

## 2013-2014 SCHOOL IMPROVEMENT PLAN

### Saint Clair Evans Academy

5443 MONCRIEF RD  
Jacksonville, FL 32209  
904-924-3035

<http://www.duvalschools.org/scea>

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 97%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 97%

### School Grades History

<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> C
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### SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

**School** Saint Clair Evans Academy

**Principal** Wanda Reese

**School Advisory Council chair** Sharon Banks

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

Name	Title
Wanda Reese	Principial
Lawanda Polydore	Assistant Principal
Taylor Polk	Reading Coach
Natalye Richie	Math Coach
Trishalee Catz	Reading Interventionist
Kelli Wilms	Kindergarten Teacher
Lindsay LaFountaine	First Grade Teacher
Meagan Klein	Second Grade Teacher
Meshellia Hughes	Third Grade Teacher
Tamika Lizzmore	Fourth Grade
Tanesha Snipes	Fifth Grade
Christine Kline	ESE VE Teacher
Letecia Newman	PE Resource Teacher
Caprisha Parker	First Grade

#### District-Level Information

**District** Duval

**Superintendent** Dr. Nikolai P Vitti

**Date of school board approval of SIP** 01/07/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Wanda Reese - Principal  
 Lawanda Polydore - Assistant Principal  
 Sharon Banks - Chair and Community Representative  
 Penny Moncure - DTU & Teacher Representative  
 Ebony Shiloh - Parent Representative  
 Mrs. Gamble - PTA Representative  
 Geraldine Dew- Business Liaison  
 Napoleon Williams - Teacher/ Team Up

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

SAC committee will be given an opportunity to provide input to the SIP plan at the first meeting that will be held the second Thursday in September. Upon review, a meeting will be schedule to give parents time to give input and add additional strategies.

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

Increase Parent Involvement.

Establish quarterly student recognition programs for students meeting grading period goals.

Promote Learning Community Wide Literacy Development – Open Library, Readers' Theatre evening events for families.

Prioritize School Safety – walk to school volunteers monthly to promote safe routes.

Review data and monitor the progress of the school improvement plan.

Monitor school wide attendance and create programs to encourage students to be on time for school.

Approve the Florida Recognition dollars and School Improvement dollars.

Facilities - blacktop resurfacing for PE area, seek a grant to pay for a covered area for students to access during PE, and new furniture for the entire school.

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

If funds are available, the dollars will be used to purchase school incentives for attendance and awards to recognize students for academic achievement.

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

In Compliance

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

## **Highly Qualified Staff**

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

### **Administrators**

**# of administrators** 2

**# receiving effective rating or higher** (not entered because basis is < 10)

**Administrator Information:**



**Lawanda Polydore**

Asst Principal

Years as Administrator: 3

Years at Current School: 1

**Credentials**

Bachelor in Elementary Education (1-6)  
 Masters in Educational Technology  
 Doctoral Learner- Leadership/Technology  
 Educational Leadership, Gifted Endorsement

**Performance Record**

Assistant Principal of New Berlin Elementary  
 2012-13 Grade A (559)  
 Reading Proficiency 70% Math Proficiency 70%  
 Writing Proficiency 64% Science Proficiency 79%  
 Gains Reading 74% Gains Math 69%  
 Bottom Quartile Reading 71%  
 Bottom Quartile Math 62%

2011-12 Grade A (604)  
 Reading Proficiency 67% Math Proficiency 73%  
 Writing Proficiency 85% Science Proficiency 71%  
 Gains Reading 73% Gains Math 84%  
 Bottom Quartile Reading 75%  
 Bottom Quartile Math 76%

R. V. Daniels Elementary  
 2010-11 Grade D (430) AYP 82%  
 Reading Proficiency 65% Math Proficiency 58%  
 Writing Proficiency 67% Science Proficiency 43%  
 Gains Reading 58% Gains Math 54%  
 Bottom Quartile Reading 41%  
 Bottom Quartile Math 44%

**Instructional Coaches**

**# of instructional coaches** 2

**# receiving effective rating or higher** (not entered because basis is < 10)

**Instructional Coach Information:**



<b>Christine Polk</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 0</b>	<b>Years at Current School: 1</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Reading Endorsement PreK-3 certificate K-6 certificate M.Ed. Curriculum and Instruction	
<b>Performance Record</b>	SCHOOL (Eugene Butler Middle School ) 2012-13 Grade (6th grade Intensive Reading) Reading Proficiency 8% Math Proficiency % Writing Proficiency % Science Proficiency % Gains Reading 61% Gains Math % Bottom Quartile Reading 68% Bottom Quartile Math % 2011-12 Grade (6th grade Intensive Reading) Reading Proficiency 10% Math Proficiency % Writing Proficiency % Science Proficiency % Gains Reading 50% Gains Math % Bottom Quartile Reading 54% Bottom Quartile Math % 2010-11 Grade (8th grade Intensive Reading) Reading Proficiency 28% Math Proficiency % Writing Proficiency % Science Proficiency % Gains Reading 57% Gains Math % Bottom Quartile Reading 76% Bottom Quartile Math %	

**Natalya Richie**

Full-time / School-based	Years as Coach: 0	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Mathematics 5-9 Bachelors of Science Mathematics Masters of Educational Leadership (expected graduation date 11/13)	
<b>Performance Record</b>	Butler Middle School 2012-13 Grade F (407 points) Reading Proficiency % Math Proficiency 10 % Writing Proficiency % Science Proficiency % Gains Reading % Gains Math 38 % Bottom Quartile Reading % Bottom Quartile Math 65 % J.E.B. Middle School 2011-12 Grade C_ (# 510 of points) Reading Proficiency % Math Proficiency 41 % Writing Proficiency % Science Proficiency % Gains Reading % Gains Math 57 % Algebra EOC Proficiency 51% Bottom Quartile Reading % Bottom Quartile Math 80 % Butler Middle School 2010-11 Grade D (# 424 of points) AYP % Reading Proficiency % Math Proficiency 36 % Writing Proficiency % Science Proficiency % Gains Reading % Gains Math 67% Bottom Quartile Reading % Bottom Quartile Math 79 %	

**Classroom Teachers**

- # of classroom teachers 35
- # receiving effective rating or higher 0%
- # Highly Qualified Teachers 100%
- # certified in-field 35, 100%
- # ESOL endorsed 6, 17%
- # reading endorsed 1, 3%
- # with advanced degrees 10, 29%
- # National Board Certified 1, 3%
- # first-year teachers 3, 9%
- # with 1-5 years of experience 12, 34%
- # with 6-14 years of experience 17, 49%

**# with 15 or more years of experience** 3, 9%

### **Education Paraprofessionals**

**# of paraprofessionals** 3

**# Highly Qualified** 3, 100%

### **Other Instructional Personnel**

**# of instructional personnel not captured in the sections above** 2

**# receiving effective rating or higher** (not entered because basis is < 10)

### **Teacher Recruitment and Retention Strategies**

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

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

SCEA will recruit new teachers by marketing the school and creating a positive image in the community. The school will follow district procedures for interviewing new candidates and the hiring process.

Saint Clair Evans Academy supports new teachers with a mentor program. These staff members are paired with an experienced teacher who is CET trained and have proven results. In addition, teachers who are new to the building are assigned a mentor to help support them. Caprisha Parker, the school Professional Development Coordinator, leads the school's mentor program.

In addition, leadership and growth opportunities are provided for teachers. Teachers have opportunities to participate in the school leadership team; participate in professional learning communities; and participate in challenging and enriching activities, such as curriculum planning, mentoring, academic coaching, action research, and technology integration. This is led by school administration, Wanda Reese Principal and Lawanda Polydore assistant principal, and PLC Leads. Another strategy to retain effective teachers is to provide and cultivate collaboration in the school; to give time for teachers to collaborate, reflect and develop plans to improve on daily; and to provide teachers with an opportunity to provide feedback and solicit it in problem solving for the school. School administration, and coaches are responsible for monitoring this process.

### **Teacher Mentoring Program/Plan**

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

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

The beginning teachers at Saint Clair Evans Academy participate in the district's MINT Program (Mentoring and Induction for Novice Teachers). This process is led at the school level by our PDF (Professional Development Facilitator) Caprisha Parker. Teachers are assigned a mentor. These mentors are CET trained, have proven data that documents student growth, and have a desire to mentor new teachers. In addition, must have a minimum of three (3) years of successful teaching experience, hold a Professional Certificate, highly skilled with high expectations for students, evidence of outstanding instructional practice, strong interpersonal skills, have strong knowledge of content, have methods that support high standards, and are willing to commit to personal professional growth and learning through participation in professional development activities. The teachers and mentors participate in biweekly meetings with the PDF to train and review the requirements for the beginning teacher program. Requirements of the program include for the beginning teacher(s) are:

- \* Complete Novice Teacher Self-Assessment.
- \* Conduct two observations of an effective teacher using the MINT Focus Observation Instrument

(one each semester).

\* Participate in the principal's Initial Screening (1st CAST) observation cycle which will be conducted within the first 45 days of hire.

\* Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.

\* Participate in two observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).

\* Complete CHAMPS class and follow-up requirements.

\* Complete DCPS Code of Ethics class.

\* Attend school-based MINT meetings.

\* Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements.

Beginning teachers will have an opportunity to observe in other classrooms, schools, and collaborate with their peers. Training will be provided in OnCourse (the school grade book program), Inform (district data program), Teachers will also participate in professional learning communities to collaborate with their peers on lesson plans and teaching strategies.

In addition, teachers who are new to the school, but have classroom experience are paired with a peer to help provide support to acclimate them to the school and district procedures.

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

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

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

The MTSS Leadership Team will meet every other Wednesday morning to engage in the following activities;

- Review/analyze data in content areas
- Look at student work
- Identify students at risk
- Share best practices
- Problem solve
- Identify professional development needs
- Work on building consensus and increasing infrastructure
- Evaluate implementation of RTI and Workshop Model
- Plan for professional development

In addition the Leadership Team which includes the principal, assistant principal, school instructional coaches meets biweekly to monitor the process of CPST teams, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

Collaborative Problem Solving Teams will meet biweekly. The Problem Solving Model will be used to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The MTSS Leadership Team developed a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student. Problem

Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

The St. Clair Evans MTSS leadership team supports and leads the faculty in the review of the data and SIP and analyzes MTSS intervention plans. The team monitors the process to ensure that students are making progress and are responding to the interventions. Students not making progress are referred to the MRT team. The Problem solving strategies are utilized to analyze student data. Concerns are identified. Interventions and strategies are developed to address instructional and achievement needs in order to meet the goals of the School Improvement Plan. The draft SIP reviewed by the School Advisory Council for recommendations. The Leadership Team finalizes the plan. They lead the faculty in reviewing data and work with the Collaborative Problem Solving Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The St. Clair Evans SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how St. Clair Evans has used the MTSS process to analyze data and make necessary informed changes positively impact student achievement.

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

Data will be reviewed biweekly by the MTSS Leadership Team and this team will lead other groups in analyzing and using data to effective plan instruction. Each grade level will meet in CPST Teams to create intervention plans and look at data. The plans will be submitted to the MTSS Leadership team for review. Students will be tracked and if not making progress will be submitted to the MRT team for further analysis.

### **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**

Florida Comprehensive Assessment Test (FCAT) - Pearson online services to print reports.

District Curriculum Guide Assessments (CGA's): The CGA's will be benchmark driven assessments that follow the newly designed and aligned Curriculum Guides. CGA;s will be given quarterly as an assessment to see if students are mastering the aligned benchmarks for their grade level.

IOWA Form E: The IOWA Assessment is a diagnostic assessment for Reading that measures reading grade level equivalency, and student grade level proficiency in vocabulary, explicit meaning, implicit meaning, key ideas, and author's craft.

Diagnostic Assessments of Reading (DAR): The DAR Assessment assesses all five components of an effective reading program: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. The DAR Assessment will be administered in the Fall to all 1st through 3rd grade students who score below the 40th percentile on the Fall administration of the IOWA Form E, all 4th and 5th grade students who received a level 1 or 2 on the 2013 FCAT 2.0 administration, and those 4th and 5th grade students 1.5 years or more below grade level on the Fall administration of the IOWA Form E.

Additionally, the DAR will be administered to all Kindergarten students in December who receive below a 70 on the kindergarten readiness score of the FLKRS and students in grades 1-5 who were tested in the

Fall AND obtained below a 70% on CGA1. This provides an opportunity for students to show mastery of reading skills, thus eliminating the need for additional testing once mastery is evident.

I-Ready: I-Ready is a comprehensive and adaptive math diagnostic, by domain, that can differentiate instruction, has a blended instructional model, and places students into RtI Tiers.

Duval District Timed Writing Assessment: This assessment is offered twice a year for grades 4 and will be administered

CAST Pre/Post Tests - These assessments are a measure of the content mastered in a given course throughout the school year. The assessment team is continually working to improve these assessments. These assessments will be monitored through Inform, the district data management system. Teachers will have data assessments notebooks that will be use a documentation of progress monitoring of their students,

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

The MTSS/RtI Leadership Team will participate in school and district level training. The Team will utilizes district information and materials to train the school community. Early release days, planning days, grade level meetings, as well as resource time will be dedicated to staff development. Professional development will be held on the first early release Wednesday of every month. The MTSS/RTI Team will attend district staff development and redeliver the training to the staff. MTSS/RTI professional development will take place on early release days by RTI Facilitator/district staff. In addition, workshops and district training will be provided after school or during the workday as well as during faculty meetings. The school's professional development plan supports continuous learning for all educators that result in increased student achievement. Each grade level will submit a plan on how they are going to implement MSTT/RTI.

Parent workshops will be offered to provide education on MTSS. The school website will provide information, and brochures will be available. Our Parent Resource Center will provide parents access to internet resources. MTSS/RTI leadership team will instruct and involve parents in the process and help parents understand that a referral to Exceptional Students Services can be an outcome of the RTI process. Teachers will conference with parents and use a MTSS checklist to ensure that parents are aware of the school plan and have covered the key components. Teachers will work together at grade-level meetings to strategize and discuss how to inform and involve parents. The MTSS Team will invite parent volunteers to participate in schoolwide RTI trainings and meetings.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 60

**Extended Learning Day**

Grades K, 1, 2 - This program is designed to provide differentiated intensive reading support to help students achieve grade-level competency. All teachers (with the exception of two beginning teachers) have been trained and have the curriculum in their classrooms. Leveled Literacy Intervention System (30 Minutes.) K - focus on phonemic awareness, phonics, recognizing a set of high frequency sight words, vocabulary, oral language development. 1st -2nd grades – focus on phonics/word analysis, fluency, vocabulary, reading comprehension. Grades 2 - SRA Corrective Reading (Decoding 30 Minutes). To provide intensive support in decoding with individual placement and careful progression of skill development through direct instruction.

Grades 3-5 - Teachers will use the Comprehension Toolkit. Students need to be able to construct the meaning of text. This program uses strategic reading within a gradual release framework. The Toolkit focuses on reading, writing, talking, listening, and investigating, to deepen understanding of nonfiction texts. With a focus on strategic thinking, the lessons provide a foundation for developing independent readers and learners. Based on the 2013 data 93% of our third graders who are now fourth graders performed below level on nonfiction text and 90% of our fourth graders, now fifth graders, scored below standard. This program is designed to help kids negotiate informational text, to think about what they are reading, and to hold that thinking so that they understand, remember, and use it. Teachers have the materials and the majority of the teachers have been trained.

In addition, the NGSS/ Common Core standards have been aligned with each lesson.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

K-2 teachers will track reading completing running records to monitor reading level advancement. As well, as mini assessments to check for progress in phonics, phonemic awareness, and sight word recognition.

3-5 teachers will give mini assessments for each toolkit lesson that is aligned with the benchmark being taught.

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

Teachers, coaches, and administration.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Christine Polk	Reading Coach
Napolian Williams	5th Grade Teacher
Glenda Gibson	Kindergarten Teacher
Dulcmier Hause	1st Grade Teacher
Ally Hirst	2nd Grade Teacher
Sonja Sams	3rd Grade Teacher



Name	Title
Penny Moncure	4th Grade Teacher
Kevin Dunbar	Media Specialist

### How the school-based LLT functions

The Literacy Leadership Team is led by the Reading Coach and school administration. Each grade level will have one representative as part of the team to serve as decision makers about the curriculum practices in reading and writing. The focus is “best practices” that improve reading and writing performance for all students. They will ensure that text complexity along with close reading and rereading of texts is central to lessons and teachers receive training in Common Core Reading. The Literacy Team assesses faculty professional development needs and formulates plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across all content and grade levels. Next steps are established to improve reading achievement for all students.

The LLT meets monthly in a vertical team representing kindergarten-fifth grade teacher to;

- Establish a literacy vision for the school.
- Refine a shared language of literacy
- Deepen the team commitment to the achievement of all students
- Refine teaching practices in light of the needs of the students
- Develop professional development opportunities that match the school's literacy vision and needs.
- Support the administration by providing multiple voices that represent the staff.
- Create structures to assess and develop plans for cohesive curriculum across grades.
- Evaluate the curriculum
- Analyze all test data, including disaggregating FAIR Data, monitor subgroups not making AYP
- Discuss curriculum issues and strategies

### Major initiatives of the LLT

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading by 5%. Specific professional development for the staff will include: The implementation of Common Core Standards in K-5 grades, inquiry based instruction, close reading/text complexity, focus on Common Core Writing, and training of new district reading initiatives. In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RTI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provided professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work

Professional Learning/Collaboration .

In addition, the team will organize Literacy Week and plan activities for the Reading Celebration.

### Preschool Transition

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

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

Saint Clair Evans Academy has two VPK units each with 36 students with two teachers, and two highly qualified paraprofessionals. The VPK classes are part of the Duval County Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing



environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. Child Find is available to assist families of preschoolers with low readiness rates..

Kindergarten teachers work closely with VPK teachers and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our VPK and Head Start students and families announcing upcoming events and expectations for school. Saint Clair allocates funds from our Title I budget to implement activities to help with the transition into Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. VPK teachers and the receiving Kindergarten teachers are highly instrumental with this transition. Parents are invited to attend parent workshops and are given information about our Parent Resource Center.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, DAR, and CGAs. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

There are approximately 90 Kindergarten students at SCEA. Twenty percent of them attended the Pre K program the previous year. Testing results indicate that most of the students that had the benefit of the VPK program are on grade level, those that are below grade level show evidence of possible disabilities. Those that did not attend a VPK program arrive below grade level, sometimes as much as one to two years.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	32%	No	47%
American Indian				
Asian				
Black/African American	41%	31%	No	47%
Hispanic				
White				
English language learners				
Students with disabilities	23%	29%	Yes	30%
Economically disadvantaged	41%	31%	No	47%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	22%	25%
Students scoring at or above Achievement Level 4	27	13%	16%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	105	52%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	26	68%	73%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	33	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	46%	No	55%
American Indian				
Asian				
Black/African American	50%	46%	No	55%
Hispanic				
White				
English language learners				
Students with disabilities	29%	38%	Yes	36%
Economically disadvantaged	50%	46%	No	55%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	28%	33%
Students scoring at or above Achievement Level 4	27	13%	18%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	131	65%	68%

**Area 4: Science**

**Elementary School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	28%	33%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

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

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	61	13%	8%
Students retained, pursuant to s. 1008.25, F.S.	58	12%	9%
Students who are not proficient in reading by third grade	136	50%	
Students who receive two or more behavior referrals	22	27%	47%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	10%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Saint Clair Evans Academy involves parents in all aspects of its Title I programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings, as well as all Parent Involvement meetings throughout the year. SAC, PTA, and Parent Involvement meetings will be held on the 1st Tuesday of each month. SAC will begin at 4:00 pm. PTA/ Parent Involvement will start at 5:00 pm. Our goal is to increase participation by having all meetings on the same evening. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents unavailable for meetings	126	25%%	35%%
Effective Communication	200	50%	65%
Friendly and inviting school environment	230	45%%	60%%

**Area 10: Additional Targets**

**Additional targets for the school**

To reduce the number of students who were absent 10 or more days absent by 5% and reduce the number of students tardy by 3 %.

To decrease the number of student referrals by 2% for out of school suspension.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To reduce the number of students who are absent 10 or more days by 5%	185	41%	36%
To reduce the number of referrals by 2% for out of school suspension.	17	3%	1%

## Goals Summary

- G1.** To increase the number of students proficient on FCAT Writes from 53% to 58%.
- G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.
- G3.** Increase the percentage of students proficiency (Level 3) of above on the 2014 Spring Reading FCAT by 5% or more at each grade level. Increase the percent of students scoring at Level 4 and above by at least 5% at each grade level.
- G4.** Increase the percentage of proficiency by 5% in grade 5, so that 33% of students will achieve a level 3 or above and 15% of students will achieve a level 4 and above on the 2014 Spring Science FCAT 2.0.

## Goals Detail

**G1.** To increase the number of students proficient on FCAT Writes from 53% to 58%.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Science - Elementary School
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- 1. Reading Coach 2. District Coach 3. Writer's Workshop 4. Curriculum Guides 5. FCAT Writing Camp 6. Step Up to Writing 7. District Curriculum Guide 8. Common Core Standards 9. NGSS

### Targeted Barriers to Achieving the Goal

- Many students experience difficulties mastering the process of writing.
- Lack of explicit writing instruction that is grade level appropriate across all grade levels.

### Plan to Monitor Progress Toward the Goal

Classroom lesson plans Students work Portfolios Data Chats

### Person or Persons Responsible

Administration, reading coach

### Target Dates or Schedule:

October 2013 January 2013 April 2014

### Evidence of Completion:

Curriculum Guide Assessments Writing Prompts FCAT Writes

**G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Science - Elementary School
- EWS - Elementary School

**Resources Available to Support the Goal**

- 1. Curriculum Guides with Imbedded 9 week assessments 2. PLC Meetings 3. i-Ready Diagnostics 4. Ready Common Core ToolBox 5. Math Interventionist 6. Math Coach (School Site and District) 7. Math Investigations Curriculum 8. Team Up 9. Envisions Curriculum 10. Reflex Math 11. Common Planning 12. Success Maker

**Targeted Barriers to Achieving the Goal**

- Prioritized Barriers to Goal 1 1. Lack of meaningful instruction aligned to standards and delivered through the gradual release model with the use of cognitive thinking strategies, and inquiry based learning.
- 2. Students lack of knowledge with number sense.

**Plan to Monitor Progress Toward the Goal**

Use of i-ready diagnostic test, successmaker, and ready consumables

**Person or Persons Responsible**

Teachers, school based administration, and coaches

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

I-ready testing results, teacher data notebooks, FCAT results

**G3.** Increase the percentage of students proficiency (Level 3) of above on the 2014 Spring Reading FCAT by 5% or more at each grade level. Increase the percent of students scoring at Level 4 and above by at least 5% at each grade level.

#### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

#### **Resources Available to Support the Goal**

- School based coaches Reading Interventionist Teacher Academy to train and support teachers in all areas of district initiatives District Curriculum Guides Common planning time for teachers during resource District web based programs, Success Maker, iReady Supplemental leveled text Reading Resource Room Extended learning Day Team-Up to provided support in reading Teachers are highly qualified Professional development and early release days FCAT Explorer

#### **Targeted Barriers to Achieving the Goal**

- 1. Students reading below grade level upon entering the rising grade level.
- 2. Students who do not have the academic support needed and readiness skills to be successful, lack of parent support; access to books, computers, and other supplements to after-school learning at home.

#### **Plan to Monitor Progress Toward the Goal**

Teachers will use the self reflection rubric at the end of the year to measure growth in equity and excellent teacher. Documentation of the Parent Involvement Plan

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

Administrators

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

Monthly

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

CAST growth scores. High levels of student engagement through inquiry that is evident during classroom observations and focus walks. Reduction in referrals, tardies and absentees.



**G4.** Increase the percentage of proficiency by 5% in grade 5, so that 33% of students will achieve a level 3 or above and 15% of students will achieve a level 4 and above on the 2014 Spring Science FCAT 2.0.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

### **Resources Available to Support the Goal**

- - Science Curriculum Guides with imbedded Performance Tasks & Monitoring Assessments (To help guide science instruction) - Quarterly Curriculum Guide Assessment (To help guide science instruction) - Gradual Release Model used within Five E's Science Lesson Planning within Teachers Common Planning Time Weekly (The GRM will help aid in planning direct, discovery, and inquiry based learning experiences with in the classroom. Also, collaboration with colleagues during common planning will help in the development of inquiry based science planning and data driven instruction throughout the school year.) - Science Gizmo - Explorer Learning Online (Students will have access to virtual learning labs that can be completed at home or during school in class or in computer lab.) - Science Level Readers (Using science leveled readers will help increase comprehension skills and higher level thinking with informational text.) - Science Lab Resource Room/Facilitator (Students and teachers will participate in rigorous science investigations in the science lab at St. Clair and have access to science supplies in order to conduct rigorous hands on lab experiences weekly.) - Science Coach/Interventionist (Teachers can go to coach/interventionist to get resources and instructional strategies.) - Science Professional Learning Community (Teachers will be provided professional development to help increase in conceptual, direct, discovery and inquiry based instruction within their classroom as well as be able to collaborate between grade levels in order to share ideas and learning strategies throughout the school year.) - School Wide Science Fair (Teachers will teach the scientific process weekly with the completion of a class science fair project in grades K-5. Fourth grade students will complete group projects. Fifth grade students will complete pair projects.) - Team Up After-School Program (Science conceptual and inquiry based experiences may be provided within reading instruction of informational text.) - Strive for Five Program (Higher proficient students (determined by CGA's and Pre/Post Assessments) will participate in this program to extend their learning and enhance their scientific process skills throughout the school year.)

### **Targeted Barriers to Achieving the Goal**

- Target #1: Students entering the fifth grade lacking knowledge in the scientific processes. (Teachers in grades K-4 lacking knowledge in effectively teaching scientific process skills within science investigations/labs.)
- Target #2: Teachers lack of training to effectively analyze and track their student data throughout the school year in order to provide differentiated instruction to move students in making gains on the upcoming 2014 FCAT.
- Target #3: Teachers lack of instructional rigor that promotes high level thinking. (Teachers struggling with planning inquiry based instruction and developing higher level thinking questions within lessons. As well as, learning to implement the "Gradual Release Model" effectively within the "Five E's Instructional Model" to plan lessons that provide rigorous and meaningful learning experiences for students.
- Target #4: Teaching across the curriculum by effectively implementing science within reading. (Teachers using interactive science leveled readers and informational/non-fiction science text within reading with fidelity during guided reading and small group instruction.

### Plan to Monitor Progress Toward the Goal

1) Science Curriculum Guide Assessment Data 2) Performance Tasks 3) Teacher Data Notebooks 4) Teacher Lesson Plan Books

#### Person or Persons Responsible

1) Administration (Wanda Reese & Lawanda Polydore) 2) Science Lead/Interventionist (Trishalee Catz) 3) Classroom Teachers

#### Target Dates or Schedule:

1) Common Planning 2) Professional Learning Communities (Science PLC) 3) Formal & Informal Observation

#### Evidence of Completion:

1) Final/End of Year CGA Science Data 2) Science FCAT 2014 Achievement Scores of 3 or above in Grade 5

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase the number of students proficient on FCAT Writes from 53% to 58%.

**G1.B1** Many students experience difficulties mastering the process of writing.

**G1.B1.S1** Teachers will provide a literate learning environment teaching needed writing skills and strategies, through writer's workshop with fidelity in all grade levels, conferencing with students, and providing students early interventions. Expect each child will learn to write.

### Action Step 1

1. Teachers will provide daily writing instruction during the workshop period and content areas. 2. Deliver appropriate instruction that allow all students to practice higher level writing skills and strategies. 3. Taylor writing instruction to meet the needs of the students. 4. Supplemental handwriting instruction to boost compositional fluency. 5. Teachers will intervene early to improve the writing skills. 6. Select teachers will participate in the Lucy Calkins Common Core Workshop. 7. Students will write daily. 8. Teachers will receive training in Common Core Writing and build their knowledge on the 10 Anchor Standards. 9. Students will be asked to write a baseline narrative. 10. Writing Camp

### Person or Persons Responsible

Classroom teachers K-5, Academic Coaches, and District Coaches

### Target Dates or Schedule

August 2013-June 2014. Baseline narrative will be given the first week of school August 19- Lucy Calkins Workshop November 2013, Common Core Training November 2013. Writing Camp (November 2013- January 2014)

### Evidence of Completion

Lesson Plans, Student portfolios that shows growth overtime compared with their writing baseline, and published pieces that are aligned with the Common Core genres. Classroom bulletin boards & word walls to show evidence of a literacy rich environment.

### Facilitator:

Reading Coach Administration District Coaches Lucy Calkins

### Participants:

K-5 Teachers

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

Teachers will meet in grade level PLCs the first and third week of each month during their common planning time. Teachers will also meet vertically in a monthly Writing PLC to look at student work and discuss writing strategies. Administration will review lesson plans and check portfolios.

#### Person or Persons Responsible

Administration Coaches PLC Leads

#### Target Dates or Schedule

Classroom Focus Walks October 2013 January 2014 April 2014 CAST Observations September 2013 November 2013 , February 2014 & May 2014

#### Evidence of Completion

Portfolios Focus Walk Results 2014 FCAT Writes

### Plan to Monitor Effectiveness of G1.B1.S1

Student portfolios will be monitored to look for evidence of conferencing and the editing process. Student journals will be reviewed, writing folders, and as well as review of classroom support to scaffold the learning such as: word banks, use of word walls, dictionaries, planning sheets, and graphic organizers. This will be reviewed during focus walks.

#### Person or Persons Responsible

Administration, coaches, and teachers

#### Target Dates or Schedule

Data will be collected during Focus Walks, Cast observations, reviewed during data chats.

#### Evidence of Completion

Published student writing, focus walks results, lesson plans, checklists, and data collected by teachers to show progress monitoring and growth over time in the portfolios.

**G1.B1.S2** All teachers will provide a literate classroom environment where students' written work is prominently displayed, the room is packed with writing and reading materials, and word walls are utilized.

#### Action Step 1

##### Person or Persons Responsible

##### Target Dates or Schedule

##### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B2** Lack of explicit writing instruction that is grade level appropriate across all grade levels.

**G1.B2.S1** Teachers will implement writing with fidelity across the content areas as well as incorporate writing performance task where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses.

**Action Step 1**

Deliver appropriate and quality writing instruction with support and scaffold instruction. Teachers will instruct using a predictable writing routine where students are encourage to think, reflect, and revise and model the process of writing and integrate writing across the content areas. Training in the Holistic Score Rubric.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Daily during writer's workshop August 2013-June 2014

**Evidence of Completion**

Lesson Plans Conference Notes Focus Walk Results CAST Observations

**Facilitator:**

Reading Coach District Coach

**Participants:**

K-5 Grade Teachers

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

Lesson Plans Portfolios District Writing Prompts

**Person or Persons Responsible**

Administration Academic Coaches District Coaches

**Target Dates or Schedule**

Focus Walks October 2013 January 2014 May 2014 CAST Observations District Writing Prompts end of each quarter

**Evidence of Completion**

Review of lesson plans Results of portfolios Data

## Plan to Monitor Effectiveness of G1.B2.S1

Portfolios that show growth overtime and evidence of teacher conferences and the editing process.  
Differentiated lesson plans that show early interventions A literate classroom that shows writing prominently displayed

### Person or Persons Responsible

Classroom Teachers Administration Coaches

### Target Dates or Schedule

October 2013 January 2014 March 2014 June 2014

### Evidence of Completion

Published writing that meet the standards Increased scores on the district writing prompts FCAT Writes 2014

**G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

**G2.B2** Prioritized Barriers to Goal 1 1. Lack of meaningful instruction aligned to standards and delivered through the gradual release model with the use of cognitive thinking strategies, and inquiry based learning.

**G2.B2.S1** Strategy 1- Provide ongoing support for teachers through structured PLC's, and the coaching cycle

### Action Step 1

Provide tiered focus for math coaches to monitor teachers on a weekly basis. This will allow for the coaching cycle to take place on an ongoing basis.

### Person or Persons Responsible

School-based Leadership, School coaches, District, and DA Team

### Target Dates or Schedule

8/23/3013

### Evidence of Completion

Schedules, focus calendar, agendas, weekly monitored assessments, Student data, lesson planning, debriefing with teachers.

### Facilitator:

Reading Coach, District coach, Admin

### Participants:

K-5 Teachers

## **Action Step 2**

Planned PLC's will be implemented on a weekly basis with a structured focus from principal in collaboration with the math coach.

### **Person or Persons Responsible**

School based leadership and school-based coaches

### **Target Dates or Schedule**

9/17/2013

### **Evidence of Completion**

Schedules, student data, lesson planning, sign in sheets, minutes.

### **Facilitator:**

Administration, Math Coach, District coach

### **Participants:**

K-5 Grade Teachers

## **Action Step 3**

Provide ongoing support for teachers through structured PLC's and the coaching cycle

### **Person or Persons Responsible**

School-based leadership and school-based coaches

### **Target Dates or Schedule**

8/19/2013

### **Evidence of Completion**

Agendas, coaches' log, student data, minutes, lesson planning.

### **Facilitator:**

Math Coach

### **Participants:**

K-5 Teachers



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

Mini Plc's with sign in sheets, professional development within early release PLC's with implementation, ongoing observations

#### Person or Persons Responsible

School based administration, coaches and district coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Meeting minutes, implementation within the classroom, CAST observations

### Plan to Monitor Effectiveness of G2.B2.S1

CAST, coaching cycle observations

#### Person or Persons Responsible

Coaches , district coaches, school based admin

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Observations, CAST summary

**G2.B2.S2 Strategy 2-** Deliver PD in quality instruction and data-driven differentiated instruction and task during the coaching cycle, common planning, and early release meetings.

#### Action Step 1

Establish an onsite PD calendar to be facilitated (by teachers, coaches, district coaches, or math interventionist) during common planning, PLC's and /or early release meetings.

#### Person or Persons Responsible

School-based Leadership and school-based coaches

#### Target Dates or Schedule

8/19/2013

#### Evidence of Completion

Sign-in sheets, agendas, minutes.

## **Action Step 2**

Math coach will provide onsite training and modeling on how to effectively locate, and use data from Limelight, or inform to create differentiate groups. In addition to provide modeling on the how to process of planning for and implementing tiered instruction.

### **Person or Persons Responsible**

School coaches, District, and DA Team

### **Target Dates or Schedule**

9/11/2013

### **Evidence of Completion**

Agendas, facilitate, model, data driven, monitor by completing a focus walk on what was facilitated and debrief with teachers.

### **Facilitator:**

Math Coach

### **Participants:**

K-5 Teachers

## **Action Step 3**

Deliver PD in quality instruction and data-driven differentiated instruction and task during the coaching cycle, common planning and early release meetings.

### **Person or Persons Responsible**

School-based leadership and school-based coaches

### **Target Dates or Schedule**

9/11/2013

### **Evidence of Completion**

Sign-in sheets, agendas, lesson planning, monitoring, PD schedule

### **Facilitator:**

Math Coach, District Coach

### **Participants:**

K-5 Teachers

### Plan to Monitor Fidelity of Implementation of G2.B2.S2

Co-teaching, modeling, co-planning, PLC's

**Person or Persons Responsible**

Coaches, PDF, District coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Meeting notes, changes in teacher practice, use of best practices, student and teacher data

### Plan to Monitor Effectiveness of G2.B2.S2

CAST, coaching cycle

**Person or Persons Responsible**

School administration, coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CAST, Changes in teacher practice, data

**G2.B2.S3 Strategy 3 – Provide modeling in classrooms for the gradual release**

**Action Step 1**

Provide modeling in classrooms for gradual release. Teachers will receive training in using the gradual release model.

**Person or Persons Responsible**

School-based coaches

**Target Dates or Schedule**

8/26/2013, During PLC's and early release training.

**Evidence of Completion**

Schedule, debriefing with teachers, lesson planning, student data,

**Facilitator:**

Math Coach, District Coach, and school administration

**Participants:**

K-5 Teachers

**Action Step 2**

Use math coaches to monitor the use of gradual release.

**Person or Persons Responsible**

School-based coaches, administration

**Target Dates or Schedule**

8/26/2013

**Evidence of Completion**

Student data, focus calendar, focus observations, and debriefing

**Action Step 3**

Use Math coaches to model the proper use of gradual release.

**Person or Persons Responsible**

School-based coaches

**Target Dates or Schedule**

8/26/2013

**Evidence of Completion**

Lesson planning, , data driven, monitoring

**Action Step 4**

Provide modeling in classrooms for gradual release.

**Person or Persons Responsible**

School-based coaches

**Target Dates or Schedule**

8/26/2013

**Evidence of Completion**

Schedule, debriefing with teachers, lesson planning, student data,

**Action Step 5**

Use math coaches to monitor the use of gradual release.

**Person or Persons Responsible**

School-based coaches

**Target Dates or Schedule**

8/26/2013

**Evidence of Completion**

Student data, focus calendar, focus observations, and debriefing

**Action Step 6**

Use Math coaches to model the proper use of gradual release.

**Person or Persons Responsible**

School-based coaches

**Target Dates or Schedule**

8/26/2013

**Evidence of Completion**

Lesson planning, , data driven, monitoring

**Plan to Monitor Fidelity of Implementation of G2.B2.S3**

Modeling

**Person or Persons Responsible**

Coaches, District Math Coach, Model teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Changes in teacher practices, CASTobservations

**Plan to Monitor Effectiveness of G2.B2.S3**

Coaching cycle observations, CAST observations, Data collection

**Person or Persons Responsible**

School based administration, schools based coaches, district coaches, pdf mentors

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CASTobservations, coaching observations, mentor observations

**G2.B2.S4 Strategy 4- Establish a model classroom per grade level and schedule observations.**

**Action Step 1**

Establish a model classroom per grade level and schedule observation.

**Person or Persons Responsible**

School- based Leadership and School coaches

**Target Dates or Schedule**

9/3/2013

**Evidence of Completion**

Data driven, focus observation, student data School-based Leadership and coaches

**Action Step 2**

Admin and math coach will facilitate the implementation of model classrooms to begin 9/3/2012 and establish a schedule a rotation for novice and struggling teachers to observe implementation of differentiated instruction, and use of math centers.

**Person or Persons Responsible**

Admin and math coach

**Target Dates or Schedule**

9/3/2013

**Evidence of Completion**

Focus observations, debriefing with teachers and monitoring with weekly visits for next steps, data driven and lesson planning

**Action Step 3**

Math coaches will support teachers through implementation period by co-teaching, coaching, debriefing and assisting with materials and lesson plans

**Person or Persons Responsible**

School- based coaches

**Target Dates or Schedule**

9/3/2013

**Evidence of Completion**

Lesson planning, debriefing, focus calendars, focus observations, student data.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S4**

Mini PLC's, debriefing with teachers, weekly observations for best practices, modeling and co-teaching, with use of focus observations of selected model classrooms

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

School based administration and coaches

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

Ongoing

#### **Evidence of Completion**

Observation of changes in practice, students engagement, data tracking

### **Plan to Monitor Effectiveness of G2.B2.S4**

Daily observations, data chats with teachers of model classrooms

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

School based administration and coaches

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

Ongoing

#### **Evidence of Completion**

Change in practice, use of effective and highly effective best practices as outlined by CAST



**G2.B3 2. Students lack of knowledge with number sense.**

**G2.B3.S1** Provide focused interventions with the use of i-ready diagnostics, success maker, math centers, Envisions, and Math Investigations curriculum.

**Action Step 1**

Daily use of strategy charting, differentiated instruction, RTI . Teachers will receive training in Common Core Mathematical Practices. Implement with fidelity math centers to provide students the opportunity to engage students in different math-related activities, build their problem-solving and collaboration skills, increase their desire to learn, and ultimately extend their understanding of mathematical concepts.

**Person or Persons Responsible**

Teachers, district interventionist, classroom teachers

**Target Dates or Schedule**

Teachers will use the workshop model daily in their classrooms including centers, guided math groups daily that are aligned to Common Core Standards.

**Evidence of Completion**

Posted and utilization of strategy charts, data collection, student work,

**Facilitator:**

Admin, Math Coach, District Coach.

**Participants:**

K-5 Teacehrs

## Action Step 2

Teachers will use I-ready diagnostics, SuccessMaker interventions, math centers, ,Reflex Math, and focused interventions via RTI to remediate at risk students. Students will complete 20 hours of SuccessMaker for the school year in order to be successful.

### Person or Persons Responsible

Teachers, district interventionist,

### Target Dates or Schedule

Daily during math centers and math workshop. iReady Training September 24 & 26,2013

### Evidence of Completion

I-ready data, successmaker data, student CG data, student work

### Facilitator:

Math Coach

### Participants:

K-5 Teachers

## Plan to Monitor Fidelity of Implementation of G2.B3.S1

I-ready, curriculum guide assessments, successmaker data, intervention cycles

### Person or Persons Responsible

District interventionist, teachers, school based interventionist, ese support facilitator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data tracking from i-ready, cga data (via limelight, and inform), student work, FCAT data

## Plan to Monitor Effectiveness of G2.B3.S1

Diagnostic testing, teacher made test, curriculum guide assessments

### Person or Persons Responsible

Teachers, school administration, school based coaches

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data monitoring, student work

**G3.** Increase the percentage of students proficiency (Level 3) of above on the 2014 Spring Reading FCAT by 5% or more at each grade level. Increase the percent of students scoring at Level 4 and above by at least 5% at each grade level.

**G3.B2** 1. Students reading below grade level upon entering the rising grade level.

**G3.B2.S1** All Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity. Implement reader's workshop daily.

### Action Step 1

Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with 3-5 Literacy Specialist and/or school-based Literacy Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

### Person or Persons Responsible

Reading Coach, Admin., District Specialists

### Target Dates or Schedule

Teachers will receive on going training during common planning time on the district framework and new initiatives..

### Evidence of Completion

Lesson plans, CAST observations informal, formal observatgions, focus walks,

### Facilitator:

Reading Coach

### Participants:

K=5 Teachers

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Literacy Coach. The school-based Literacy Coach will record minutes from Common Planning sessions and debrief with administration following each session as well as provide support through the DCPS Coaching Cycle on the implementation of the Instructional Framework Model as needed. Administration will review teachers' lesson plans each week to check for the implementation of the DCPS Instructional Framework Model as well as conduct classroom walk-throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.

#### Person or Persons Responsible

Administration and Coach

#### Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

#### Evidence of Completion

Lesson Plans, Agendas, Data Chats

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

Lesson Plans (to include DCPS Instructional Framework Model), Classroom Walk-Throughs ,Formal/ Informal Observations, Quarterly Data Chats, Common Planning Time Meeting Minutes, DCPS Coaching Cycle Feedback Forms

#### Person or Persons Responsible

Administration & Coach

#### Target Dates or Schedule

Lesson plan will be submitted weekly, Data Chats will be held the 2nd and 4th Tuesday of the month.

#### Evidence of Completion

Lesson plans, focus walk data, and feedback forms

**G3.B2.S2** Teacher will use the following assessments DAR, IOWA, and running records to form groups and will meet with at-risk students during reader's workshop and RTI/MTSS. Students not reading on grade level will meet with teacher daily during reader's workshop and RTI/MTSS.

### **Action Step 1**

Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. Second grade teachers will use SRA Corrective reading during the Extended Learning period for those students who need decoding. Teachers will use the Comprehension Toolkit to build comprehension strategies using the gradual release model. ARC books will be used for small group. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books and SRA corrective reading for those most at-risk students. The Comprehension Toolkit will be used after school to build comprehension strategies using the gradual release model. Students will participate in novel students, and literacy groups.

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

Teachers and coaches

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

Daily during reading instruction and the extended reading period

#### **Evidence of Completion**

Observations and lesson plans.

#### **Facilitator:**

Reading coach and specialists.

#### **Participants:**

Teachers.

## **Action Step 2**

Teachers will use assign SuccessMaker online reading program to students during reading period, RTI/MTSS. All students will use the program for 25 hours in order to be successful with the program.

### **Person or Persons Responsible**

Coaches and administrators

### **Target Dates or Schedule**

Daily during the reading period, during RTI/MTSS before and after school.

### **Evidence of Completion**

Progress monitoring of the program through online resources. Students reaching their goal.

### **Facilitator:**

SuccessMaker representative will train teachers on the new version.

### **Participants:**

K-5 teachers

## **Action Step 3**

Strategic assessments and analysis of data to focus small group instruction.

### **Person or Persons Responsible**

Teachers, coaches, administrators

### **Target Dates or Schedule**

August 2013 - June 2014

### **Evidence of Completion**

Data notebooks, lesson plans, RTi, student work.

### **Facilitator:**

Coaches, specialists, and administrators.

### **Participants:**

Teachers and coaches.

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

Focus walks, monitoring of data using Inform, data chats, RTI/MTSS lesson plans, and evidence of progress monitoring of reading a gradient of text through running records.

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

Coaches and Administrators

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

August 2013 - June 2014

#### **Evidence of Completion**

Data notebooks, Inform and lesson plans, Increase proficient on the DAR, IOWA, and running records

### **Plan to Monitor Effectiveness of G3.B2.S2**

Observations, progress monitoring of FCIM using mini-assessments and CGAs, DAR, and IOWS

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

Coaches and administrators.

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

Bi-weekly.

#### **Evidence of Completion**

Data from FCIM mini-assessments and CGAs, progress monitoring using Inform.

**G3.B2.S3** Using authentic fiction and nonfiction literature in all content areas.**Action Step 1**

Teachers will plan effective reading instruction utilizing fiction and nonfiction literature. Students will be able to comprehend complex literary and informational texts independently and proficiently. Teachers K-5 will use the close reading model to expose students to complex text and students will be expected to answer high level questions and find the evidence in a text. Teachers will receive Common Core training with an emphasis on reading complex text.

**Person or Persons Responsible**

Teachers and coaches.

**Target Dates or Schedule**

Daily during reading workshop and RTI/MTSS

**Evidence of Completion**

Lesson plans, observations.

**Facilitator:**

Reading coach, district specialist, and administration

**Participants:**

K-5 teachers

**Plan to Monitor Fidelity of Implementation of G3.B2.S3**

Teachers will plan close reading lessons and differentiated instruction. Observations, focus walks, and data chats.

**Person or Persons Responsible**

Coaches and administrators.

**Target Dates or Schedule**

Lesson plans will be reviewed weekly.

**Evidence of Completion**

Students will progress through a gradient of text to become proficient readers. Increased proficiency on the DAR, IOWA, CGAs, and FCAT.



### **Plan to Monitor Effectiveness of G3.B2.S3**

Use of authentic fiction and nonfiction literature in all content areas and evidence of students reading closely through the use of graphic organizers, reading journals, appropriate leveled text.

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

Coaches and administrators.

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

Weekly.

#### **Evidence of Completion**

Lesson plans, observations, progress monitoring FCIM assessments, CGAs. DAR, mini assessments and FCAT proficiency.

**G3.B3** 2. Students who do not have the academic support needed and readiness skills to be successful, lack of parent support; access to books, computers, and other supplements to after-school learning at home.

**G3.B3.S1** Teachers will participate in a book study, Equity Audits in the Classroom to Reach and Teach All Students by Kathryn Bell McKenzie and Linda Skrla. This book will help teachers develop an understanding of the demographics and diversity among students. Teachers will assess their competency in teaching of all students and their equity consciousness.

### **Action Step 1**

Teachers will audit their competency in teaching all students through self reflection assessments. Read the book Equity Audits, and participate in staff development around equity. Staff will have a deeper understanding that students can learn to high standards. In addition, we will complete an audit of parent involvement and develop a plan to target the needs of the parents. Implementation of the Title I Parent Involvement Plan, parent workshops, and volunteer coordinator to provide parents support. Teachers will teach and model good work habits. Students reading below grade level usually lack structure in their schoolwork. Therefore, an effective intervention program should model the structures that successful students use every day: arriving on time, getting right to work, staying on schedule or task, and keeping to the topic.

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

Administration

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

October Early Release 2013 November Early Release 2013 January Early Release 2014 February Early Release 2014 March Early Release 2014 May Early Release 2014

#### **Evidence of Completion**

Equity Audit Self Reflection Audits, CHAMPS, Parent Involvement Documentation, Agendas, Sign-in Sheets

#### **Facilitator:**

Administration

#### **Participants:**

All staff members

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

Administration will complete focus walks to look for engagement and high quality teaching skills. Staff will complete self reflection assessment.

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

Administration

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

November 2013 January 2014 May 2014

#### **Evidence of Completion**

Evidence of CHAMPS to show consistent and reliable classroom procedures and routines; clear expectations using a Common Board Configuration, differentiated lessons plans that shows evidence of challenging high level complex activities, use of high level questions, and evidence of students having choice and high levels of discussions in the classroom.

### **Plan to Monitor Effectiveness of G3.B3.S1**

During teacher observations will look for student engagement, high quality teacher skills using the CAST rubric and observation form.

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

Administration

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

On going throughout the school year

#### **Evidence of Completion**

Rating on Domain 3 of the CAST rubric and observations.

**G4.** Increase the percentage of proficiency by 5% in grade 5, so that 33% of students will achieve a level 3 or above and 15% of students will achieve a level 4 and above on the 2014 Spring Science FCAT 2.0.

**G4.B1** Target #1: Students entering the fifth grade lacking knowledge in the scientific processes. (Teachers in grades K-4 lacking knowledge in effectively teaching scientific process skills within science investigations/labs.)

**G4.B1.S1** 1. Consistent use of interactive science textbook and hands on analysis of laboratory experiences through science interactive journals to help students analyze and clear up misconceptions.

**Action Step 1**

Students are able to accurately read and analyze a data table and draw conclusions through performance tasks and progress monitoring assessments.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

1) Common Planning 2) Rigorous Student Science Instruction

**Evidence of Completion**

1) Performance Tasks 2) Curriculum Guide Pre & Post Assessments

**Facilitator:**

District Science Coach Science Lead Teacher

**Participants:**

K-5 Teachers

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

1) Science Curriculum Guide Assessment Data in Grades K-4 2) Performance Tasks in Grades K-4 3) Teacher Lesson Plan Books in Grades K-4

**Person or Persons Responsible**

1) Administration (Wanda Reese & Lawanda Polydore) 2) Science Lead/Interventionist (Trishalee Catz)

**Target Dates or Schedule**

Formal & Informal Observations

**Evidence of Completion**

Final/End of Year CGA Science Data in Grades K-4

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

1) Science Curriculum Guide Assessment Data in Grades K-4 2) Performance Tasks in Grades K-4 3) Teacher Lesson Plan Books in Grades K-4

### Person or Persons Responsible

Administration (Wanda Reese & Lawanda Polydore)

### Target Dates or Schedule

Formal & Informal Observations

### Evidence of Completion

Final/End of Year CGA Science Data in Grades K-4

**G4.B2** Target #2: Teachers lack of training to effectively analyze and track their student data throughout the school year in order to provide differentiated instruction to move students in making gains on the upcoming 2014 FCAT.

**G4.B2.S1** 1. Training to effectively analyze and track student data will should be provided during Professional Learning Communities (PLC's) for each subject area and during early release day professional development meetings throughout the school year.

### Action Step 1

1) Teachers effective use of their data notebooks to show individual student data analysis. 2) Teachers effectively planning lessons that address students individual learning needs. 3) Increase student data scores on district curriculum guide assessments throughout the school year and higher achievement scores on the 2014 FCAT.

### Person or Persons Responsible

1) Administration 2) Professional Learning Community Leads 3) Classroom Teachers

### Target Dates or Schedule

1) Monthly during PLC's 2) Early Release Day - Professional Development Meetings

### Evidence of Completion

1) Teacher Data Notebooks 2) Teacher Lesson Plan Books 3) PLC Meeting Minutes/Notes 4) Increases Scores on Curriculum Guide Assessments

### Facilitator:

Administration & PLC Leads

### Participants:

Classroom Teachers

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

1) Data Notebooks 2) Science CGA Data in Inform

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

1) Administration (Wanda Reese & Lawanda Polydore) 2) Science Lead & PLC Lead (Trishalee Catz)

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

1) Formal Observations 2) PLC Data Comparison and Analysis of Science Data during PLC Monthly Meetings.

#### **Evidence of Completion**

1) Final/End of Year CGA Science Data 2) 2014 Science FCAT Higher Achievement Levels

### **Plan to Monitor Effectiveness of G4.B2.S1**

1) Data Notebooks 2) Science CGA Data in Inform

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

Administration (Wanda Reese & Lawanda Polydore)

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

1) Formal Observations 2) PLC Data Comparison and Analysis of Science Data during PLC Monthly Meetings.

#### **Evidence of Completion**

1) Final/End of Year CGA Science Data 2) Science FCAT 2014 Higher Achievement Levels of 3 or above in Grade 5

**G4.B3 Target #3:** Teachers lack of instructional rigor that promotes high level thinking. (Teachers struggling with planning inquiry based instruction and developing higher level thinking questions within lessons. As well as, learning to implement the "Gradual Release Model" effectively within the "Five E's Instructional Model" to plan lessons that provide rigorous and meaningful learning experiences for students.

**G4.B3.S1** 1. Consistently use the Gradual Release Model effectively within 5E's instruction, through use of hands-on laboratory experiments that promote higher level thinking/questioning. Teachers will collaborate with colleagues during their common planning time weekly to expand their knowledge of content in science teaching as well as effectively plan rigorous science lessons that include, higher level questions and data analysis.

### **Action Step 1**

1) Focus Walks Looking for Evidence of Science Investigations and GRM/5E Models. 2) Increase scores on Quarterly Curriculum Guide Assessments. 3) Effective use of Science Interactive Journals

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

Classroom Teachers

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

1) Common Planning 2) Rigorous Student Science Instruction

#### **Evidence of Completion**

1) Performance Tasks 2) Curriculum Guide Pre & Post Assessments

### **Plan to Monitor Fidelity of Implementation of G4.B3.S1**

1) Science Curriculum Guide Assessment Data in Grades K-5 2) Teacher Lesson Plan Books in Grades K-5

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

1) Administration (Wanda Reese & Lawanda Polydore) 2) Science Lead/Interventionist (Trishalee Catz)

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

Formal & Informal Observations

#### **Evidence of Completion**

1) Final/End of Year CGA Science Data in Grades K-5 2) Science FCAT 2014 Higher Achievement Levels of 3 or above in Grade 5

## Plan to Monitor Effectiveness of G4.B3.S1

1) Science Curriculum Guide Assessment Data in Grades K-5 2) Teacher Lesson Plan Books in Grades K-5

### Person or Persons Responsible

Administration (Wanda Reese & Lawanda Polydore)

### Target Dates or Schedule

Formal & Informal Observations

### Evidence of Completion

1) Final/End of Year CGA Science Data in Grades K-5 2) Science FCAT 2014 Higher Achievement Levels of 3 or above in Grade 5

**G4.B4 Target #4:** Teaching across the curriculum by effectively implementing science within reading. (Teachers using interactive science leveled readers and informational/non-fiction science text within reading with fidelity during guided reading and small group instruction.

**G4.B4.S1** 1. Teachers conducting small guided reading groups daily using the science leveled readers with fidelity each week to enhance student's familiarity and comprehension when reading informational/non-fiction text.

### Action Step 1

1) Focus Walks Looking for Evidence Informational Text Guided Reading Groups and Instruction. 2) Increase scores on Informational Text Strand within Reading and Science Quarterly Curriculum Guide Assessments. 3) Effective use of Science & Reading Journals

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

1) Common Planning 2) Informational Text with Students during Science and Reading Small Group Instruction

### Evidence of Completion

1) Curriculum Guide Pre & Post Assessments within Reading and Science 2) Performance Tasks in Science and Text Complexity Assessments with Non-Fiction Test in Reading

### Facilitator:

### Participants:



### **Plan to Monitor Fidelity of Implementation of G4.B4.S1**

1) Science & Reading Curriculum Guide Assessments Data in Grades K-5 2) Teacher Lesson Plan Books in Grades K-5

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

1) Administration (Wanda Reese & Lawanda Polydore) 2) Reading Coach (Taylor Polk) 3) Science/ Reading Interventionist (Trishalee Catz)

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

Formal & Informal Observations

#### **Evidence of Completion**

1) Final/End of Year CGA Reading and Science Data in Grades K-5 2) Reading and Science FCAT 2014 Higher Achievement Levels of 3 or above in Grades 3-5

### **Plan to Monitor Effectiveness of G4.B4.S1**

Science & Reading Curriculum Guide Assessments Data in Grades K-5

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

Administration (Wanda Reese & Lawanda Polydore)

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

Formal & Informal Observations

#### **Evidence of Completion**

1) Final/End of Year CGA Reading and Science Data in Grades K-5 2) Reading and Science FCAT 2014 Higher Achievement Levels of 3 or above in Grades 3-5

## Coordination and Integration

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

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

Title I resources will help participating children meet the state's challenging student academic achievement standards expected for all children. The majority of the money will be used for teaching positions; a reading interventionist, math interventionist, a parent volunteer, and business liaison. The parent volunteer liaison oversees the Parents Recourse Center. The Parent Resource and Title I Parent Involvement Center is a source of support and information for parents and families, to offer parents encouragement and support, and to share ways to work as a team with the child's school so the child can be prepared for his or her future. Workshops are provided on a variety of topics which may include Elementary School Success, Helping Your Child with Reading, Organizational and Study Skills, Understanding Special Education, and more. The center will be available to parents during the hours of 8:00-1:00.

The school participates in the Breakfast in the Classroom Program. In addition, the school was chosen to be a part of the Community Eligibility Program that provides free lunches to all students; parents do not have to complete a lunch application under this program.

When SAI dollars become available the dollars will be used to purchase tutors to provide support for students who scored a Level 1 or Level 2 on the 2013 FCAT.

Title I dollars will be used for field trips as an educational tool. To help teachers reinforce lessons and use exciting experiences to engage students. To all students to observe a system not available in the classroom.

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

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

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

**G1.** To increase the number of students proficient on FCAT Writes from 53% to 58%.

**G1.B1** Many students experience difficulties mastering the process of writing.

**G1.B1.S1** Teachers will provide a literate learning environment teaching needed writing skills and strategies, through writer's workshop with fidelity in all grade levels, conferencing with students, and providing students early interventions. Expect each child will learn to write.

### PD Opportunity 1

1. Teachers will provide daily writing instruction during the workshop period and content areas. 2. Deliver appropriate instruction that allow all students to practice higher level writing skills and strategies. 3. Tailor writing instruction to meet the needs of the students. 4. Supplemental handwriting instruction to boost compositional fluency. 5. Teachers will intervene early to improve the writing skills. 6. Select teachers will participate in the Lucy Calkins Common Core Workshop. 7. Students will write daily. 8. Teachers will receive training in Common Core Writing and build their knowledge on the 10 Anchor Standards. 9. Students will be asked to write a baseline narrative. 10. Writing Camp

#### Facilitator

Reading Coach Administration District Coaches Lucy Calkins

#### Participants

K-5 Teachers

#### Target Dates or Schedule

August 2013-June 2014. Baseline narrative will be given the first week of school August 19- Lucy Calkins Workshop November 2013, Common Core Training November 2013. Writing Camp (November 2013- January 2014)

#### Evidence of Completion

Lesson Plans, Student portfolios that shows growth overtime compared with their writing baseline, and published pieces that are aligned with the Common Core genres. Classroom bulletin boards & word walls to show evidence of a literacy rich environment.

**G1.B2** Lack of explicit writing instruction that is grade level appropriate across all grade levels.

**G1.B2.S1** Teachers will implement writing with fidelity across the content areas as well as incorporate writing performance task where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses.

**PD Opportunity 1**

Deliver appropriate and quality writing instruction with support and scaffold instruction. Teachers will instruct using a predictable writing routine where students are encourage to thing, reflect, and revise and model the process of writing and integrate writing across the content areas. Training in the Holistic Score Rubric.

**Facilitator**

Reading Coach District Coach

**Participants**

K-5 Grade Teaschers

**Target Dates or Schedule**

Daily during writer's workshop August 2013-June 2014

**Evidence of Completion**

Lesson Plans Conference Notes Focus Walk Results CAST Observations

**G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

**G2.B2** Prioritized Barriers to Goal 1 1. Lack of meaningful instruction aligned to standards and delivered through the gradual release model with the use of cognitive thinking strategies, and inquiry based learning.

**G2.B2.S1** Strategy 1- Provide ongoing support for teachers through structured PLC's, and the coaching cycle

### **PD Opportunity 1**

Provide tiered focus for math coaches to monitor teachers on a weekly basis. This will allow for the coaching cycle to take place on an ongoing basis.

#### **Facilitator**

Reading Coach, District coach, Admin

#### **Participants**

K-5 Teachers

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

8/23/3013

#### **Evidence of Completion**

Schedules, focus calendar, agendas, weekly monitored assessments, Student data, lesson planning, debriefing with teachers.

### **PD Opportunity 2**

Planned PLC's will be implemented on a weekly basis with a structured focus from principal in collaboration with the math coach.

#### **Facilitator**

Administration, Math Coach, District coach

#### **Participants**

K-5 Grade Teachers

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

9/17/2013

#### **Evidence of Completion**

Schedules, student data, lesson planning, sign in sheets, minutes.

### **PD Opportunity 3**

Provide ongoing support for teachers through structured PLC's and the coaching cycle

#### **Facilitator**

Math Coach

#### **Participants**

K-5 Teachers

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

8/19/2013

#### **Evidence of Completion**

Agendas, coaches' log, student data, minutes, lesson planning.

**G2.B2.S2** Strategy 2- Deliver PD in quality instruction and data-driven differentiated instruction and task during the coaching cycle, common planning, and early release meetings.

### **PD Opportunity 1**

Math coach will provide onsite training and modeling on how to effectively locate, and use data from Limelight, or inform to create differentiate groups. In addition to provide modeling on the how to process of planning for and implementing tiered instruction.

#### **Facilitator**

Math Coach

#### **Participants**

K-5 Teachers

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

9/11/2013

#### **Evidence of Completion**

Agendas, facilitate, model, data driven, monitor by completing a focus walk on what was facilitated and debrief with teachers.

## **PD Opportunity 2**

Deliver PD in quality instruction and data-driven differentiated instruction and task during the coaching cycle, common planning and early release meetings.

### **Facilitator**

Math Coach, District Coach

### **Participants**

K-5 Teachers

### **Target Dates or Schedule**

9/11/2013

### **Evidence of Completion**

Sign-in sheets, agendas, lesson planning, monitoring, PD schedule

## **G2.B2.S3 Strategy 3 – Provide modeling in classrooms for the gradual release**

## **PD Opportunity 1**

Provide modeling in classrooms for gradual release. Teachers will receive training in using the gradual release model.

### **Facilitator**

Math Coach, District Coach, and school administration

### **Participants**

K-5 Teachers

### **Target Dates or Schedule**

8/26/2013, During PLC's and early release training.

### **Evidence of Completion**

Schedule, debriefing with teachers, lesson planning, student data,

**G2.B3 2. Students lack of knowledge with number sense.**

**G2.B3.S1** Provide focused interventions with the use of i-ready diagnostics, success maker, math centers, Envisions, and Math Investigations curriculum.

**PD Opportunity 1**

Daily use of strategy charting, differentiated instruction, RTI . Teachers will receive training in Common Core Mathematical Practices. Implement with fidelity math centers to provide students the opportunity to engage students in different math-related activities, build their problem-solving and collaboration skills, increase their desire to learn, and ultimately extend their understanding of mathematical concepts.

**Facilitator**

Admin, Math Coach, District Coach.

**Participants**

K-5 Teacehrs

**Target Dates or Schedule**

Teachers will use the workshop model daily in their classrooms including centers, guided math groups daily that are aligned to Common Core Standards.

**Evidence of Completion**

Posted and utilization of strategy charts, data collection, student work,

**PD Opportunity 2**

Teachers will use I-ready diagnostics, SuccessMaker interventions, math centers, ,Reflex Math, and focused interventions via RTI to remediate at risk students. Students will complete 20 hours of SuccessMaker for the school year in order to be successful.

**Facilitator**

Math Coach

**Participants**

K-5 Teachers

**Target Dates or Schedule**

Daily during math centers and math workshop. iReady Training September 24 & 26,2013

**Evidence of Completion**

I-ready data, successmaker data, student CG data, student work



**G3.** Increase the percentage of students proficiency (Level 3) of above on the 2014 Spring Reading FCAT by 5% or more at each grade level. Increase the percent of students scoring at Level 4 and above by at least 5% at each grade level.

**G3.B2** 1. Students reading below grade level upon entering the rising grade level.

**G3.B2.S1** All Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity. Implement reader's workshop daily.

### **PD Opportunity 1**

Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with 3-5 Literacy Specialist and/or school-based Literacy Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

#### **Facilitator**

Reading Coach

#### **Participants**

K=5 Teachers

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

Teachers will receive on going training during common planning time on the district framework and new initiatives..

#### **Evidence of Completion**

Lesson plans, CAST observations informal, formal observatgions, focus walks,

**G3.B2.S2** Teacher will use the following assessments DAR, IOWA, and running records to form groups and will meet with at-risk students during reader's workshop and RTI/MTSS. Students not reading on grade level will meet with teacher daily during reader's workshop and RTI/MTSS.

### **PD Opportunity 1**

Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. Second grade teachers will use SRA Corrective reading during the Extended Learning period for those students who need decoding. Teachers will use the Comprehension Toolkit to build comprehension strategies using the gradual release model. ARC books will be used for small group. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books and SRA corrective reading for those most at-risk students. The Comprehension Toolkit will be used after school to build comprehension strategies using the gradual release model. Students will participate in novel students, and literacy groups.

#### **Facilitator**

Reading coach and specialists.

#### **Participants**

Teachers.

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

Daily during reading instruction and the extended reading period

#### **Evidence of Completion**

Observations and lesson plans.

## **PD Opportunity 2**

Teachers will use assign SuccessMaker online reading program to students during reading period, RTI/MTSS. All students will use the program for 25 hours in order to be successful with the program.

### **Facilitator**

SuccessMaker representative will train teachers on the new version.

### **Participants**

K-5 teachers

### **Target Dates or Schedule**

Daily during the reading period, during RTI/MTSS before and after school.

### **Evidence of Completion**

Progress monitoring of the program through online resources. Students reaching their goal.

## **PD Opportunity 3**

Strategic assessments and analysis of data to focus small group instruction.

### **Facilitator**

Coaches, specialists, and administrators.

### **Participants**

Teachers and coaches.

### **Target Dates or Schedule**

August 2013 - June 2014

### **Evidence of Completion**

Data notebooks, lesson plans, RTi, student work.

**G3.B2.S3** Using authentic fiction and nonfiction literature in all content areas.

**PD Opportunity 1**

Teachers will plan effective reading instruction utilizing fiction and nonfiction literature. Students will be able to comprehend complex literary and informational texts independently and proficiently. Teachers K-5 will use the close reading model to expose students to complex text and students will be expected to answer high level questions and find the evidence in a text. Teachers will receive Common Core training with an emphasis on reading complex text.

**Facilitator**

Reading coach, district specialist, and administration

**Participants**

K-5 teachers

**Target Dates or Schedule**

Daily during reading workshop and RTI/MTSS

**Evidence of Completion**

Lesson plans, observations.

**G3.B3** 2. Students who do not have the academic support needed and readiness skills to be successful, lack of parent support; access to books, computers, and other supplements to after-school learning at home.

**G3.B3.S1** Teachers will participate in a book study, Equity Audits in the Classroom to Reach and Teach All Students by Kathryn Bell McKenzie and Linda Skrla. This book will help teachers develop an understanding of the demographics and diversity among students. Teachers will assess their competency in teaching of all students and their equity consciousness.

### **PD Opportunity 1**

Teachers will audit their competency in teaching all students through self reflection assessments. Read the book Equity Audits, and participate in staff development around equity. Staff will have a deeper understanding that students can learn to high standards. In addition, we will complete an audit of parent involvement and develop a plan to target the needs of the parents. Implementation of the Title I Parent Involvement Plan, parent workshops, and volunteer coordinator to provide parents support. Teachers will teach and model good work habits. Students reading below grade level usually lack structure in their schoolwork. Therefore, an effective intervention program should model the structures that successful students use every day: arriving on time, getting right to work, staying on schedule or task, and keeping to the topic.

#### **Facilitator**

Administration

#### **Participants**

All staff members

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

October Early Release 2013 November Early Release 2013 January Early Release 2014 February Early Release 2014 March Early Release 2014 May Early Release 2014

#### **Evidence of Completion**

Equity Audit Self Reflection Audits, CHAMPS, Parent Involvement Documentation, Agendas, Sign-in Sheets

**G4.** Increase the percentage of proficiency by 5% in grade 5, so that 33% of students will achieve a level 3 or above and 15% of students will achieve a level 4 and above on the 2014 Spring Science FCAT 2.0.

**G4.B1** Target #1: Students entering the fifth grade lacking knowledge in the scientific processes. (Teachers in grades K-4 lacking knowledge in effectively teaching scientific process skills within science investigations/labs.)

**G4.B1.S1** 1. Consistent use of interactive science textbook and hands on analysis of laboratory experiences through science interactive journals to help students analyze and clear up misconceptions.

### **PD Opportunity 1**

Students are able to accurately read and analyze a data table and draw conclusions through performance tasks and progress monitoring assessments.

#### **Facilitator**

District Science Coach Science Lead Teacher

#### **Participants**

K-5 Teachers

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

1) Common Planning 2) Rigorous Student Science Instruction

#### **Evidence of Completion**

1) Performance Tasks 2) Curriculum Guide Pre & Post Assessments

**G4.B2 Target #2:** Teachers lack of training to effectively analyze and track their student data throughout the school year in order to provide differentiated instruction to move students in making gains on the upcoming 2014 FCAT.

**G4.B2.S1** 1. Training to effectively analyze and track student data will should be provided during Professional Learning Communities (PLC's) for each subject area and during early release day professional development meetings throughout the school year.

**PD Opportunity 1**

1) Teachers effective use of their data notebooks to show individual student data analysis. 2) Teachers effectively planning lessons that address students individual learning needs. 3) Increase student data scores on district curriculum guide assessments throughout the school year and higher achievement scores on the 2014 FCAT.

**Facilitator**

Administration & PLC Leads

**Participants**

Classroom Teachers

**Target Dates or Schedule**

1) Monthly during PLC's 2) Early Release Day - Professional Development Meetings

**Evidence of Completion**

1) Teacher Data Notebooks 2) Teacher Lesson Plan Books 3) PLC Meeting Minutes/Notes 4) Increases Scores on Curriculum Guide Assessments

**G4.B4 Target #4:** Teaching across the curriculum by effectively implementing science within reading. (Teachers using interactive science leveled readers and informational/non-fiction science text within reading with fidelity during guided reading and small group instruction.

**G4.B4.S1** 1. Teachers conducting small guided reading groups daily using the science leveled readers with fidelity each week to enhance student's familiarity and comprehension when reading informational/non-fiction text.

### **PD Opportunity 1**

1) Focus Walks Looking for Evidence Informational Text Guided Reading Groups and Instruction. 2) Increase scores on Informational Text Strand within Reading and Science Quarterly Curriculum Guide Assessments. 3) Effective use of Science & Reading Journals

#### **Facilitator**

#### **Participants**

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

1) Common Planning 2) Informational Text with Students during Science and Reading Small Group Instruction

#### **Evidence of Completion**

1) Curriculum Guide Pre & Post Assessments within Reading and Science 2) Performance Tasks in Science and Text Complexity Assessments with Non-Fiction Test in Reading



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	To increase the number of students proficient on FCAT Writes from 53% to 58%.	\$2,300
G3.	Increase the percentage of students proficiency (Level 3) of above on the 2014 Spring Reading FCAT by 5% or more at each grade level. Increase the percent of students scoring at Level 4 and above by at least 5% at each grade level.	\$500
G4.	Increase the percentage of proficiency by 5% in grade 5, so that 33% of students will achieve a level 3 or above and 15% of students will achieve a level 4 and above on the 2014 Spring Science FCAT 2.0.	\$1,300
Total		\$4,100

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Evidence-Based Materials	Total
District Funds	\$500	\$0	\$0	\$500
District	\$1,500	\$1,300	\$0	\$2,800
Title I	\$0	\$0	\$800	\$800
Total	\$2,000	\$1,300	\$800	\$4,100

### Budget Details

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

**G1.** To increase the number of students proficient on FCAT Writes from 53% to 58%.

**G1.B1** Many students experience difficulties mastering the process of writing.

**G1.B1.S1** Teachers will provide a literate learning environment teaching needed writing skills and strategies, through writer's workshop with fidelity in all grade levels, conferencing with students, and providing students early interventions. Expect each child will learn to write.

**Action Step 1**

1. Teachers will provide daily writing instruction during the workshop period and content areas. 2. Deliver appropriate instruction that allow all students to practice higher level writing skills and strategies. 3. Tailor writing instruction to meet the needs of the students. 4. Supplemental handwriting instruction to boost compositional fluency. 5. Teachers will intervene early to improve the writing skills. 6. Select teachers will participate in the Lucy Calkins Common Core Workshop. 7. Students will write daily. 8. Teachers will receive training in Common Core Writing and build their knowledge on the 10 Anchor Standards. 9. Students will be asked to write a baseline narrative. 10. Writing Camp

**Resource Type**

Professional Development

**Resource**

Tickets to Lucy Calkins Workshop

**Funding Source**

District

**Amount Needed**

\$1,500

**G1.B2** Lack of explicit writing instruction that is grade level appropriate across all grade levels.

**G1.B2.S1** Teachers will implement writing with fidelity across the content areas as well as incorporate writing performance task where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses.

**Action Step 1**

Deliver appropriate and quality writing instruction with support and scaffold instruction. Teachers will instruct using a predictable writing routine where students are encourage to thing, reflect, and revise and model the process of writing and integrate writing across the content areas.Training in the Holistic Score Rubric.

**Resource Type**

Evidence-Based Materials

**Resource**

**Funding Source**

Title I

**Amount Needed**

\$800

**G3.** Increase the percentage of students proficiency (Level 3) of above on the 2014 Spring Reading FCAT by 5% or more at each grade level. Increase the percent of students scoring at Level 4 and above by at least 5% at each grade level.

**G3.B3** 2. Students who do not have the academic support needed and readiness skills to be successful, lack of parent support; access to books, computers, and other supplements to after-school learning at home.

**G3.B3.S1** Teachers will participate in a book study, Equity Audits in the Classroom to Reach and Teach All Students by Kathryn Bell McKenzie and Linda Skrla. This book will help teachers develop an understanding of the demographics and diversity among students. Teachers will assess their competency in teaching of all students and their equity consciousness.

### **Action Step 1**

Teachers will audit their competency in teaching all students through self reflection assessments. Read the book Equity Audits, and participate in staff development around equity. Staff will have a deeper understanding that students can learn to high standards. In addition, we will complete an audit of parent involvement and develop a plan to target the needs of the parents. Implementation of the Title I Parent Involvement Plan, parent workshops, and volunteer coordinator to provide parents support. Teachers will teach and model good work habits. Students reading below grade level usually lack structure in their schoolwork. Therefore, an effective intervention program should model the structures that successful students use every day: arriving on time, getting right to work, staying on schedule or task, and keeping to the topic.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Subs needed for teascher.

#### **Funding Source**

District

#### **Amount Needed**

\$500

**G4.** Increase the percentage of proficiency by 5% in grade 5, so that 33% of students will achieve a level 3 or above and 15% of students will achieve a level 4 and above on the 2014 Spring Science FCAT 2.0.

**G4.B1** Target #1: Students entering the fifth grade lacking knowledge in the scientific processes. (Teachers in grades K-4 lacking knowledge in effectively teaching scientific process skills within science investigations/labs.)

**G4.B1.S1** 1. Consistent use of interactive science textbook and hands on analysis of laboratory experiences through science interactive journals to help students analyze and clear up misconceptions.

**Action Step 1**

Students are able to accurately read and analyze a data table and draw conclusions through performance tasks and progress monitoring assessments.

**Resource Type**

Professional Development

**Resource**

Composition Notebooks

**Funding Source**

District Funds

**Amount Needed**

\$500

**G4.B4 Target #4:** Teaching across the curriculum by effectively implementing science within reading. (Teachers using interactive science leveled readers and informational/non-fiction science text within reading with fidelity during guided reading and small group instruction.

**G4.B4.S1** 1. Teachers conducting small guided reading groups daily using the science leveled readers with fidelity each week to enhance student's familiarity and comprehension when reading informational/non-fiction text.

**Action Step 1**

1) Focus Walks Looking for Evidence Informational Text Guided Reading Groups and Instruction. 2) Increase scores on Informational Text Strand within Reading and Science Quarterly Curriculum Guide Assessments. 3) Effective use of Science & Reading Journals

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

District

**Amount Needed**

\$800