies for the students to be informative and descriptive in writing.

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 21: Students will participate in various in class science experiments and participate in the school wide Science Fair

1. Related Goal, Barrier, Strategy, and Action Step:

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

Performance data for the administration of the 2013 Science FCAT 2.0, indicated there is a deficiency in the area of Nature of Science due to limited exposure to real world experiments and investigations.

Students will develop and increase scientific thinking skills as well as formulate testable questions, evaluate investigations and experiments, organize data, identify a controlled group, interpret data, analyze information, distinguish between observations and opinions and defend conclusions.

Students will participate in various in class science experiments and participate in the school wide Science Fair

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed:

Item 22: Students will design and develop science and engineering projects to increase scientific thinking skills as it applies to the real world.

1. Related Goal, Barrier, Strategy, and Action Step:

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

Due to limited exposure to real world situations, students require additional awareness and exposure to Science and Math related careers.

Students will participate in school wide Science Fair.

Students will design and develop science and engineering projects to increase scientific thinking skills as it applies to the real world.

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed:

Item 23: Activities with parents and students will be held throughout the school year in order to develop an understanding for parents to take an active role in their child's academic career, develop the relationship between parents/children and develop children to understand real world situations.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

Day and evening parental activities will vary between day and evening schedules. Parents will have the opportunity to attend two or more events with their children regardless of the schedule. In addition, parents of multiple children will be encouraged to attend with their children if necessary. Creole and Spanish speaking

personnel will be available for those parents in need of translation.

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**

Item 24: Students will receive additional intervention in order to increase proficiency in Reading. Teacher will progress monitor the students in the non proficient benchmarks.

1. Related Goal, Barrier, Strategy, and Action Step:

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

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

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

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

2. **Type of resource:** Evidence-Based Program
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**