

School Improvement Plan (SIP)

**CHARTER SCHOOL VERSION**

Proposed for 2014-2015

*A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.*

**School Name:** \_\_\_\_\_ **Central Charter School** \_\_\_\_\_ **School Location Number:** \_\_\_\_\_ **5041** \_\_\_\_\_

## 2014-2015 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

Complete School Name: Central Charter School	District: Broward
Principal: Tonya Dix	Administrators: Robert W. Runcie
Governing Board Member(s): Hugh Jarrett, Ann Miller, Rose Merritt, Dr. McPherson Rev. Burrell, Audley Porter, Emma Winston	Date of School Board Charter Approval: 5/18/2010

#### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[K-12 Comprehensive Research Based Reading Plan](#)

#### Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal (K – 3)	Tonya Dix	B.S Physical Education  M.S TESOL  Specialist-Degree Education Leadership  Certification: Educational Leadership (All Levels), ESOL (K- 12), Physical Education,	12 years	12 Years	<p><b>2013-2014: Central Charter School - Principal</b>            Grade: D (408 points) Reading            Proficiency: 47%            Math Proficiency: 34%            Writing Proficiency: 57%            Science Proficiency: 30%</p> <p>Reading Learning Gains: 60% Math Learning Gains: 51%            Lowest 25% Reading Learning Gains: 75%; Math Learning Gains: 54%</p> <p>AMO Targets Unmet in:            Reading – all students            Math- all students</p> <p>AMO Targets met in:            Learning Gains Progress for Lowest 25% Reading Learning Gains Progress for Lowest 25% Math</p> <p><b>2012-2013: Central Charter School</b>            Grade: C            Reading Proficiency: 50%            Math Proficiency: 38%            Writing Proficiency: 71 %            Science Proficiency: 33%</p> <p>Reading Learning Gains: 71% Math Learning Gains: 55%</p> <p>Lowest 25% Reading Learning Gains: 67%; Math Learning Gains: 52%</p> <p>AMO Targets Unmet in:            Reading – All students            Math- All students</p>

Principal (4-7)	Jill Dorsett (New) Effective: August 10, 2015	Bachelors - History M.Ed. - Educational Administration & Supervision  Certifications - School Principal (all levels), Educational Leadership (all levels), Middle Grades Social Science (5-9)	3 months	1997-2009 (12 years)  2009-August 2015 (6 years of education industry management experience)	
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Principal (4-7)	John Billingsley	MBA Business Administration  BS Business Administration  Certification: Elementary Ed (K-6) Middle Grades Math (5-9)	7 years	<2 years	<p><b>2013-2014: Central Charter School - Principal</b>  Grade: D (408 points) Reading  Proficiency: 47%  Math Proficiency: 34%  Writing Proficiency: 57%  Science Proficiency: 30%</p> <p>Reading Learning Gains: 60% Math Learning Gains: 51%  Lowest 25% Reading Learning Gains: 75%; Math Learning Gains: 54%</p> <p>AMO Targets Unmet in:  Reading – all students  Math- all students</p> <p>AMO Targets met in:  Learning Gains Progress for Lowest 25% Reading  Learning Gains Progress for Lowest 25% Math</p> <p><b>2012-2013: Central Charter School</b>  Grade: C  Reading Proficiency: 50%  Math Proficiency: 38%  Writing Proficiency: 71 %  Science Proficiency: 33%</p>
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Assistant Principal	Kimberly Billingsley	B.S. Elementary Education M. Ed. Educational Leadership Certifications: Elementary Education (K-6)	8 years	<1 year	<p><b>2013-2014: Central Charter School –Curriculum Coordinator</b></p> <p>Grade: D (408 points) Reading Proficiency: 47% Math Proficiency: 34% Writing Proficiency: 57% Science Proficiency: 30%</p> <p>Reading Learning Gains: 60% Math Learning Gains: 51%</p> <p>Lowest 25% Reading Learning Gains: 75% Lowest 25% Math Learning Gains: 54%</p> <p>AMO Targets Unmet in: Reading – all students Math- all students</p> <p>AMO Targets met in: Learning Gains Progress for Lowest 25% Reading Learning Gains Progress for Lowest 25% Math</p>
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**Instructional Coaches**

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Curriculum Coordinator	Janell Alexander	B.S. Elementary Education M.ED Curriculum and Instruction  Ed.D Curriculum and Instruction Certifications: ESOL Endorsed; Elementary Education (grades K-6)	12 years	2 years	<p><b>2013-2014: Central Charter School –Curriculum Coordinator</b></p> <p>Grade: D (408 points) Reading Proficiency: 47%            Math Proficiency: 34%            Writing Proficiency: 57%            Science Proficiency: 30%</p> <p>Reading Learning Gains: 60% Math Learning Gains: 51%</p> <p>Lowest 25% Reading Learning Gains: 75%; Math Learning Gains: 54%</p> <p>AMO Targets Unmet in: Reading – all students            Math- all students</p> <p>AMO Targets met in: Learning Gains Progress for Lowest 25% Reading and Lowest 25% Math</p>

## ***Required components of the School Improvement Plan for Charter Schools:***

### ***1. Mission Statement***

*Provide your school's mission statement:*

*The mission of Assistance Unlimited, Inc., as outlined in the school's contract, is:*

- To provide high quality educational opportunities according to the special needs of our “at-risk” students by embracing diversity through a “family-like” atmosphere and creating personal relationships in safe and comfortable learning communities;*
- To individualize instruction to accommodate each students' needs by augmenting his or her entrance level of achievement commensurate with his or her required grade level.*

### ***2. Academic Data***

*Provide detailed student academic data by subgroups for the most recent three (3) years (FCAT, EOC, FAIR, BAT, etc.), if available:*

**General Narrative:** This SIP is drafted as a May (2015) to May (2016) plan. The school's **after school** program is a private program and as such not freely accessible to all students; therefore the ELO offered in this May to May plan is Saturday School. In addition, the school day is already from 8-3pm; extending the day beyond that point may not be effective for student achievement. This SIP includes measures to increase the rigor and qualities of instruction provided during the current school day from 8-3pm and provide Saturday School for the majority of the school year.

**Progress monitoring tools** were conflated with formative assessments. Moving forward, **FAIR-FS** will be the only progress monitoring tool used to progress monitor students in reading for grades 3-7 while **STAR**, a progress monitoring that identifies current student proficiency in the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. While the STAR Reading does have a default cut of percentile ranking of 40% to identify intervention students, we are able to adjust the cut off of points to emulate the PLS percentile cut off points indicated in FAIR-FS K-2. These cut off points will be used to identify the appropriate interventions for struggling students. STAR will be the only progress-monitoring tool used to progress monitor reading in grades K-2. No other progress monitoring tools will be used school wide. STAR was chosen as a K-2 progress monitoring assessment, because FAIR will not be available for the 2015-2016 school year, and, as stated above, STAR was chosen because it is researched based and provides the necessary data and reporting to make intervention decisions for struggling readers in K-2. These findings will be restated throughout the 2014-2015 School Improvement Plan.

Discovery and BAFS were conflated to be progress-monitoring tools as opposed to formative assessments. Discovery Assessments were listed as a progress monitoring tools for K-2 and 3-5. This was an error, as the school did not use Discovery Assessment's benchmark assessment feature for K-2. It was only used for 3-5 and 6-7. In addition while Discovery Assessments reflect Florida Standards, the question styles do not reflect FSA i.e. Discovery did not offer part A part B questions, multiple select, comparative text questions, etc. As a result, the Discovery data reported on this SIP plan may be an over representation of student proficiency. These findings will be restated throughout the 2014-2015 School Improvement Plan.

2014-2015 reflections also indicate that BAFS data may not be a reliable representation of student proficiency, as there were only 2-3 items per standard assessed. The item limitations may cause proficiency rates to be distorted, as students would have to be 100% proficient in each standard in order for any proficiency to be obtained per standard and as such per strand. As a result, the school based proficiency on scores of 67% or better. Under representation still may occur as a result of those standards for which there were only 2 assessment items.

The process of creating the 2014-2015 SIP indicated that the most efficient and effective means of progress monitoring moving forward would be to use FAIR-



FS (or STAR) to progress monitor. As such FAIR-FS AP3 was administered to grades 3-7 in May of 2015. Based on the review all 2014-2015 data, FAIR-FS AP3 is the most valid and reliable assessment data in regards to identifying student proficiency in reading and as such will be relied on most for formulating the school's improvement plan as it relates to the literacy plan. Further more, this format for progress monitoring will be implemented for the 2015-2016 school year; for K-2 reading and K-7 math using STAR Reading and STAR Math.

Again 2014-2015 reflections indicate that progress monitoring is a concern for Central Charter School. DIBELS Beginning of the Year Assessment was used to Progress Monitor K-2 for AP1 and DIBELS Mid Year Assessment was used for AP2. In grades 3-7, FAIR-FS was only used for AP3. As stated above grades 3-7 received BAFS and Discovery assessments instead of FAIR AP1 and AP2. This progress monitoring issue will be resolved in the 2015-2016 school year as STAR Reading will be used for AP1, AP2, and AP3 for K-2 and FAIR will be used for grades 3-7 for AP1, AP2, and AP3.

The intent of this plan is to address these concerns, acquire the progress monitoring tools –FAIR-FS and STAR needed to acquire usable data, implement these progress monitoring tools 3 times per year (Fall, Winter, and Spring) for reading and math, and use this data for MTSS decisions and student placement in accordance with Broward County's K-12 literacy plan as well as in the area of math. Furthermore, formative assessments will no longer be conflated with progress monitoring. The only formative assessment tool used to measure student proficiency in Florida Standards as assessed on the FSA will be USA Testprep, a researched based Florida Standards Aligned Benchmark Assessment test. This resource most accurately simulates the FSA and provides efficient reporting of student performance, per standard, per strand, and per subgroups.

Below is the 2014-2015 data that was used for progress monitoring for grades K-2: Dibels and Go Math; for 3-7 BAFS, Discovery, Mock Writing and FAIR-FS AP3. This is followed by 3 years of trend data: 2013-2014, 2012-2013, and 2011-2012 where FAIR-FS, Primary End of Year Reading and Math Assessments, FCAT and FCAT 2.0 data is included. The FAIR data included in the trend years 2011-2013 were derived from hard copy teacher files attained from teachers. Only AP1 was administered.

2014-2015 Progress Monitoring									
Target Annual Measurable Objectives									
Reading				Math		Science		Writing	
Subgroups	Grade Level	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory
ALL KG Students	KG	FAIR AP 1							
Black/African Americans									

ESE		FAIR AP 2	NOT ASSESSED						
ELL									
Economically Disadvantaged									
ALL KG Students									
Black/African Americans									
ESE									
ELL		FAIR AP 3							
Economically Disadvantaged									
ALL KG Students									
Black/African Americans									
ESE									
ELL									
Economically Disadvantaged		DIBELS Beg (September 2014)					81%	GO MATH Beg (September 2014)	61%
ALL KG Students							79%	60%	
Black/African Americans									

ESE			100%		N/A	NOT ASSESSED		
ELL			61%		27%			
Economically Disadvantaged			83%		63%			
ALL KG Students		DIBELS Mid (February 2015)	76%	GO MATH End (May 2015)	92%			
Black/African Americans			74%		89%			
ESE			None		81%			
ELL			74%		None			
Economically Disadvantaged			76%		100%			
ALL 1st Grade Students	1st		DIBELS Beg (September 2014)		83%		GO MATH Beg (May 2015)	90%
Black/African Americans					83%			88%
ESE		75%		N/A				
ELL		75%		100%				
Economically Disadvantaged		63%		90%				
ALL 1st Grade Students			DIBELS Mid (February	79%	GO MATH End		86%	

Black/African Americans		2015)	76%	(May 2015)	83%	
ESE			100%		100%	
ELL			77%		71%	
Economically Disadvantaged			88%		92%	
ALL 2nd Grade Students	2nd	DIBELS Beg (September 2014)	38%	GO MATH Beg (September 2014)	59%	
Black/African Americans			38%		59%	
ESE			100%		N/A	
ELL			76%		35%	
Economically Disadvantaged			31%		57%	
ALL 2nd Grade Students		DIBELS Mid (February 2015)	70%	GO MATH End (May 2015)	84%	
Black/African Americans			69%		83%	
ESE			100%		50%	
ELL			76%		72%	
Economically Disadvantaged			77%		73%	

<b>K-2nd Grade Students</b>	K-2	DIBELS Beg (September 2014)	73%	GO MATH Beg (September 2014)	65%	NOT ASSESSED
Black/African Americans			71%		63%	
ESE			100%		N/A	
ELL			42%		31%	
Economically Disadvantaged			59%		35%	
<b>K-2nd Grade Students</b>		DIBELS Mid (February 2015)	75%	GO MATH End (May 2015)	81%	
Black/African Americans			73%		79%	
ESE			100%		75%	
ELL			76%		57%	
Economically Disadvantaged			80%		66%	
ALL 3rd Grade Students	3rd	READING BAFS 1 (October 2014)	12%	MATH BAFS 1 (October 2014)	12%	
Black/African Americans			12%		12%	
ESE			0%		0%	
ELL			12%		9%	

ALL 3rd Grade Students	READING BAFS 2 (January 2015)	5%	MATH BAFS 2 (January 2015)	1%	NOT ASSESSED
Black/African Americans		5%		0%	
ESE		0%		0%	
ELL		0%		3%	
ALL 3rd Grade Students	Reading Discovery 1 (1/5/15)	44%	Math Discovery 1 (1/5/15)	28%	
Black/African Americans		43%		27%	
ESE		43%		0%	
ELL		41%		27%	
ALL 3rd Grade Students	Reading Discovery 2 (3/2/15)	22%	Math Discovery 2 (3/2/15)	41%	
Black/African Americans		21%		40%	
ESE		0%		43%	
ELL		16%		48%	
ALL 3rd Grade Students	FAIR AP3 (May 2015)	21%			
Economically		19%			

Disadvantaged				NOT ASSESSED						
Black/African Americans		22%								
ESE		0%								
ELL		16%								
ALL 4th Grade Students	4th	READING BAFS 1 (October 2014)	9%	MATH BAFS 1 (October 2014)	18%	MOCK WRITING	32%			
Black/African Americans			10%		20%		0%			
ESE			2%		2%		0%			
ELL			0%		0%		1%			
ALL 4th Grade Students		READING BAFS 2 (January 2015)	11%	MATH BAFS 2 (January 2015)	19%					
Black/African Americans			13%		22%					
ESE			29%		0%					
ELL			0%		17%					
ALL 4th Grade Students		Reading Discovery 1 (1/5/15)	37%	Math Discovery 1 (1/5/15)	28%					
Black/African Americans			40%		30%					

ESE			60%		60%	NOT ASSESSED			
ELL			24%		14%				
ALL 4th Grade Students		Reading Discovery 2 (3/2/15)	50%	Math Discovery 2 (3/2/15)	41%				
Black/African Americans			53%		42%				
ESE			60%		60%				
ELL			25%		29%				
ALL 4th Grade Students			22%						
Economically Disadvantaged		FAIR AP3 (May 2015)	20%						
Black/African Americans			22%						
ESE			40%						
ELL			0%						
ALL 5th Grade Students	5th		READING BAFS 1 (October 2014)	10%	MATH BAFS 1 (October 2014)	11%	SCIENCE BAFS 1 (October 2014)	3%	MOCK WRITING (January 2015)
Black/African Americans		10%		11%		3%		0%	



ESE			0%		0%		0%		0%
ELL			0%		0%		0%		5%
ALL 5th Grade Students		READING BAFS 2 (January 2015)	8%	MATH BAFS 2 (January 2015)	0%	SCIENCE BAFS 2  (January 2015)	32%		
Black/African Americans	8%		0%		32%				
ESE	0%		0%		0%				
ELL	0%		0%		11%				
ALL 5th Grade Students	Reading Discovery 1 (1/5/15)		Math Discovery 1 (1/5/15)		50%		14%		
Black/African Americans		50%		14%					
ESE		33%		17%					
ELL		38%		14%					
ALL 5th Grade Students	Reading Discovery 2 (3/2/15)	Math Discovery 2 (3/2/15)	31%	38%					
Black/African Americans			31%	38%					
ESE			20%	50%					
ELL			14%	58%					
ALL 5th Grade	FAIR AP3		33%						

Students		(May 2015)				
Economically Disadvantaged			31%			
Black/African Americans			33%			
ESE			6%			
ELL			6%			
ALL 6th Grade Students	6th	READING BAFS 1 (October 2014)	7%	MATH BAFS 1 (October 2014)	17%	
Black/African Americans			7%		17%	
ESE			0%		0%	
ELL			*		*	
ALL 6th Grade Students		READING BAFS 2 (January 2014)	7%	MATH BAFS 2 (January 2014)	3%	
Black/African Americans			7%		3%	
ESE			0%		0%	
ELL			0%		0%	
ALL 6th Grade Students			Reading Discovery 1 (1/5/15)	49%	Math Discovery 1 (1/5/15)	27%

Black/African Americans			49%		27%			
ESE			0%		25%			
ELL			43%		43%			
ALL 6th Grade Students		Reading Discovery 2 (3/2/15)	40%	Math Discovery 2 (3/2/15)	47%			
Black/African Americans			40%		47%			
ESE			25%		0%			
ELL			29%		29%			
ALL 6th Grade Students		FAIR AP3 (May 2015)	22%					
Economically Disadvantaged			27%					
Black/African Americans			22%					
ESE			0%					
ELL			0%					
ALL 7th Grade Students	7th	READING BAFS 1 (October 2015)	1%	MATH BAFS 1 (October 2015)	0%		MOCK WRITING	N/A
Black/African Americans			1%		0%			N/A

ESE			0%		0%		N/A
ELL			0%		0%		N/A
ALL 7th Grade Students		READING BAFS 2 (January 2015)	1%	MATH BAFS 2 (January 2015)	0%		
Black/African Americans	1%		0%				
ESE	0%		0%				
ELL	*		*				
ALL 7th Grade Students	50%		19%				
Black/African Americans	Reading Discovery 1 (1/5/15)	50%	Math Discovery 1 (1/5/15)	19%			
ESE	50%	0%					
ELL	36%	29%					
ALL 7th Grade Students	51%	45%					
Black/African Americans	Reading Discovery 2 (3/2/15)	51%	Math Discovery 2 (3/2/15)	45%			
ESE	50%	50%					
ELL	27%	25%					
ALL 7th Grade	FAIR AP3	33%					

Students		(May 2015)			
Economically Disadvantaged			24%		
Black/African Americans			31%		
ESE			50%		
ELL			0%		
ALL 3-5th Grade Students	3rd-5th	BAFS 1 Reading (October 2014)	*	BAFS 1 Math (October 2014)	*
Economically Disadvantaged			*		*
Black/African Americans			*		*
ESE			*		*
ELL			*		*
ALL 3-5th Grade Students		BAFS 2 Reading (January 2015)	12%	BAFS 2 Math (January 2015)	8%
Economically Disadvantaged			13%		9%
Black/African Americans			12%		8%
ESE			0%		0%

ELL			3%		3%	
ALL 3-5th Grade Students		Reading Discovery 1 <i>(1/5/15)</i>	39%	Math Discovery 1 <i>(1/5/15)</i>	22%	
Black/African Americans			40%		25%	
ESE			44%		24%	
ELL			35%		20%	
ALL 3-5th Grade Students			Reading Discovery 2 <i>(3/2/15)</i>		31%	
Black/African Americans		34%		40%		
ESE		25%		50%		
ELL		18%		45%		
ALL 3rd-5th Grade Students		FAIR AP3 <i>(May 2015)</i>		25%		
Economically Disadvantaged			22%			
Black/African Americans			25%			
ESE			17%			
ELL			9%			

ALL 6-7th Grade Students	6-7th	BAFS 1 Reading (October 2015)	*	BAFS 1 Math (October 2015)	*	
Economically Disadvantaged			*		*	
Black/African Americans			*		*	
ESE			*		*	
ELL			*		*	
ALL 6-7th Grade Students		BAFS 2 Reading (January 2015)	4%	BAFS 2 Math (January 2015)	2%	
Economically Disadvantaged			4%		2%	
Black/African Americans			3%		1%	
ESE			0%		0%	
ELL			8%		8%	
ALL 6-7th Grade Students		Reading Discovery 1 (1/5/15)	49%	Math Discovery 1 (1/5/15)	26%	
Black/African Americans			50%		26%	
ESE			20%		33%	
ELL			39%		32%	

ALL 6-7th Grade Students		Reading Discovery 2 (3/2/15)	45%	Math Discovery 2 (3/2/15)	43%								
Black/African Americans			46%		45%								
ESE			33%		17%								
ELL			28%		26%								
ALL 6-7th Grade Students		FAIR AP3 (May 2015)	32%										
Economically Disadvantaged			16%										
Black/African Americans			26%										
ESE			17%										
ELL			0%										
2013-2014													
Target Measurable Objectives													
<b>Reading 69 %</b>				<b>Math 72%</b>		<b>Science 31%</b>		<b>Writing 57%</b>					
Subgroups	Grade Level	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory				
ALL KG Students	KG	FAIR AP1 (September	77%	Not Available									



Economically Disadvantaged		2013)	81%		
Black/African Americans			95%		
ESE			*		
ELL			*		
ALL 1st Grade Students			88%		88%
Economically Disadvantaged	1st	PRIMARY END OF YEAR READING ASSESSMENT	89%	PRIMARY END OF YEAR MATH ASSESSMENT	89%
Black/African Americans			88%		95%
ESE			4%		3%
ELL			14%		14%
ALL 2nd Grade Students					
Economically Disadvantaged	2nd	PRIMARY END OF YEAR READING ASSESSMENT	98%	PRIMARY END OF YEAR MATH ASSESSMENT	92%
Black/African Americans			84%		97%
ESE			2%		3%
ELL			16%		18%

K-2nd Students	K-2		84%		85%	<i>* Kindergarten not assessed in math</i>		
ESE			0%		75%			
ELL			8%		14%			
ALL 3rd Grade Students	3rd	FCAT 2.0 READING	48%	FCAT 2.0 MATH	37%			
Economically Disadvantaged			48%		36%			
Black/African Americans			48%		37%			
ESE			14%		14%			
ELL			21%		18%			
ALL 4th Grade Students			4th		FCAT 2.0 READING			45%
Economically Disadvantaged	45%	37%		*				
Black/African Americans	45%	36%		*				
ESE	40%	60%		*				
ELL	0%	0%		*				
ALL 5th Grade Students	5th	FCAT 2.0 READING		42%		FCAT 2.0 MATH	22%	FCAT 2.0 SCIENCE

Economically Disadvantaged			35%		18%	*	
Black/African Americans			42%		22%	*	
ESE			17%		0%	*	
ELL			23%		23%	*	
ALL 6th Grade Students	6th	FCAT 2.0 READING	53%	FCAT 2.0 MATH	32%		
Economically Disadvantaged			46%		29%		
Black/African Americans			49%		32%		
ESE			50%		50%		
ELL			55%		22%		
ALL 7th Grade Students	7th	FCAT 2.0 READING	50%	FCAT 2.0 MATH	32%		
Economically Disadvantaged			43%		29%		
Black/African Americans			50%		32%		
ESE			0%		50%		
ELL			0%		22%		

ALL 3-5th Grade Students	3rd-5th	FCAT 2.0 READING	46%	FCAT 2.0 MATH	35%				
ALL 6-7th Grade Students	6-7th		59%		35%				
ALL 3-7th Grade Students	3rd-7th		47%		34%				
Economically Disadvantaged			47%		34%				
Black/African Americans			47%		34%				
ESE			18%		12%				
ELL			27%		25%				
<b>2012-2013</b>									
The school only facilitated grades K-5.									
Target Measurable Objectives									
<b>Reading 66%</b>				<b>Math 68%</b>		<b>Science 33%</b>		<b>Writing 71%</b>	
Subgroups	Grade Level	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory
ALL KG Students	KG	FAIR AP1	87%	Not ASSESSED					
Economically		(September 2012)	77%						

Disadvantaged					
Black/African Americans			98%		
ESE			*		
ELL			*		
ALL 1st Grade Students			87%		88%
Economically Disadvantaged	1st	PRIMARY END OF YEAR READING ASSESSMENT	83%	PRIMARY END OF YEAR MATH ASSESSMENT	83%
Black/African Americans			86%		*
ESE			*		*
ELL			*		*
ALL 2nd Grade Students			95%		74%
Economically Disadvantaged	2nd	PRIMARY END OF YEAR READING ASSESSMENT	73%	PRIMARY END OF YEAR MATH ASSESSMENT	73%
Black/African Americans			74%		82%
ESE			100%		100%
ELL			100%		100%
ALL 3rd Grade	3rd	FCAT 2.0	42%	FCAT 2.0	23%

Students		READING		MATH			
Economically Disadvantaged			37%		23%		
Black/African Americans			31%		22%		
ESE			*		*		
ELL			*		*		
ALL 4th Grade Students	4th	FCAT 2.0 READING	53%	FCAT 2.0 MATH	42%	FCAT WRITING	71%
Economically Disadvantaged			55%		43%		*
Black/African Americans			53%		41%		*
ESE			*		*		*
ELL			*		*		*
ALL 5th Grade Students			5th		FCAT 2.0 READING		57%
Economically Disadvantaged	54%	53%		*			
Black/African Americans	0.57	56%		*			
ESE	*	*		*			

ELL			*		*		*		
ALL 3-5th Grade Students	3rd-5th	FCAT 2.0 READING	50%	FCAT 2.0 MATH	38%				
Economically Disadvantaged			50%		37%				
Black/African Americans			49%		37%				
ESE			*		*				
ELL			33%		36%				
<b>2011-2012</b>									
*Missing data requested from student records; district advised to proceed with missing data.									
Target Measurable Objectives									
<b>Reading 62 %</b>				<b>Math 65%</b>		<b>Science 32%</b>		<b>Writing 90%</b>	
Subgroups	Grade Level	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory	Test Type	% Satisfactory
ALL KG Students	KG	FAIR AP1	80%	Not Available					
Economically Disadvantaged		(September 2011)	*						
Black/African Americans			*						
ESE			*						

ELL			*			
ALL 1st Grade Students	1st	PRIMARY END OF YEAR READING ASSESSMENT	*	PRIMARY END OF YEAR MATH ASSESSMENT	*	
Economically Disadvantaged			*		*	
Black/African Americans			*		*	
ESE			*		*	
ELL			*		*	
ALL 2nd Grade Students	2nd	PRIMARY END OF YEAR READING ASSESSMENT	*	PRIMARY END OF YEAR MATH ASSESSMENT	*	
Economically Disadvantaged			*		*	
Black/African Americans			*		*	
ESE			*		*	
ELL			*		*	
ALL 3rd Grade Students	3rd	FCAT READING	51%	FCAT MATH	51%	
Economically Disadvantaged			48%		50%	



Black/African Americans			50%		51%			
ESE			*		*			
ELL			*		*			
ALL 4th Grade Students	4th	FCAT READING	61%	FCAT MATH	57%			*
Economically Disadvantaged			51%		54%	*		
Black/African Americans			54%		58%	*		
ESE			*		*	*		
ELL			*		*	*		
ALL 5th Grade Students	5th	FCAT READING	71%	FCAT MATH	57%	FCAT SCIENCE	32%	
Economically Disadvantaged			70%		57%		*	
Black/African Americans			70%		56%		*	
ESE			*		*		*	
ELL			*		*		*	
ALL 6th Grade Students	6th	FCAT READING	65%	FCAT MATH	79%			

Economically Disadvantaged			58%		80%	
Black/African Americans			65%		79%	
ESE			*		*	
ELL			*		*	
ALL 7th Grade Students			*		*	
Economically Disadvantaged	7th	FCAT READING	*	FCAT MATH	*	
Black/African Americans			*		*	
ESE			*		*	
ELL			*		*	
ALL 3-7th Grade Students						
Economically Disadvantaged	3rd-5th	FCAT READING	57%	FCAT MATH	48%	
Black/African Americans			60%		40%	
ESE			*		*	
ELL			*		*	


### **3. Student Achievement Objectives**

*Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:*

Central Charter School's most recent School Wide Plan was submitted to Title 1 in December of 2014 and are as follows:

- By June 2015, 30% of the students in grades 3-5 will score at a level 3 or higher on the FSA Reading.
- By June 2015, 34% of the students in grades 6-7 will score at a level 3 or higher on the FSA Reading.
- By June 2015, 32% of the students in grades 3-5 will score at a level 3 or higher on the FSA Math.
- By June 2015, 35 of the students in grades 6-7 will score at a level 3 or higher on the FSA Math.
- By June 2015, 32% of the students in grades 4-7 will score at a level 3.5 or higher on Text-Based Writing.

### **4. Student Performance Data Analysis**

*Provide a **detailed** analysis of the student performance data including academic performance by each subgroup:*

Central Charter School's overall Reading Performance for school years 2012 through 2014 has steadily declined to what is considered below Reading Proficient by the Florida Department of Education. Students categorized in the following subgroups, ESE, ELL, Economically Disadvantaged, and Black or African American have consistently performed below grade level expectations throughout all Reading.

Only 18% of ESE students and 27% of ELL students achieved proficiency in reading according 2013-2014 FCAT 2.0 data. ELL students Decreased 8% in reading proficiency from the 2012-2013 school year where 33% of ELL students achieved proficiency. Reading trend data was requested but is not available for 2011-2013 ESE students or 2011-2012 ELL students.

Only 12% of ESE students and 25% of ELL students achieved proficiency in math. ELL students decreased 9% in math from the 2012-2013 school year where 36% of ELL students achieved proficiency. Math trend data was requested but is not available for 2011-2013 ESE students or 2011-2012 ELL students.

Overall only 47% of students achieved proficiency in reading and only 34% achieved proficiency in math on 2013-2014 FCAT 2.0. This reflects a 3% decrease from the 2012-2013 school year where 50% of students were proficient in reading and a 4% decrease from the 2012-2013 school year where 38% of the students were proficient in math.

Central Charter School used Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Florida Assessment for Instruction in Reading (FAIR) in grades K-2 to screen students for reading difficulties, as well as, monitor the progress of students who have shown weaknesses in a specific area of reading. The 2014 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data indicated that 19% of students in kindergarten, 18% of students in 1<sup>st</sup> grade, and 13% of students in 2<sup>nd</sup> grade experienced difficulties in reading comprehension (phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension).

The 2014 Florida Assessment for Instruction in Reading (FAIR FS) data indicated that 13% of students in kindergarten, 13% of students in 1<sup>st</sup> grade, and 5% of students in 2<sup>nd</sup> grade experienced difficulties in reading (phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension). Students in kindergarten progress will be monitored through the use of FLKRS and STAR (Initial, Mid-Year, and End-of-Year) Assessments. Students in grades 1-2 progress will be monitored through the use of STAR (Initial, Mid-Year, and End-of-Year) Assessments.

2011-2012 data comparatively is the most proficient performance year. The school only facilitated grades 3-5, and 60% of students were proficient in reading (13% more than are proficient now) while 58% were proficient in math (24% more than are proficient now). Since the 2011-2012 school year there has been a 10% decrease from the 57% who scored proficiently to now 47% of economically disadvantaged students scoring proficiently.

Even though Central Charter School students have not performed up to grade level expectations, more than 60% of students enrolled during the 2011 through 2014 school years, have made significant learning gains including lower quartile students as evidenced when students' previous year test performance was compared to current year performance as indicated in the chart below:

<b>Florida Comprehensive Assessment Test Annual Comparative Learning Gains Data</b>			
	<b>2014</b>	<b>2013</b>	<b>2012</b>
FCAT 2.0 Reading % Proficient	47%	50%	60%
FCAT 2.0 Reading Learning Gains	60%	71%	68%
FCAT 2.0 Reading Lowest 25% Learning Gains	75%	67%	72%

FCAT 2.0 Math % Proficient	34%	38%	58%
FCAT 2.0 Math Learning Gains	51%	55%	69%
FCAT 2.0 Math Lowest 25% Learning Gains	54%	52%	64%
FCAT Writing Proficiency	57%	71%	90%
FCAT 2.0 Science Proficiency	30%	33%	32%

<b>Annual Measurable Objective (AMO) Progress – Lowest 25%</b>					
Learning Gains Points for Low 25% Reading 2012-2013	Learning Gains Points for Low 25% Reading 2013-2014	Learning Gains Progress Met for Low 25% Reading	Learning Gains Points for Low 25% Math	Learning Gains Points for Low 25% Math	Learning Gains Progress Met for Low 25% Math
67%	75%	Y	52%	54%	Y

As stated in the general narrative, Discovery 1 and 2 data, as well as BAFS data disaggregated by strand is shown below. Discovery 1 and 2 data is based on 70% or better proficiency within the strand, while BAFS data is based on 67% or better proficiency in the strand (since there were only 2-3 items assessed per standard within the strand). 2014-2015 reflections indicate that there are reliability concerns with Discovery and BAFS strand data due to Discovery assessments not reflecting FSA style questioning and BAFS not providing sufficient assessment items per standard. Discovery data may over represent student proficiency, while BAFS data may under represent student proficiency. As a result, Discovery assessments will not be used to progress monitor 3rd-7th grade. In addition to limited items, BAFS strand data must be disaggregated manually, making it inefficient as well as unreliable as a strand based progress-monitoring tool. We were also not able to provide the subgroup strand data for BAFS as a result. To alleviate data reliability, concerns, USA Test prep, will replace Discovery and BAFS for strand based data for the 2015-2016 school year. Regardless of the reliability issues, comprehensive subgroup data as well as trend data underscore that the students at Central Charter School in all subgroups have been declining in performance in all areas of assessment.

The data below shows grade level proficiency per strand. There appears to be an overall decline from Discovery 1 to Discovery 2 with the exception of 4th grade performance in informational text and 7th grade literature. 7th graders will be matriculating out of Central Charter for the 2015-2016 school year. Increases and decreases fluctuate across grade levels in vocabulary. Analysis of FAIR AP3 data shows that reading comprehension is consistently the lowest performance indicator for each component of literature. Given the reliability concern of Discovery and BAFS data, these AP3 findings may explain the volatility in Discovery and BAFS data. Reading comprehension is an over all concern and will be addressed through MTSS in the corresponding components of reading causing the primary concern i.e. vocabulary fluency, phonics, etc.

<b>2014-2015 Discovery 1 Data per Reading Strand</b>					
	<i>Literature</i>	<i>Information</i>	<i>Foundations</i>	<i>Writing</i>	<i>Vocabulary</i>
3rd	28%	28%	53%	16%	29%
4th	25%	22%	N/A	15%	40%
5th	40%	36%	N/A	50%	44%
Economically Disadvantaged	28%	28%	27%	22%	22%
Black/African Americans	31%	29%	39%	27%	38%
ESE	18%	36%	18%	0%	36%
ELL	24%	22%	19%	11%	31%
6th	33%	29%	N/A	43%	42%
7th	16%	35%	N/A	16%	32%

Economically Disadvantaged	35%	23%	N/A	35%	52%
Black/African Americans	25%	32%	N/A	30%	37%
ESE	N/A	N/A	N/A	N/A	N/A
ELL	0%	15%	N/A	15%	46%
<b>2014-2015 Discovery 2 Data per Reading Strand</b>					
	<b>Literature</b>	<b>Information</b>	<b>Foundations</b>	<b>Writing</b>	<b>Vocabulary</b>
3rd	7%	18%	37%	37%	32%
4th	22%	24%	N/A	15%	40%
5th	24%	22%	N/A	51%	47%
Economically Disadvantaged	17%	15%	11%	22%	25%
Black/African Americans	18%	22%	38%	36%	41%
ESE	18%	9%	9%	18%	18%
ELL	9%	11%	11%	21%	13%
6th	17%	17%	N/A	28%	22%
7th	49%	15%	N/A	18%	29%
Economically	23%	17%	N/A	23%	35%

Disadvantaged					
Black/African Americans	34%	17%	N/A	24%	27%
ESE	N/A	N/A	N/A	N/A	N/A
ELL	7%	0%	N/A	7%	7%

The data above shows grade level proficiency per strand. There appears to be an overall decline from Discovery 1 to Discovery 2 with the exception of 4th grade performance in informational text and 7th grade literature. Given the reliability concern of Discovery and BAFS data, these AP3 findings may provide more reliable data for implementing interventions. Regardless of the issues with Discovery and BAFS, the overall trend is deficient student performance across the strands and hence the need to plan to implement comprehensive reading interventions for non-proficient students.

2014-2015 BAFS 1 Data per Reading Strand					
	Literature	Information	Foundations	Writing	Vocabulary
3rd	35%	19%	N/A	N/A	N/A
4th	51%	45%	N/A	N/A	N/A
5th	13%	18%	N/A	N/A	N/A
6th	3%	15%	N/A	N/A	N/A
7th	9%	9%	N/A	N/A	N/A

2014-2015 BAFS 2 Data per Reading Strand					
	Literature	Information	Foundations	Writing	Vocabulary
3rd	9%	12%	N/A	N/A	N/A



4th	12%	16%	N/A	N/A	N/A
5th	9%	10%	N/A	N/A	N/A
6th	15%	17%	N/A	N/A	N/A
7th	8%	7%	N/A	N/A	N/A

The data above underscores the trend in grade level deficiencies per strand. There appears to be an overall decline in literature as well as informational text from BAFS 1 to BAFS 2 with the exception of 5th grade performance in informational text and 6th grade literature. The AP3 data below confirms that the concerns are not just specific to a particular strand, but instead stem from the overall need for interventions in reading comprehension with intensive focus in the various components of reading where students are struggling i.e. fluency, vocabulary, etc.

The data below is the FAIR-FS AP3 data representing grade level probabilities of success (scores of 85% or better) broken down to indicate proficiency in Word Recognition, Vocabulary, Reading Comprehension and Syntactic Knowledge (students scoring above the 30%tile). This is the most reliable and detailed progress monitoring data collected for 2014-2015. This data has been used to select the intervention programs to be used for the 2015-2016 school year as well as the instructional development needed for the 2015-2016 school year. The data indicates that reading comprehension proficiency is consistently below the school goal across the grade levels and interventions in the supporting components of reading comprehension are needed i.e. vocabulary, phonics, and language development.

FAIR 2015 AP3 Data					
	PLS	WRT	VKT	RC	SKT
3 <sup>rd</sup>	21%	50%	48%	19%	41%
4 <sup>th</sup>	22%	69%	60%	48%	52%
5 <sup>th</sup>	33%	84%	72%	65%	70%
6 <sup>th</sup>	22%	60%	62%	53%	63%
7 <sup>th</sup>	33%	90%	91%	33%	59%
3rd-7 <sup>th</sup>	33%	60%	60%	41%	46%
Economically Disadvantaged	21%	63%	58%	40%	50%

	Black/African American	34%	62%	62%	43%	45%
	ESE	69%	75%	75%	44%	69%
	ELL	64%	64%	51%	39%	42%

**5. Student Performance Deficiency Plan**

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline:

**READING DEFICIENCIES**

**Deficiency:** Central Charter School used Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Florida Assessment for Instruction in Reading (FAIR-FS) in grades K-2 to screen students for reading difficulties, as well as, monitor the progress of students who have weaknesses in a specific area of reading. The 2014 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data indicated that 19% of students in kindergarten, 18% of students in 1<sup>st</sup> grade, and 13% of students in 2<sup>nd</sup> grade experienced difficulties in reading comprehension (phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension). The 2014 Florida Assessment for Instruction in Reading (FAIR-FS) data indicated that 13% of students in kindergarten, 13% of students in 1<sup>st</sup> grade, and 5% of students in 2<sup>nd</sup> grade experienced difficulties in reading (phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension).

**Plan:** The daily instructional block grade K-2 consists of aproximetly 2 hours and fifty minutes. The breakdown is as follows:

1. Aproximatley 80 minutes of whole group instructions.
2. 60 mminutes for reading rotations and 30 minutes for reading interventions, which all students will receive.
3. All students will receive individualized instructions acording to their skill deficiencies.

The instructional block will incorporate the following teacher responsibilities and activities:

- Teachers will provide extensive explicit instruction and guided practice directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and the basic conventions of the English writing system.
- Teachers will use a research-based comprehensive literacy program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.
- Teachers will provide explicit instruction and guided practice to help students develop an understanding of spoken words, syllables, and sounds (phonemes), know and apply grade-level phonics and word analysis skills in decoding words, and read with sufficient accuracy and fluency to support comprehension.
- Teachers will monitor all subgroups frequently to provide the necessary interventions to strengthen their listening, speaking, and vocabulary.
- Teachers will utilize flexible small group instruction to reinforce skills taught, to build accuracy and fluency, and to remediate deficiencies.
- Teachers will utilize an ELA Instructional Focus Calendar generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategic, to improve vocabulary acquisition, to implement higher order questioning, and to increase rigor.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to struggling readers in grades K-2. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher and certified specialist and or a properly trained teacher assistant. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minutes embedded within a 120-minute literacy block of instruction, and a daily, 30-minute scheduled intervention literacy block. Teachers will use Florida *Journeys*, Common Core, Houghton Mifflin's; ; *Literacy Language Guide for kindergarten*, and *Leveled Literacy Intervention grades 1-2*. Certified ESOL, ESE, teachers and teacher assistants will receive professional development in literacy during monthly collaborative planning sessions.
- Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, observations, and data analysis.
- Administrators will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development.
- Administrators' and literacy coach will monitor CCRP/CIRP/SIRP, during the literacy block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held monthly. FAIR-FS and STAR assessments will be administered (beginning-of-year, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies.

**Persons Responsible:** Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators

**Resources:** Criterion-Reference Assessments from Common Core ELA Program (Florida *Journeys* Common Core, Houghton Mifflin Harcourt), STAR Reader, Pre and Post Assessments, Early Literacy Computer-based Reading Program, and LAFS ELA Instructional Focus Calendar

**CIRP:** *Leveled Literacy Intervention*, Florida *Journeys* Common Core, Houghton Mifflin Harcourt

**SIRP:** *Literacy Language Guide*; Florida *Journeys* Common Core, Houghton Mifflin Harcourt

**Assessments:** FLKRS, STAR, Mid-Year and End-Of- Year

**Deficiency:** The 2014 FCAT 2.0 Reading grades 3-5 data indicate that our students have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text.

**Plan:** Teachers in grades 3 & 4 will provide a total of 2 hours and fifty minutes of scheduled instruction in literacy. Whole group instructions will consist of teacher directed instruction. Students will rotate amongst 3 groups for approximately 20 minutes working on specific skill deficiencies. There will be an additional 30 minutes for literacy interventions in which all students will receive. Each student will receive individualized instructions according to their skill deficiencies.

- Teachers will provide extensive explicit instruction, implicit instruction, and guided practice to engage students in vocabulary strategies. Teachers will utilize instructional strategies that include: vocabulary word maps; interactive/student-generated word walls; instruction in different levels of content-specific words; read from a wide variety of texts; and affix or root word activities. They will provide explicit instruction and guided practice in recognizing word relationships, the study of synonyms/antonyms, identifying the multiple meaning in words, recognizing examples and non-examples of word relationships, and understanding connotative language.
- Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their listening, speaking, and vocabulary, as well as, incorporate research-based vocabulary strategies (PAVE, Frayer Model, & Concept Map of Definition) that help students determine meaning of words in context.
- Teachers will use the following research based programs: 1. *Journeys* is a research-based, comprehensive English Language Arts program that provides systematic instruction for Reading Literature and Information Text, Foundational Skills, Speaking and Listening, Language, Writing, and English Language Development. 2. *Reading Plus* a research-based silent reading intervention program will be used in grades 6-7 to help all students gain proficiency in literacy by improving comprehension, improving their reading rate/fluency, expanding vocabulary, broadening interests, and building knowledge. The Reading Plus program will be implemented daily during one of the 20-minute rotations embedded within a 60-minute language arts block of instruction. Students will receive 100-minutes of weekly instruction on the program. The Literacy Leadership Team and Administrators will monitor the Reading Plus program to ensure that it is implemented with fidelity. The Learning Services Facilitator of Reading Plus will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.
- Classroom teachers will engage students in differentiated flexible small group instruction to reinforce skills taught and to remediate deficiencies. Teachers will utilize an ELA Instructional Focus Calendar generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategically focused, to improve vocabulary acquisition, to implement higher order questioning, and to increase rigor.
- There will be three separate rotations that are all working simultaneously. One rotation will be direct instruction, where the teacher will work independently with a group of students to enhance a specialized skill within the unit of study. Another rotation is the cooperative learning group, where the students interact in small groups to process and understand new knowledge. Lastly, there is independent rotation students will utilize the research-based Computer program, Reading Plus.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 3-5. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher and certified specialist and or a properly trained teacher assistant. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing

abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minutes embedded within the 120-minute literacy block, and a daily 30-minute scheduled intervention literacy block. Teachers will use Florida *Journeys*, Common Core, Houghton Mifflin's; *Leveled Literacy Intervention*. Certified ESOL, ESE, teachers and teacher assistants will receive professional development in literacy during monthly collaborative planning sessions.

- Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, observations, and data analysis.
- Administrators will review lesson plans, conduct frequent classroom walkthroughs, conduct data chats with teachers, and monitor Professional Development. Administrators' and literacy coach will monitor CCRP/CIRP/SIRP, during the literacy block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held monthly. FAIR-FS and STAR assessments will be administered (beginning-of-year, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies.

**Persons Responsible:** Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators

**Resources:** Criterion-Reference Assessments from Common Core ELA Program (Florida *Journeys* Common Core, Houghton Mifflin Harcourt), STAR Reader, Pre and Post Assessments, Reading Plus Computer-based Reading Program, and LAFS ELA Instructional Focus Calendar

**CIRP:** *Leveled Literacy Intervention*, Florida *Journeys* Common Core, Houghton Mifflin Harcourt

**SIRP:** *Write In Reader*, Florida *Journeys* Common Core, Houghton Mifflin Harcourt

**Timeline:** 12/2015-12/2016

**Deficiency:** The 2014 FCAT 2.0 Reading grades 3-5 data indicate that our students have difficulty in analyzing the author's purpose and/or perspective in a variety of text and understand how they affect meaning. In addition, our data suggests that our students have not yet mastered comparing and contrasting elements from multiple texts.

**Plan:** Teachers in grades 3 & 4 will provide a total of 2 hours and fifty minutes of scheduled instruction in literacy. Whole group instructions will consist of teacher directed instruction. Students will rotate amongst 3 groups for approximately 20 minutes working on specific skill deficiencies. There will be an additional 30 minutes for literacy interventions in which all students will receive. Each student will receive individualized instructions according to their skill deficiencies. Fifth grade has approximately 3 hours and 15 minutes of scheduled instruction in literacy.

- Teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate instructional strategies that will enable students to identify the author's purpose and point of view in a variety of texts and use the information to construct meaning. They will provide explicit instruction, implicit instruction, and guided practice in the use of comparison/contrast in a variety of texts.
- Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their literacy application. Classroom teachers will engage students in differentiated small group instruction within the classroom to reinforce skills taught and remediate students in their area of deficiency.
- Teachers will utilize an ELA Instructional Focus Calendar generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is focused and strategic, to improve literacy application acquisition, to implement higher order questioning, and to increase rigor.
- Teachers will use the following research based programs: 1. *Journeys* is a research-based, comprehensive English Language Arts program that provides systematic instruction for Reading Literature and Information Text, Foundational Skills, Speaking and Listening, Language, Writing, and English Language Development. 2. *Reading Plus* a research-based silent reading intervention program will be used in grades 6-7 to help all students gain proficiency` in literacy by improving comprehension, improving their reading rate/fluency, expanding vocabulary, broadening interests, and building knowledge. The Reading Plus program will be implemented daily during one of the 20-minute rotations embedded within a 60-minute

language arts block of instruction. Students will receive 100-minutes of weekly instruction on the program. The Literacy Leadership Team and Administrators will monitor the Reading Plus program to ensure that it is implemented with fidelity. The Learning Services Facilitator of Reading Plus will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.

- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 3-5. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher, a certified specialist, and a properly trained teacher assistant. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 120-minute literacy block, and a daily 30-minute scheduled intervention block. Teachers will use *Florida Journeys*, Common Core, Houghton Mifflin's; *Leveled Literacy Intervention*. Certified ESOL, ESE, teachers and teacher assistants will receive professional development in literacy during monthly collaborative planning sessions.
- Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, observations, and data analysis.
- Administrators will review lesson plans; conduct frequent classroom walkthroughs, conduct data chats with teachers, and monitor Professional Development.
- Administrators' and literacy coaches will monitor CCRP/CIRP/SIRP, during the literacy block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held monthly. FAIR-FS and STAR assessments will be administered (beginning-of-year, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies.

**Persons Responsible:** Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators

**Resources:** Criterion-Reference Assessments from Common Core ELA Program (*Florida Journeys* Common Core, Houghton Mifflin Harcourt), STAR Reader, Pre and Post Assessments, Reading Plus, FSA ELA Instructional Focus Calendar

**CIRP:** *Leveled Literacy Intervention*, *Florida Journeys* Common Core, Houghton Mifflin Harcourt

**SIRP:** *Write In Reader*, *Florida Journeys* Common Core, Houghton Mifflin Harcourt

**Progress Monitoring:** FAIR-FS and STAR Assessments

**Timeline:** 12/2015-12/2016

**Deficiency:** The 2014 FCAT 2.0 Reading grades 3-5 data indicate that students at CCS have difficulty with understanding the purpose and importance of graphic features; determining key vocabulary; critically reading the entire text, understanding the essential meaning of the text; differentiating valid and reliable information from non-supportive information; and differentiating strong vs. weak arguments.

**Plan:** Teachers in grades 3 & 4 will provide a total of 2 hours and fifty minutes of scheduled instruction in literacy. Whole group instructions will consist of teacher directed instruction. Students will rotate amongst 3 groups for approximately 20 minutes working on specific skill deficiencies. There will be an additional 30 minutes for literacy interventions in which all students will receive. Each student will receive individualized instructions according to their skill deficiencies. Fifth grade has approximately 3 hours and 15 minutes of scheduled instruction in literacy.

- Teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate instructional strategies that enable students to: (1) Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching, question-answer relationships, and summarize the text according to the organization of the information given and (2) Build strong arguments using the Informational Text and Research Process.
- Teachers will provide explicit instruction and guided practice in how to read each question and provide a written or verbal justification for answers by

recognizing connotations of words and understanding the organizational patterns in texts.

- Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their informational text and research process.
- Classroom teachers will engage students in differentiated small group instruction within the classroom to reinforce skills taught and remediate students in their areas of deficiencies.
- Teachers will utilize an Instructional Focus Calendar to ensure that instruction is strategically focused, to address our concern about informational research acquisition, to use higher order questioning, to remediate the deficiencies, and to increase the level of rigor.
- Teachers will use the following research based programs: 1. *Journeys* is a research-based, comprehensive English Language Arts program that provides systematic instruction for Reading Literature and Information Text, Foundational Skills, Speaking and Listening, Language, Writing, and English Language Development. 2. *Reading Plus* a research-based silent reading intervention program will be used in grades 6-7 to help all students gain proficiency in literacy by improving comprehension, improving their reading rate/fluency, expanding vocabulary, broadening interests, and building knowledge. The Reading Plus program will be implemented daily during one of the 20-minute rotations embedded within a 60-minute language arts block of instruction. Students will receive 100-minutes of weekly instruction on the program. The Literacy Leadership Team and Administrators will monitor the Reading Plus program to ensure that it is implemented with fidelity. The Learning Services Facilitator of Reading Plus will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 3-5. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher and certified specialist and or a properly trained teacher assistant. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 120-minute literacy block of instruction, and a daily, 30-minute scheduled intervention literacy block.
- Teachers will use Florida *Journeys*, Common Core, Houghton Mifflin's; *Leveled Literacy Intervention*. Certified ESOL, ESE, teachers and teacher assistants will receive professional development in literacy during monthly collaborative planning sessions.
- Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, classroom observations, and data analysis.
- Administrators will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development. Professional Learning Communities meetings will be held twice per week. Administrators' and literacy coach will monitor CCRP/CIRP/SIRP, during the literacy block, to ensure that it is implemented with fidelity. FAIR-FS and STAR assessments will be administered (initial, mid-year, end-of-year) the data will be used to adjust instruction and learning strategies.

**Persons Responsible:** Teachers, Coach, Literacy Leadership Team (LLT), Administrators

**Resources:** Criterion-Reference Assessments from Common Core Literacy Program (Florida *Journeys* Common Core, Houghton Mifflin Harcourt) Pre and Post Assessments, Reading Plus, FSA ELA Instructional Focus Calendar

**CIRP:** *Leveled Literacy Intervention*, Florida *Journeys* Common Core, Houghton Mifflin Harcourt

**SIRP:** *Write In Reader*, Florida *Journeys* Common Core, Houghton Mifflin Harcourt

**Timeline:** 12/2015-12/2016

## **WRITING**

**Deficiency:** All students did not meet AMO targets in Writing. In 2012, 89% achieved proficiency; in 2013, 73% achieved proficiency; in 2014, 57% achieved proficiency. FCAT data indicates that 43% of students did not demonstrate proficiency in text-based writing.

**Plan:** CCS will implement a school-wide across the Curriculum ELA Writing Program. Teachers will remediate deficiencies in writing during a 60 Minute instructional block for grades K-7. This time frame provides 45 minutes for uninterrupted writing instruction and 15 minutes for the editing/publishing process. During instructional time, teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate learning strategies to remediate deficiencies in writing. Teachers will engage students in differentiated flexible small group instruction to reinforce, remediate, and improve writing skills. Literacy coach will model lessons and provide instructional support in writing. Teachers will provide instruction in writing narratives to develop real or imagined experiences or events. Teachers provide instruction in writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning, relevant, and sufficient evidence. Teachers will provide instruction in writing informational/expository texts to examine and convey complex ideas, organization, and analysis of content. An ELA Writing Instructional Focus Calendar generated by FSA standards will be utilized to ensure strategic and focused instruction. Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, observations, and data analysis. Administrators will review K-7 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities meetings will be held twice per week. Monthly writing prompts will be administered to assess writing. The assessment data will be utilized to adjust writing instruction and to adjust learning strategies.

The writing plan will implement the following components: assess and diagnose students' needs, group students for instruction, organize lessons based on an instructional framework, plan rigorous mini lessons, model lessons, guide students through the writing process, edit/publish students' writing, and provide students with corrective feedback.

Writing performance tasks will be assessed on a monthly basis. This process will allow students time to improve their understanding of the writing and participate in activities that develop skills in focus, organization, support, and conventions. Teachers will administer and evaluate monthly writing samples and develop lesson plans that expose students' to various types of writing. This process will assist with the implementation of writing across the curriculum as well as increase achievement in writing.

**Persons Responsible:** Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators

**Resources:** Journals, writing prompts, response to various text types through higher order thinking strategies, Pre and Post Writing Assessments, FSA ELA Writing Instructional Focus Calendar, FSA (4-point) writing rubric.

**Progress Monitoring:** Monthly Writing Samples, FSA (4-point) writing rubric, Writing Portfolios

**Timeline:** 12/2015-12/2016

**Deficiency:** The 2014 FCAT 2.0 Reading (grades 6-7) data indicate that our students have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text.

**Plan:** CCS will provide Language Arts classes for all students in grades 6-7. Students who scored levels 3-5 on the 2014 FCAT 2.0 Reading will be scheduled in Developmental Reading classes. Students who scored levels 1-2 on the 2014 FCAT 2.0 Reading will be scheduled in Intensive Reading classes. There is one Language Arts Teacher and two Reading Teachers. One reading teacher teaches developmental reading and focuses solely on students with the academic achievement levels of 3 or higher. The intensive reading teacher focuses solely on students with academic achievement levels of 2 or below. The Language Arts Teacher will instruct all students. During the ELA instructional blocks, teachers will provide extensive explicit instruction, implicit instruction, and guided practice to engage students in a variety of vocabulary strategies. The Language Arts Teacher will utilize *Collections a* research-based, nationally recognized English Language Arts program for grades 6-12. Collections helps the students develop abilities to analyze complex text, determine evidence, reason critically, and communicate thoughtfully. The intensive reading teacher will utilize *Inside* a researched based program by National Geography. It is an intensive reading



program that aligns the following literacy standards: Reading Comprehension, Word Study, Vocabulary, Language/Grammar, Writing and Fluency.

- Teachers will utilize instructional strategies that include: vocabulary word maps; interactive/student-generated word walls; instruction in different levels of content-specific words; read from a wide variety of texts; and affix or root word activities. They will provide explicit instruction and guided practice in recognizing word relationships, the study of synonyms/antonyms, identifying the multiple meaning in words, recognizing examples and non-examples of word relationships, and understanding connotative language.
- Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their listening, speaking, and vocabulary, as well as, incorporate research-based vocabulary strategies (PAVE, Frayer Model, & Concept Map of Definition) that help students determine meaning of words in context.
- The developmental Reading teacher will utilize *Junior Great Books*, which is a strong, inquiry-based language arts program that refines and extends students' skills in reading, thinking, and communicating. The program is a model of student-centered learning in which students work with complex ideas and rigorous texts. The program uses well-crafted, multicultural reading selections that are rich in ideas and invite a number of interpretations. Through consistent use of the program students develop their reading and thinking skills by asking questions, formulating and sharing their opinions, and supporting their ideas with evidence from the selections they read. The reading teacher will also use Reading Plus a research-based silent reading intervention program will be used in grades 6-7 to help all students gain proficiency in literacy by improving comprehension, improving their reading rate/fluency, expanding vocabulary, broadening interests, and building knowledge. The *Reading Plus* program will be implemented daily during one of the 20-minute rotations embedded within a 60-minute language arts block of instruction. Students will receive 100-minutes of weekly instruction on the program. The Literacy Leadership Team and Administrators will monitor the Reading Plus program to ensure that it is implemented with fidelity. The Learning Services Facilitator of Reading Plus will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.
- Classroom teachers will engage students in differentiated flexible small group instruction to reinforce skills taught and to remediate deficiencies. Teachers will utilize an ELA Instructional Focus Calendar generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategically focused, to improve vocabulary acquisition, to implement higher order questioning, and to increase rigor.
- Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, classroom walkthroughs, and data analysis.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 6-7. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 120-minute literacy block of instruction. Teachers will utilize a research-based intervention program, *Rewards by Voyager Sopris Learning*, to deliver instruction. Teachers will receive professional development in literacy enhancement during monthly collaborative planning sessions.
- Administrators will review lesson plans, conduct classroom observations, conduct data chats with teachers, monitor all Professional Development.
- Administrators' and literacy coach will monitor CCRP/CIRP/SIRP, during the reading block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities meetings will be held monthly. FAIR-FS and STAR assessments will be administered (initially, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies.

**Persons Responsible:** Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators

**Resources:** **Language Arts Grade(s) 6-7:** Common Core Literacy Program (*Collections*, Common Core, Houghton Mifflin Harcourt), *Reading-Plus*, and LAFS-ELA Instructional Focus Calendar

**Developmental Reading Grade(s) 6-7:** (*Junior Great Books*, The Great Books Foundations and *Reading-Plus*)

**Intensive Reading (CIRP) Grade(s) 6-7: (*Inside by National Geographic*)**

**SIRP Grade(s) 6-7: *Rewards by Voyager Sopris Learning***

**Progress Monitoring:** FAIR-FS and STAR Assessments

**Timeline:** 12/2015-12/2016

**Grades 6-7**

**Deficiency:** The 2014 FCAT 2.0 Reading (grades 6-7) data indicates that our students have difficulty in analyzing the author's purpose and/or perspective in a variety of text and understand how they affect meaning. In addition, our data suggests that our students have not yet mastered comparing and contrasting elements from multiple texts.

**Plan:** CCS will provide Language Arts classes for all students in grades 6-7. Students who scored levels 3-5 on the 2014 FCAT 2.0 Reading Assessment will be scheduled in Developmental Reading classes. Students who scored levels 1-2 on the 2014 FCAT 2.0 Reading Assessment will be scheduled in Intensive Reading classes. There is one Language Arts Teacher and two Reading Teachers. One reading teacher teaches developmental reading and focuses solely on students with the academic achievement levels of 3 or higher. The intensive reading teacher focuses solely on students with academic achievement levels of 2 or below. The Language Arts Teacher will instruct all students. During the ELA instructional blocks, teachers will provide extensive explicit instruction, implicit instruction, and guided practice to engage students in a variety of vocabulary strategies. The Language Arts Teacher will utilize *Collections* a research-based, nationally recognized English Language Arts program for grades 6-12. Collections helps the students develop abilities to analyze complex text, determine evidence, reason critically, and communicate thoughtfully. The intensive reading teacher will utilize *Inside* a researched based program by National Geography. It is an intensive reading program that aligns the following literacy standards: Reading Comprehension, Word Study, Vocabulary, Language/Grammar, Writing and Fluency.

- Teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate instructional strategies that will enable students to identify the author's purpose and point of view in a variety of texts and uses the information to construct meaning. They will provide explicit instruction, implicit instruction, and guided practice in the use of comparison and contrast in a variety of texts.
- Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their reading application. Classroom teachers will engage students in differentiated flexible small group instruction within the classroom to reinforce skills taught and remediate students in their area of deficiency.
- Teachers will utilize an ELA Instructional Focus Calendar generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is focused and strategic, to improve reading application acquisition, to implement higher order questioning, and to increase rigor.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 6-7. Push-in instruction will allow students an opportunity to remediate reading deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 120-minute literacy block of instruction. Teachers will utilize a research-based intervention program, *Rewards by Voyager Sopris Learning*, to deliver instruction. Teachers will receive professional development in literacy during monthly collaborative planning sessions.

- Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, classroom walkthroughs, and data analysis.
- Administrators will review 6-7 Grade Lesson plans; conduct classroom observations, conduct data chats with teachers, and monitor all Professional Development.
- Administrators and literacy coach will monitor CCRP/CIRP/SIRP, during the reading block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities meetings will be held twice weekly. FAIR and STAR assessments will be administered (initially, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies.

**Persons Responsible:** Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators

**Resources: Language Arts Grade(s) 6-7:** Common Core ELA Program (*Collections*, Common Core, Houghton Mifflin Harcourt), *Reading-Plus*, and LAFS-ELA Instructional Focus Calendar

**Developmental Reading Grade(s) 6-7:** (*Junior Great Books*, The Great Books Foundations and *Reading-Plus*)

**Intensive Reading (CIRP) Grade(s) 6-7:** (*Inside by National Geographic*)

**SIRP Grade(s) 6-7:** (*Rewards by Voyager Sopris Learning*)

**Progress Monitoring:** FAIR-FS and STAR Assessments

**Timeline:** 12/2015-12/2016

**Deficiency:** The 2014 FCAT 2.0 Reading (grades 6-7) data indicates that students at CCS have difficulty with understanding the purpose and importance of graphic features; determining key vocabulary; critically reading the entire text, understanding the essential meaning of the text; differentiating valid and reliable information from non-supportive information; and differentiating strong vs. weak arguments.

**Plan:** CCS will provide Language Arts classes for all students in grades 6-7. Students who scored levels 3-5 on the 2014 FCAT 2.0 Reading Assessment will be scheduled in Developmental Reading classes. Students who scored levels 1-2 on the 2014 FCAT 2.0 Reading Assessment will be scheduled in Intensive Reading classes. The Language Arts Teacher will utilize *Collections* a research-based, nationally recognized English Language Arts program for grades 6-12. *Collections* helps the students develop abilities to analyze complex text, determine evidence, reason critically, and communicate thoughtfully. The intensive reading teacher will utilize *Inside* a researched based program by National Geography. It is an intensive reading program that aligns the following literacy standards: Reading Comprehension, Word Study, Vocabulary, Language/Grammar, Writing and Fluency.

- Teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate instructional strategies that enable students to: (1) Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarize the text according to the organization of the information given and (2) Build strong argument Informational Text and Research Process. Students related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarize the text according to the organization of the information given within text; to increase students' performance in Informational Text/Research Process. They will provide explicit instruction and guided practice in how to read each question and provide a written or verbal justification for answers by recognizing

connotations of words and understanding the organizational patterns in texts. Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their informational text and research process.

- Classroom teachers will engage students in differentiated flexible small group instruction within the classroom to reinforce skills taught and remediate students in their areas of deficiencies. Teachers will utilize an ELA Instructional Focus Calendar to ensure that instruction is strategically focused. To address our concern about informational research acquisition, the use of higher order questioning will be used to remediate the deficiencies and increase the level of rigor.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 6-7. Push-in instruction will allow students the opportunity to remediate reading deficiencies, the opportunity to build literacy skills, the opportunity to demonstrate their knowledge based on the teaching, and the opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' with differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 120-minute literacy block of instruction. Teachers will utilize a research-based intervention program, *Rewards by Voyager Sopris Learning*, to deliver instruction. Teachers will receive professional development in literacy during monthly collaborative planning sessions.
- Administrators will monitor the instructional practices of teachers through iObservations'/Marzano's evaluations, classroom walkthroughs, and data analysis.
- Administrators will review lesson plans; conduct classroom observations; conduct data chats with teachers; and monitor all Professional Development.
- Administrators and literacy coach will monitor CCRP/CIRP/SIRP, during the reading block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities meetings will be held twice weekly. FAIR and STAR assessments will be administered (initially, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies.

**Persons Responsible:** Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators

**Resources: Language Arts Grade(s) 6-7:** Common Core ELA Program (*Collections*, Common Core, Houghton Mifflin Harcourt), and LAFS-ELA Instructional Focus Calendar

**Developmental Reading Grade(s) 6-7:** (*Junior Great Books*, The Great Books Foundations and *Reading-Plus*)

**Intensive Reading (CIRP) Grade(s) 6-7:** (*Inside by National Geographic*)

**SIRP Grade(s) 6-7:** (*Rewards by Voyager Sopris Learning*)

**Progress Monitoring:** FAIR-FS and STAR Assessments

**Timeline:** 12/2015-12/2016

**CCS Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity

<b>Professional Development Topic/or PLC Focus</b>	<b>Grade</b>	<b>PD Facilitator/or PLC Leader</b>	<b>PD Participants</b>	<b>Target Dates/Schedules</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Amount/Funding</b>
Renaissance Learning STAR 360	K-7	Learning Services Facilitator	Administrators Teachers	September-October 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
Compass Learning Odyssey	K-7	Learning Services Facilitator	Administrators Teachers	September-October 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
Reading-Plus	3-7	Learning Services Facilitator	Administrators Teachers	September-October 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
<i>Writing/Top Score Writing/Literacy Enhancement</i>	K-7	Educational Consultant	Administrators Teachers	November-December 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
<i>Rewards by Voyager Sopris West</i>	6-7	Educational Consultants	Administrators Teachers	November-December 2015	Literacy Leadership Team (LLT); Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
<i>Inside by National Geographic</i>	6-7	Educational Consultants	Administrators Teachers	November-December 2015	Literacy Leadership Team (LLT); Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with	N/A

						Administrators	
<i>Junior Great Books</i> by The Great Books Foundation	6-7	Educational Consultants	Administrators Teachers	November-December 2015	Literacy Leadership Team (LLT); Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
Data Analysis	K-7	Educational Consultant Literacy Coach/Literacy Leadership Team (LLT) Administrators	Administrators Teachers	Ongoing	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
Differentiated Instruction	K-7	Educational Consultant/Literacy Coach	Administrators Teachers	Ongoing	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
Literacy Centers	K-7	Literacy Coach	Teachers	Ongoing	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats with Administrators	N/A
Effective Classroom Management	K-7	Educational Consultant	Administrators Teachers	October-December 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats	N/A
New Teacher Training	K-7	Assistant Principal	New Teachers	Ongoing	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats	\$1000.00/General Fund

Journey's	K-5	Learning Services Facilitator	Teachers	Ongoing	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats	N/A
Mathematics	K-7	Educational Consultant	Administrators Teachers	October-December 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats	N/A
Science	K-7	Educational Consultant	Administrators Teachers	October-December 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats	N/A
Team Building	K-7	Educational Consultant	Administrators Teachers	October-December 2015	Literacy Leadership Team (LLT) Administrators	Lesson Plan Reviews Classroom Walkthroughs Data Chats	N/A

Due to the small capacity of our cafeterias, our lunches are staggered throughout the grade group. There is approximately a five (5) minute difference in the classes reporting to lunch. All teachers will receive a thirty (30) minute planning period subsequent to their classroom lunch period. Students will receive 15 minutes of recess and a 15 minute restroom break subsequent to lunch and prior to returning to class.

**Central Charter School-Daily Schedule-2015-2016-Kindergarten**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 – 8:30</b>	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)
<b>8:30-9:15</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>
<b>9:20 – 9:40</b>	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics
<b>9:40– 10:25</b>	Group Rotations-3 (15 Minutes)	Group Rotations-3 (15 Minutes)	Group Rotations-3 (15 Minutes)	Group Rotations-3 (15 Minutes)	Group Rotations-3 (15 Minutes)
<b>10:25 – 10:30</b>	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up
<b>10:30 – 11:30</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>
<b>11:30 – 12:00</b>	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading/Social Studies	Whole Group Reading/Science
<b>12:00 – 1:00</b>	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)
<b>1:00 – 1:30</b>	Reading Interventions	Reading Interventions	Reading Interventions	Reading Interventions	Reading Interventions
<b>1:30 – 2:30</b>	Writing	Writing	Writing	Writing	Writing



<b>2:30– 3:00</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
<b>2:50 – 3:00</b>	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Central Charter School-Daily Schedule-2015-2016-First GRADE**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 – 8:30</b>	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)
<b>8:30 - 8:50</b>	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics
<b>8:50 – 9:20</b>	Group Rotations-2 (15 Minutes)	Group Rotations-2 (15 Minutes)	Group Rotations-2 (15 Minutes)	Group Rotations-2 (15 Minutes)	Group Rotations-2 (15 Minutes)
<b>9:20-10:05</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>
<b>10:10 – 10:25</b>	Group Rotations-1 (15 Minutes)	Group Rotations-1 (15 Minutes)	Group Rotations-1 (15 Minutes)	Group Rotations-1 (15 Minutes)	Group Rotations-1 (15 Minutes)
<b>10:25 – 10:30</b>	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up
<b>10:30 – 11:30</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>
<b>11:30 – 12:00</b>	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading/Social Studies	Whole Group Reading/Science
<b>12:00 – 1:00</b>	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)
<b>1:00 – 1:30</b>	Reading Interventions	Reading Interventions	Reading Interventions	Reading Interventions	Reading Interventions

1:30– 2:30	Writing	Writing	Writing	Writing	Writing
2:30 – 3:00	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Central Charter School - Daily Schedule - 2015-2016 - Second GRADE**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 – 8:30</b>	CAFE (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)
<b>8:30-9:00</b>	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading/Social Studies	Whole Group Reading/Science
<b>9:00-10:00</b>	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)
<b>10:00-10:10</b>	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
<b>10:10-10:55</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>
<b>11:00 – 11:15</b>	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
<b>11:15 – 12:15</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>
<b>12:15 – 1:15</b>	Writing	Writing	Writing	Writing	Writing
<b>1:15 – 1:35</b>	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics
<b>1:35 – 2:35</b>	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)
<b>2:35– 2:55</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
<b>2:55 – 3:00</b>	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up

3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
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**Central Charter School - Daily Schedule - 2015-2016 - Third GRADE**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 – 8:30</b>	CAFE (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)
<b>8:30-8:50</b>	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading/Social Studies	Whole Group Reading/Science
<b>8:50-9:50</b>	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)
<b>9:50-10:20</b>	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
<b>10:20-10:40</b>	Whole Group Mathematics	Wrap-up	Wrap-up	Wrap-up	Wrap-up
<b>10:40-11:00</b>	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations- (20 Minutes)
<b>11:00-11:45</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>	<b>Art/Music/Spanish</b>
<b>11:45 – 12:45</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>
<b>12:50 – 1:30</b>	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)
<b>1:30 – 2:00</b>	Mathematics Interventions	Mathematics Interventions	Mathematics Interventions	Mathematics Interventions	Mathematics Interventions
<b>2:00 – 3:00</b>	Writing	Writing	Writing	Writing	Writing

3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
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**Central Charter School - Daily Schedule - 2015-2016 - Fourth GRADE**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 – 8:30</b>	CAFE (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)	CAFÉ (Shared Reading)
<b>8:30-8:50</b>	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading/Social Studies	Whole Group Reading/Science
<b>8:50-9:50</b>	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)
<b>9:50-10:20</b>	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
<b>10:20-10:40</b>	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics
<b>10:40-11:00</b>	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)
<b>11:00 – 12:00</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>
<b>12:00 – 12:40</b>	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes) Mathematics
<b>12:40-1:10</b>	Mathematics Interventions	Mathematics Interventions	Mathematics Interventions	Mathematics Interventions	Mathematics Interventions
<b>1:10-1:25</b>	Writing	Writing	Writing	Writing	Writing
<b>1:25 – 2:10</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>

<b>2:15 – 3:00</b>	Writing	Writing	Writing	Writing	Writing
<b>2:45 – 3:00</b>	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up
<b>3:00</b>	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Central Charter School - Daily Schedule - 2015-2016 - Fifth GRADE**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00 – 8:30</b>	<b>CAFE</b> (Shared Reading)	<b>CAFÉ</b> (Shared Reading)	<b>CAFÉ</b> (Shared Reading)	<b>CAFÉ</b> (Shared Reading)	<b>CAFÉ</b> (Shared Reading)
<b>8:30-8:50</b>	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading/Social Studies	Whole Group Reading/Science
<b>8:50-9:50</b>	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)	Group Rotations-3 (20 Minutes)
<b>9:50-10:20</b>	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
<b>10:20-11:20</b>	Writing	Writing	Writing	Writing	Writing
<b>11:20-11:40</b>	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics	Whole Group Mathematics
<b>11:40-12:20</b>	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)	Group Rotations-2 (20 Minutes)

<b>12:20 – 1:20</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>	<b>LUNCH/TEACHER PLANNING</b>
<b>1:20 – 1:40</b>	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)	Group Rotations-1 (20 Minutes)
<b>1:40 – 2:15</b>	Mathematics Intervention	Mathematics Intervention	Mathematics Intervention	Mathematics Intervention	Mathematics Intervention
<b>2:15-3:00</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>	<b>Art/Music/ Spanish</b>
<b>3:00</b>	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

All middle school classes have a one (1) hour block set aside for lunch and specials. However, due to the small capacity of our cafeterias, we split the grade levels for lunch and specials. Within this specified time frame, three of our sixth (6<sup>th</sup>) grade classes go to lunch for thirty (30) minutes, while the remaining 6<sup>th</sup> grade class and the two seventh (7<sup>th</sup>) grade classes attend specials for thirty (30) minutes. The two groups then rotate, sending the three, 6<sup>th</sup> grade classes to specials for 30 minutes and the remaining 6<sup>th</sup> grade class and the two 7<sup>th</sup> grade classes attend lunch for 30 minutes. All teachers will receive a thirty (30) minute planning period and a thirty (30) minute lunch during this time.

## Central Charter School Middle School Schedule

Time

8:00-9:05	Advisory/Period 1	Math	ELA	Science	SS
	<b>Advisory/Block 1</b>	<b>Intensive Reading</b>	<b>Development Reading</b>		
<b>8:00-10:08</b>					
9:08-10:08	Period 2	Math	ELA	Science	SS
	<b>Block 2</b>	<b>Development Reading</b>	<b>Intensive Reading</b>		
<b>10:11-12:14</b>					
10:11-11:11	Period 3	Math	ELA	Science	SS
11:14-12:14	Period 4	Math	ELA	Science	SS
12:17-1:20	Specials/Lunch				
1:25-2:25	Period 5	Math	ELA	Science	SS
	<b>Block 3</b>	<b>Intensive Reading</b>	<b>Intensive Reading</b>		
<b>1:25-3:30</b>					
2:30-3:30	Period 6	Math	ELA	Science	SS

## **MATH/SCIENCE DEFICIENCIES**

**Deficiency #1:** Only 9% of the Economically Disadvantage students in grades 3-5 met proficiency on BAFS 2 Math. Expressing whole numbers as a fraction, recognizing common equivalent fractions is a standard students had most difficulty.

**Plan:**

- The math block will be extended from 60-90 minute math block for all of 2-5 and struggling students in 6-7. K-1 will be extended from 60-75 minutes.
- All teachers will develop FSA rigor.
- Teachers will utilize interactive words walls using math vocabulary.
- Teachers will utilize repetition of new content and homework practice to deepen students' understanding and knowledge, chunking the information and checking students' understanding.
- Teachers will utilize manipulatives to show comparison between whole numbers and fractions. Allowing students to practice new knowledge in small groups and allowing them to write to explain the process.
- Students in grades 3-5 will have a 90-minute math block.
- Students will receive differentiated tier 2-3 math intervention program addressing, number sense, computation, word problems, and/or language deficiencies as measured by STAR MATH, DAR, and/or TOMA.

Compass Learning Odyssey will be used to supplement independent practice and provide instant feedback of student progress.

**Person Responsible:** Coaches, Teachers, Principal

**Resource:** Go Math, Soar to Success, Compass Learning Odyssey

**Timeline: Start Date:** 5/2015 **Due/End Date:** 5/2016

**Deficiency #2:** Only 65% of ELL students in grade 3-7 are not meeting proficiency in math based on Discovery Assessment

**Plan:**

- ELL Students in need of ESOL math interventions will receive tier 2 push in intervention support using Touch Math along with heritage language support.
- K-7 Teachers will devote 5 minutes 5 days a week to build quick retrievals of basic arithmetic facts, using technology (Xtramath.org) or flash cards.
- Teachers will use visual concepts such as number lines, arrays and diagrams.
- ELL students and classifications and matrix accommodations will be listed under ELL in lesson plans. Documentation of tier 2 ELL teachers support and tier 1 scaffolding and differentiation; documentation of tier 3 -heritage language support will be monitored by the ESOL contact.
- Teachers will include numerous clear models of easy and moderate math problems, accompanied with teacher think-alouds.
- ESE students will be listed under ELL in lesson plans and updated IEP at a glance in lesson plan binder.
- Teachers will complete PLPs for ESE students listed under ELL with updated and accurate student performance data

**Person Responsible:** Coaches, Teachers, Principal

**Resource:** Touch Math will be used as an intervention, GOMath ELL Intervention

**Timeline: Start Date:** 5/2015 **Due/End Date:** 5/2016



**Deficiency # 3:** Only 50% of ESE students in grades 3-7 are not meeting proficiency in math based on the Discovery Assessment.

**Plan:**

- General Ed teachers will provide accommodations and modifications for students in accordance with the students' IEP.
- Technology and manipulatives will be included to engage students' interests.
- The ESE Teacher will provide small group instruction in accordance with the students' IEP. Technology and manipulatives will be included to engage students' interests.
- Teachers will receive professional development FSA Rigor: Lesson plan and instructional modeling of how to differentiate and scaffold instruction at tier 1 and 2 to meet the needs of all students including ESE students.
- Extended learning opportunities will be offered via Saturday school beginning in January 2016, at 9am and end at 12pm.

**Person Responsible:** Coaches, Teachers, Principal

**Resource:** Progress Reports Reflecting. IEP Amendments reflecting Key Math, GOMath Reteach Resource, GO Math ESE Intervention

**Timeline: Start Date:** 5/2015 **Due/End Date:** 5/2016

**Deficiency #4:** Only 8% of the students in grades 3-5 met proficiency in BAFS 2 Math. Converting and scaling units of measurement was the lowest proficiency level

**Plan:**

- The math block will be extended from 60- 90-minute math block for all of 2-5 and struggling students in 6-7. K-1 will be extended from 60-75 minutes.
- Tier 2 interventions will take place during the extended time. Tier 3 interventions will occur during specials/electives, i.e. non-tested subjects.
- Teachers will receive professional development in differentiation and scaffolding: Lesson planning for all learners and instructional modeling of how to differentiate and scaffold instruction at tier 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.
- Teachers will facilitate instruction in math with conversions using real-life tools and out of the classroom experiences, using measuring tools to convert measurement units.
- Teachers will guide students in collaborative and cooperative group instruction and practice.
- Teachers will engage students in high-cognitive processes by organizing, reviewing and rehearsing.
- Struggling teachers will be assigned to observe teachers who demonstrate proficiency in speaking/listening across the curriculum during their planning block. Proficient teachers will share best practices during PLCs.
- Saturday school will be offered beginning in January of 2016; at 9am and end at 12pm. 3<sup>rd</sup> grade will receive an 80-minute math session. 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students will receive a 50-minute math session. 5<sup>th</sup> grade students will receive a, 40-minute math session. Florida Test Prep FSA Test Book Mathematics will be used for math.

**Person Responsible:** Coaches, Teachers, Principal

**Resource:** Instruction for all learners, GOMath Reteach Resources

**Timeline: Start Date:** 5/2015 **Due/End Date:** 5/2016

**Deficiency #5:** Only 2% of the student in grade 6-7 met proficiency in BAFS 2 Math, Solving multistep word problems is one of the standards students had most difficulty, data from AP3 indicates that students do not understand vocabulary and are struggling with comprehending.

**Plan:**

- The math block will be extended from 60- 90-minute math block for all of 2-5 and struggling students in 6-7. K-1 will be extended from 60-75minutes.
- All teachers will implement FSA rigor in whole and small group instruction, with teachers demonstrating the use of graphic organizers to dissect the multistep word problems, and inference whole numbers
- Interactive math word walls will be used for understanding new math vocabulary and to introduce new vocabulary across curriculum
- Teacher will use graphic organizes to dissect word problems to understand the operation used to solve the problem.
- Teacher will facilitate students as students work in small groups to dissect and understand how to solve math problems.
- Teachers will provide written feed back on student work for student to make corrections on work.
- Coaches will model effective teaching practices.
- Teacher will use real world scenarios to introduce lessons to allow for students to make connections to learning.
- Students will create and solve their own word problems to further connect to learning.

Saturday school will be offered to students in grades 3-7.

**Person Responsible:** Coaches, Teachers, Principal

**Resource:** Progress Monitoring tool STAR Math, GOMath Reteach Resources, Math Focus Calendars

**Timeline: Start Date:** 5/2015 **Due/End Date:** 5/2016

**Deficiency #6:** As a whole the students in grades K-7 have shown significant declines throughout GOMath, BAFS 1, BAFS 2, Discovery 1, and Discovery 2. The lack of understanding math, being fluent in math facts and mental operations has had a major impact on students' ability to be proficient.

**Plan:**

- Teacher will use graphic organizers to dissect word problems to understand what is being asked. To understand the operation used to solve the problem.
- Teacher facilitate while students work in small groups to dissect and understand how to solve math problems.
- Math will be progress monitored through STAR Math, 3 times a year: fall, winter, and spring, to identify students in need of math interventions and the specific areas of math that are in need of intervention.

Student will make corrections and detect differences and similarities in understanding content, daily classroom walkthrough data with comments in iObservation

**Person Responsible:** Coaches, Teachers, Principal

**Resource:** Xtra Math.org, USA Testprep, Compass Learning Odyssey, Florida Test Prep, Soar to Success Math, GOMath Reteach Resources

**Timeline: Start Date:** 5/2015 **Due/End Date:** 5/2016

**Deficiency #7:** Only 32% of 5th grade students are proficiency in science based on BAFS 2 Science.

**Plan:**

- The 5<sup>th</sup> grade science block will be adjusted to 60 minutes uninterrupted.
- Students will receive science instructions, define problems, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations.
- 5<sup>th</sup> grade teachers will receive professional development in Science Boot Camp –the supplemental science program that will be used.
- 5<sup>th</sup> grade teachers will receive professional development in the rigors of NGSSS Science.
- 5<sup>th</sup> grade students will participate in weekly science labs.
- 5<sup>th</sup> grade will receive a Science ELO on Saturdays using Break Away Science.
- Students will participate in a Science Fair in January.

**Person Responsible:** Coaches, Teachers, Principal

**Resource:** Science Boot Camp, 5th grade science lab

**Timeline: Start Date:** 8/2015 **Due/End Date:** 5/2016

**6. Approved Educational Program**

*Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract and the rationale for **why** each component was not implemented:*

Central Charter School's approved educational programs have been implemented as described in the approved charter.

**7. Addressing Identified Deficiencies**

*Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline:*

Central Charter School's approved educational programs have been implemented as described in the approved charter.

**8. Barriers to Student Success**

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

<b>Barriers</b>	<b>Specific Correction Actions</b>	<b>Responsible Person</b>	<b>Resources Needed</b>
<b>Newly Hired Teachers</b>			
Currently at Central Charter 11% of the teachers are first year teachers. Central Charter trend is to hire new teachers. This group of teachers lack experience in classroom management and how to implement curriculum effectively.	Provide additional support and training for the teacher. Have teachers to observe veteran teachers on and off campus.	Administrators, Curriculum Coaches	Substitute Teachers for coverage
Central Charter has a high rate of teacher turnover. 32% of the teachers are new to Central Charter. These percentages of teachers have little or no knowledge of how charter schools are different from a traditional public school.	Provide incentives to increase teacher retention	Administrators, CEO Board, Members	Signing Bonus, Recognition of class academic performances, teacher acknowledgement
Central Charter has a tendency to attract teachers that do not hold a Professional Certificate. Currently 23% of the teachers do not hold a Professional Certificate. Teachers are at different segments of the process, which includes testing in professional area and subject area, and/or course work to meet the requirements to obtain a Professional Certificate.	Screen teachers and provide guidance to obtain Professional Certificate within a specified time frame	Administrators, CEO, Board Members	Afterschool workshops

		qualified teachers. Host job fairs as needed. Evidence of teachers attending courses to increase knowledge of new instructional materials. Require that teacher become Reading Endorsed and that teacher obtain ESOL Endorsement within a specified time frame	Curriculum Coaches	for coverage	
	An inexperienced teacher is a barrier because many of our teachers have less than three years of experience in the classroom. They lack the skills necessary to create and incorporate center based instruction within the classroom	Establish a model classroom where teachers can observe effective use of centers	Administrators, Trainer, Curriculum Coaches	Substitute Teachers for coverage	
	Due to the inexperience of teachers, they are not familiar with how to use diagnostic assessment data to determine appropriate interventions	Professional Development and trainings on interventions and data chats	Administration, Trainer, Curriculum Coaches	Substitute Teachers for coverage	
	Lack of teacher induction program for new hires at CCS is a barrier. Teachers need to do not have the capacity to self-evaluate, monitor, and reflect on their professional growth. In the past, teachers were not required to put	Create a program that supports and monitors new teachers and redeveloping teachers that have three or less years teaching	Clinical Ed Certified Trainers, Teachers, Curriculum Coaches	Binders for all teachers with three or less years of teaching experience. Establish a program.	

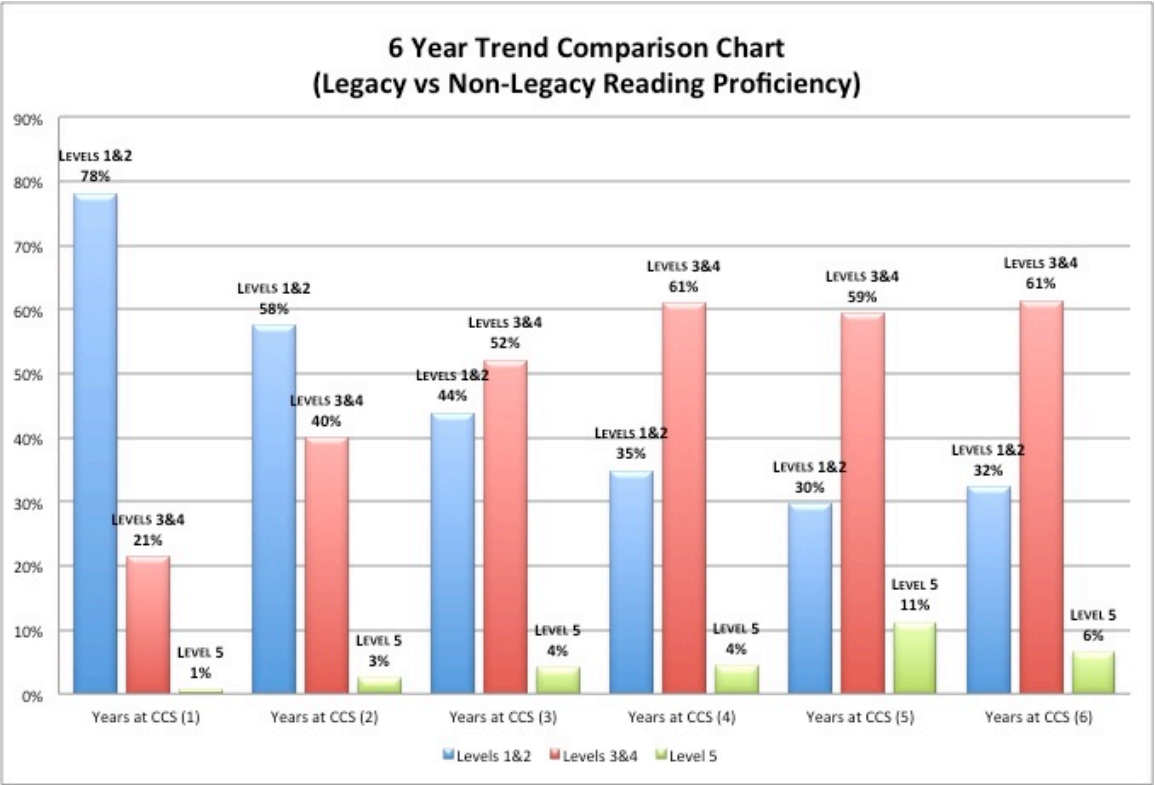
	together a portfolio that will guide them through the first years as a teacher and/or the first years at CCS.	experience or are struggling. Use clinical trained teachers to train new teachers in entering a school and becoming highly qualified. The program must be designed to support teachers deficiencies			
<b>Veteran Teachers Redevelopment</b>					
	Teachers' implementation of differentiated instruction strategies and the ability to use higher order questioning is a barrier due to the experience levels of our teachers.	Professional Development and training on how to effectively differentiate instructions and higher order questioning	Administrators, Trainer, Curriculum Coaches	Substitute Teachers for coverage	
	Veteran teachers resistant to new curriculum changes and content need redevelopment in FSA standards and Rigor is a barrier. Teachers are unfamiliar with Marzano's Instructional Strategies must be receive profession development in effective instructions.	Professional Development and training on Marzano's Design Questions. Have trainings that focus on building teachers content knowledge.	Administrators, Trainer, Curriculum Coaches	Substitute Teachers for coverage	
	Data chats being done with fidelity is a barrier. Teachers need the opportunity to familiarized and build comfort level with participating and understanding data chats in PLCs.	Professional Development and training showing data how data is used in instructional practices and in planning.	Administrators, Trainer, Curriculum Coaches will be assigned to attend PLCs.	Substitute Teachers for coverage	

<b>Technology</b>			
Internet service capacity to support: implementation of Fusion Reading, Let's Go Series, USA Test Prep, Compass Learning Odyssey, STAR Reading/Math, FAIR, and FSA. 2014-2015 reflections indicate that this areas needs to be monitored.	Internet system that works. Telephone service and internet systems need to work daily	Technology Team, Administrators, Board Members	System that support technology throughout campus
Technological hardware to support whole group instruction: Projectors are used to in grades K-7 to facilitate instruction in the Core Curriculum for Reading, Language Arts, Math and Science through each resources' online component short instructional videos or interactive demonstrations. Students also use lap top computers during their center or independent work at times for extended practice during their rotations.	Projectors and desktop computers for all teachers	Technology Team, Administrators, Board Members	Computers and projectors with internet service that supports
Reliable Progress Monitoring Tool is needed for the current school year. Our goals is to establish a reliable Progress Monitoring tool that will support the data requested by the district and data that will support and determine our curriculum layout and growth of our students	Progress monitoring tools mentioned throughout this SIP plan, STAR Reading, STAR Math and FAIR.	Administrators, Trainer, Curriculum Coaches	Purchase STAR Reading, STAR Math K-8
<b>Parental Involvement</b>			
The parents at CCS showed little or no participation in	Provide early communication	Administrators Curriculum Coaches, Teachers	Telephones that dial out in designated

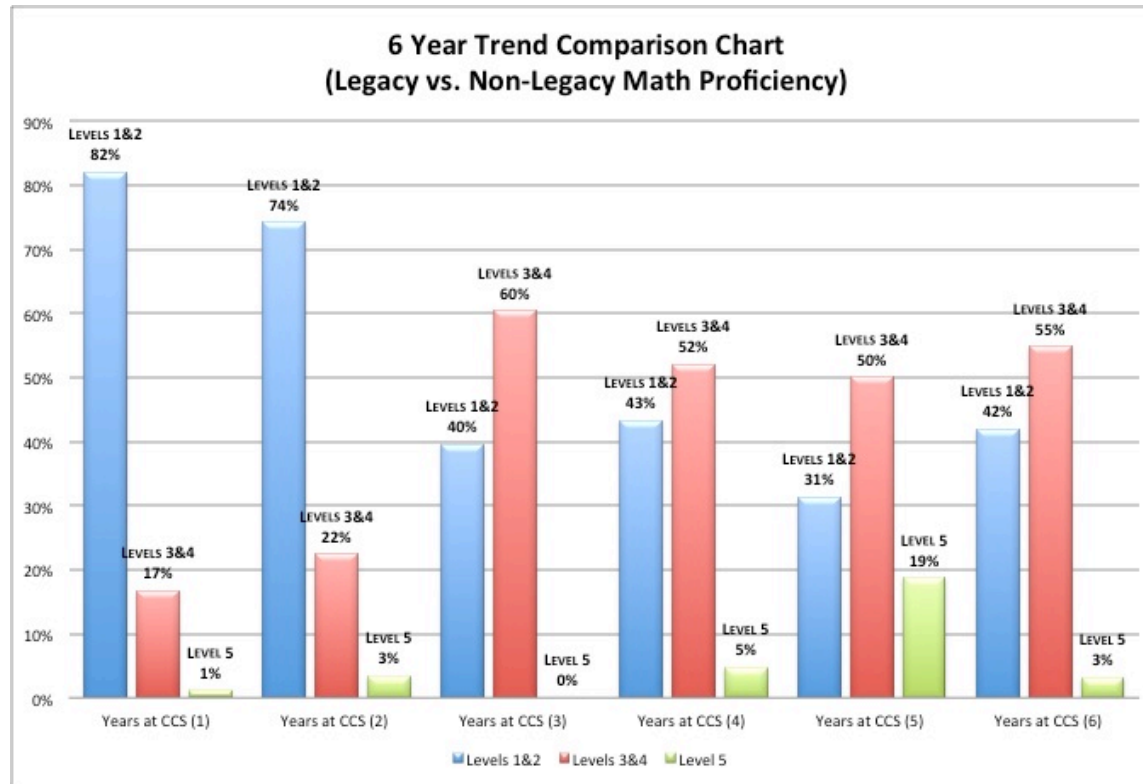


<p>school-wide events put on by PTO and/or Curriculum Team. Some parents lacked motivation in current curriculum updates. Parents need to partner with teachers and students, for academic growth.</p>	<p>to parents via constant contact, parent-link, and flyers. Establish a call-center, to personally invite parents to academic night, PTO/SAC meetings, school wide activities</p>		<p>areas of the school.</p>	
<b>Communication</b>				
<p>Inconsistency with monthly newsletters, parent-links and constant contact. Parents had little or no input in ways to best communicate information. No feedback from parents. Parents have not completed volunteer hours.</p>	<p>Monthly newsletters, parent links and constant contact, information posted on website, quarterly surveys for parent feedback</p>	<p>Administrators, Parent Liaison, Curriculum, Guidance Counselors</p>	<p>Parent Resource Room</p>	
<p>A centralized school-wide communication system is needed to facilitate effective and efficient communication to all stakeholders.</p>	<p>Master Calendars, Updated Website, Constant Contact, Parent Link, Weekly News Letter</p>	<p>Administrators, Curriculum and Guidance Counselor</p>	<p>Principal, Assistant Principal</p>	
<b>Students</b>				
<p>Influx of struggling students: Central Charter increased enrollment over the past years. The students that enrolled at Central Charter for the first time in 2013 were significantly below proficiency. Student lack academic foundation skills needed to perform at achievement level on</p>	<p>Professional development and trainings for all teachers by curriculum coaches to identify the struggling students using progress-</p>	<p>Administrators, Curriculum Coaches</p>	<p>Principal, Assistant Principal</p>	

	standardized test and the school was unprepared to deal with the influx of struggling learners.	monitoring tools for reading (STAR/FAIR Reading), Math (STAR Math) and subsequent interventions.			
	Given the current school grade, high performing students may choose to go elsewhere while struggling student enrollment increases. SEE CHART ON NEXT PAGE	Prepare teachers to meet the academic needs of all learners.	Coaches, Guidance Counselors, Principal	Principal, Assistant Principal	



The most recent FCAT 2.0 Reading data comparing our non-legacy (enrolled at CCS between 1 – 2 years) students and our legacy (enrolled at CCS for 3+ years) students. The graph above shows the reading scores of students who have attended CCS between one and six years. The majority of our non-legacy students arrived to CCS lacking prerequisite skills to become proficient within the school year. Within one year a trend of learning is evident for non-legacy students. Data in the graph above tells the story of a six-year trend comparison of legacy and non-legacy students at CCS. On the other hand, 61% of the students enrolled at CCS for four or more years performed at proficiency levels of three or better. Although the proficiency levels of our students did not meet targeted Annual Measurable Objectives, we succeeded in the growth of our students’ learning gains across the board. Seventy-eight percent (78%) of all testing students have received learning gains in reading.



The most recent FCAT 2.0 Math data comparing non-legacy and legacy students (enrolled at CCS between 1 – 2 years) and students (enrolled at CCS for 3+ years) students. The graph above shows the math scores of students who have attended CCS between one and six years. The majority of our non-legacy students arrived to CCS lacking prerequisite skills to become proficient within the school year. Data in the graph above explains the math scores of six-year trend. Although the proficiency levels of our students did not meet targeted Annual Measurable Objectives. Seventy-two percent (72%) of all testing students have received learning gains in math. Central Charter School has the aptitude to foster learning growth in each student regardless of when the student began at CCS. It is apparent that a stable, low mobility rate plays a major role in the proficiency of students in Reading and Math performance.

**9. Student Achievement Outcomes**

Provide a description of **specific** student achievement outcomes to be achieved:

The data below reflects 2015-2017 AMOs reported to the state followed by the 3<sup>rd</sup>-7<sup>th</sup> 2015 school goal originally reported in the school wide plan reported to Title I, which is followed by the actual expected level of performance based on analysis of 2014-2015 data. The school does not create writing or science goals for K-2, and currently there is no writing goal for 3rd grade, as 3rd grade is not tested in writing. Expected levels of performance are significantly lower than the school goal given current student performance on FAIR AP3, BAFS, and Discovery. Expected levels of performance for 2015 and 2016 have been adjusted to reflect growth from the current level of performance.

\* Revise to reflect impact of 2015 expected level of performance

	<b>Annual Measured Outcome (On Record with the State)</b>		
	2015	2016	2017
Reading	73%	76%	80%
Math	75%	78%	81%
	<b>School Goal (Reflected in Title I School wide Plan)</b>		
	2015		
Reading (K-2)	86%		
Reading (3-7)	(Not reflected in Title I School wide Plan)		
	53%		
Math (K-2)	80%		
	(Not reflected in Title I School wide Plan)		
Math (3-7)	40%		
Writing (4-7)	62%		
Science (5)	36%		

	Expected Level of Performance (Based on Current Data)		
	2015	2016	2017
Reading (K-2)	86%	90%	94%
Reading (3-5)	30%	33%	40%
Reading (6-7)	34%	37%	41%
Math (K-2)	81%	84%	87%
Math (3-5)	32%	35%	40%
Math (6-7)	35%	38%	42%
Writing (4-7)	32%	35%	43%
Science (5)	32%	35%	40%

### Parent Involvement Action Plan

**Strategies and Activities to Increase Parent Participation** – State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?).

<p><b>Parent Involvement Goal:</b> <i>Based on the analysis of the parent involvement data, identify and define an area in need of improvement.</i>  Based on the analysis of the parent involvement data, identify and define an area in need of improvement. By 2015, 34% of parents will meet the required 20 volunteer hours per year.</p>					
<p><b>2013-2014 Current level of Parent Involvement:</b> <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i></p> <p><b>21% Total number: 218</b></p>			<p><b>2014-2015 Expected Level of Parent Involvement:</b> <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i></p> <p><b>34% Total number: 400</b></p>		
Activity	Strategies and Activities to increase student Achievement (explanation of how this activity strengthens/impacts the school parental	Start – End Date	Evaluation Tool (Questionnaires, sign-in forms, evaluation of meeting, etc.)	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source

	<i>involvement efforts on student learning)</i>				
Parent/Student Orientation	Introduction to resources, classrooms, staff and school. Review details of parent contact and parent handbook. Provide volunteer activities for parents to complete volunteer hours.	Fall 2015 & Winter 2015	Agendas and Sign In Sheets, Parent Contract and Volunteer Logs	Administrators and Curriculum Coaches, Teachers	\$250/ Title I Funding
Open House/Title 1 Parent Information Night	Share school website, Review the Pupil Progression Plan (Promotional criteria for students) Provide information on how to use student agendas as a communication tool. Provide parents with grade specific learning standards, activities and how to assist students at home with homework.	Fall 2015 & Winter 2015	Agenda, Title 1 Sign In Sheets	Administrators, Curriculum Coaches, Guidance and Teachers	\$5, 495/Title I agendas and homework folders, Refreshments for parents
SAC Meetings	The SAC Committee is made up of parents, teachers, staff, and administrators meet monthly. Parents have the opportunity to actively participate in developing the School Wide Plan, participate in data chats, Parent Involvement Plan, and the School-Parent Compact. Parents are given the academic growth. At this meeting parents will engage in trainings on Florida Standards. Example on various resources and computer	August 2015- June 2016	Agendas, Minutes, Sign In Sheet	Administrators and SAC Chair	\$125/ General Fund

	programs that parents can implement at home to continue the educational experiences				
Parent Teacher Organization (PTO)	Meetings are held monthly to discuss various ways to support the school and impact student learning. The organization works together has tot fundraiser, celebrations and school showcase. PTO plans events to encourage parent involvement and support for the teachers and students.	August 2015- June 2016	Agendas, Minutes, Sign In Sheet	Curriculum Coaches, PTO Chair and Administrators	\$125/ General Fund
Academic Parent Nights	Parents have the opportunity to familiarize themselves with the FSA test specifications, and get an opportunity to participate in hands-on activities (e.g. solving math problems and answering reading and science questions). They are also given handouts with important information that can be used to help the students at home.	September 2014-June 2016	Sign In Sheets, Parent Surveys	Curriculum Coaches and Administrators	Title I/ Board Members, Refreshments for parents
ESOL/ESE Informational /Parent Academic Night	Both groups will meet on the same night but different locations. For ESOL parents there will be a translator. Parents have the opportunity to familiarize themselves with the FSA	September 2015-June 2016	Sign In Sheets, Parent Surveys	Curriculum Coaches and Administrators, ESOL Contact	\$175/ Title I Funding

	test specifications, and get an opportunity to participate in hands-on activities (e.g. solving math problems and answering reading and science questions). They are also given handouts (Native Language if available) with important information that can be used to help the students at home. Parents will be notified of district trainings, events, and IEP and LEP meetings.				
Schedule School Wide Celebrations: CCS Family Fun Day, Field Trips, Assemblies, Honor Roll, Field Day, and Multicultural Events	Parents, with the assistance of the staff and students put on a day of fun and activities. Parents interact with staff and have an opportunity to satisfy school volunteer hours.	November 2015-June 2016	Survey for Students and Parents	Faculty, Staff and Parents	\$3,000/ General Fund
Science Fair Night	The students are challenged academically in Science or Math. Students learn and apply the Scientific Method, which will help their performance on the standardized test. The Science Fair will allow students to display their finding and share their experiments with students, parents, staff and the community.	January 2016	Sign In Sheets, Parent and student surveys	Curriculum Coaches, Administrators	\$225/ General Fund



### Comprehensive English Language Learning Assessment (CELLA) Action Plan

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

Refer to the Questar CELLA Report to gather the necessary data to develop the CELLA Action Plan.								
	Beginning		Low Intermediate		High Intermediate		Proficient	
	Percent of Students	Average Scale Score	Percent of Students	Average Scale Score	Percent of Students	Average Scale Score	Percent of Students	Average Scale Score
<b>Listening and Speaking</b>	8%	645	16%	667	49%	689	36%	733
<b>Reading</b>	11%	324	17%	665	39%	589	34%	741
<b>Writing</b>	10%	434	18%	582	45%	700	27%	515
<b>CELLA Goal:</b> By June 2015, 38% of the ESOL students will increase the CELLA test score in the proficient range as evidenced on the listening and speaking, reading, and writing portions.								

<i>Narrative: Below are the interventions and supplements offered by Central Charter. The interventions and supplements are beyond what the law requires.</i>						
<b>Strategies and Activities to increase Student Achievement</b> (i.e., <i>Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i> )	<b>Target Group</b> (Beginning; Low Intermediate; High Intermediate; Proficient)	<b>CELLA Goal Area</b> (Listening and Speaking, Reading or Writing)	<b>Start-End Date</b>	<b>Select Applicable Option</b> (i.e. Before, During, After School Hours)	<b>Evaluation Tool</b> (i.e. IPT L/S/R/W; Chapter Tests; BAT I; BAT II; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	<b>Person or Position Responsible for Monitoring</b>
<b>Heritage Language Dictionaries:</b> Active ELLs receive approved heritage language dictionaries	Beginning; Low Intermediate; High Intermediate	Reading, Writing, Speaking and Listening	8/15-5/2016	Before, During, afterschool	Formative Assessments, Performance Task, Chapter Test	ESOL Contact, Curriculum Coaches, General ED Teachers, Administrators
<b>K-5: ELL Tier 1 Small Group Differentiation:</b> Journeys ELL Readers, This is the differentiated ELL component of the Core Reading Program- Journeys. ELL student requiring ELL differentiation through Tier 1 differentiation (possible B/C LY classifications) will receive this differentiation. Teachers will use summarizing, peer pair, and story maps.	Beginning Low	Reading, Writing, Speaking and Listening	8/15-5/2016	During	Formative Assessment, Performance Task, Chapter Test	ESOL Contact, Curriculum Coaches, Administrators
<b>SIRP: 6-7 Development Language Arts ESOL:</b> This intervention replaces the comprehensive reading intervention program for A1-A2 ELL students if more than 22 students are enrolled. Currently the school does not meet this criterion. A1-A2 ELL students will receive the comprehensive reading intervention program instead as per the Secondary MTSS for Literacy Chart. The heritage language support designee will support these students.	Low	Reading, Writing, Speaking and Listening	8/15- 5/2016	During School	Formative Assessment, Performance Task, Chapter Test	ESOL Contact, Curriculum Coaches, General ED Teachers, Administrators
<b>SIRP: K-5 Units of Study in Opinion, Information, and Narrative Writing:</b> 40-60 minutes instruction beginning with direct	Beginning; Low Intermediate;	Reading, Writing, Speaking and	8/15-5/2016	During School	Formative Assessment, Performance	ESOL Contact, Curriculum Coaches, General ED Teacher,

<p>instruction using mentor text, followed up with guided collaborative/cooperative small group instruction for peer and teacher review as well as rubric driven feedback. During this time, teachers will be able to address the grammar and spelling that is hard to implement with fidelity during the reading block. Teachers will receive training scoring Opinion, Information, and Narrative Writing using Broward County rubrics from Coaches. ELLs will receive ELL matrix support like graphic organizers and sentence frames to organize sentences.</p>	<p>High Intermediate</p>	<p>Listening</p>			<p>Task, Chapter Test</p>	<p>Administrators</p>
<p><b>K-4 Science Fusion:</b> This curriculum will be used in a 30-minute science block with whole group collaborative and cooperative instruction. Teachers will include instructional strategies from the ESOL matrix, such as chunking text, modeling and asking clarifying questions.  <b>K-7 Science Fusion:</b> This curriculum will be used in a 60-minute science block with whole group collaborative and cooperative instruction. Teachers will include instructional strategies from the ESOL matrix, such as chunking text, modeling and asking clarifying questions.</p>	<p>Beginning; Low Intermediate; High Intermediate</p>	<p>Reading, Writing, Speaking and Listening</p>	<p>8/15-5/2016</p>	<p>During School</p>	<p>Formative Assessment, Performance Task, Chapter Test</p>	<p>ESOL Contact, Curriculum Coaches, General ED Teacher, Administrators</p>
<p><b>ELL Push in Intervention: K-5 Let's Go Series</b>  The K-5 Let's Go Series is a program combined with controlled grammatical syllabus with functional dialogues, alphabet and phonics work, reading skills development, listening tests, questions and answer forms, pair work exercises, and communicative games. For ELL students' who are need of academic support due to their ESOL status they will receive tier 2-3 supports using this intervention. An ESOL endorsed</p>	<p>Beginning Low</p>	<p>Reading, Writing, Speaking and Listening</p>	<p>8/15-5/2016</p>	<p>During School</p>	<p>Formative Assessments Chapter Tests</p>	<p>ESOL Contact, Administrator, Curriculum Coaches</p>

intervention teacher will implement tier 2-3.						
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<p><b>ELL Intervention: 6-7 Fusion Reading is a</b> comprehensive intervention-reading program. This program covers the 5 components of reading, vocabulary, phonics, phonemic awareness, comprehension, and fluency. For ELL students who are need of academic support, ELL intervention reading requirements will be facilitated through the additional 60-minute intervention reading block outlined in the K-12 literacy plan and in accordance with the middle school placement chart. Currently the school does not meet the population requirement to facilitate an ESOL language development course.</p>	<p>Low</p>	<p>Reading, Writing, Speaking and Listening</p>	<p>8/15-5/2016</p>	<p>During School</p>	<p>Formative Assessments Chapter Tests</p>	<p>ESOL Contact, Curriculum Coaches, Administrator, Gen Ed Teacher</p>
<p><b>Touch Math K-7:</b> This intervention is researched based and can be used to provide ESOL interventions as ESE accommodations/modifications as per the 2010 struggling math chart. This ESOL intervention will be used with ELLs to supplement GO Math for tier 2-3 ELL students who are struggling as a result of their ESOL status.</p>	<p>Beginning; Low Intermediate; High Intermediate; Proficient</p>	<p>Reading, Writing, Speaking, Listening,</p>	<p>8/15-5/2016</p>	<p>During School</p>	<p>Performance Task, Chapter Test, Formative Assessment</p>	<p>ESOL Contact, Curriculum Coaches, Administrator, Gen Ed Teacher</p>
<p><b>Teacher Training for ELL:</b> Teachers will receive lesson plan and instructional modeling of how to scaffold ELL Instructional Strategies across the curriculum.</p>	<p>Beginning; Low Intermediate; High Intermediate</p>	<p>Reading, Writing, Speaking, and Listening</p>	<p>8/15-5/2016</p>	<p>Before, During, and afterschool</p>	<p>Lesson Plan Binders and Administrators</p>	<p>ESOL Contact, Curriculum Coaches, Administrator, Gen Ed Teacher</p>
<p><b>Tier 1 ESOL Instructional Strategies Matrix:</b> Evidence of ESOL strategies implementation during Core Curriculum instruction and noted in lesson plan binder. Teachers will implement instructional strategies such as repeating/paraphrasing, annotations/symbols, vocabulary banks, context clues, art integrations and multicultural resources.</p>	<p>Beginning; Low Intermediate; High Intermediate</p>	<p>Reading, Writing, Speaking, and Listening</p>	<p>8/15-5/2016</p>	<p>During School</p>	<p>Lesson Plan Binders and Administrators</p>	<p>ESOL Contact, Curriculum Coaches, Administrator, Gen Ed Teacher</p>

<p><b>ELL Push-in Small Group (Non Tier 2):</b> ESOL requiring tier 1 small group will be placed in Journeys ELL Reading groups and receive tier 1 differentiation exclusive of Tier 2 MTSS. These students may have B/C LY classifications.</p>	<p>Beginning; Low Intermediate; High Intermediate</p>	<p>Reading, Writing, Speaking, and Listening</p>	<p>8/15-5/2016</p>	<p>During School</p>	<p>Formative Assessments, Performance Task, Chapter Test</p>	<p>ESOL Contact, Curriculum Coaches, Administrator, Gen Ed Teacher</p>
<p><b>3-7: Saturday School:</b> Saturday school will begin in January of 2016, at 9am and end at 12pm. Students being tested in reading and math only will rotate between an 80 minute reading session and 80 minute math session. Students being tested in reading, math, and writing only will rotate between a 50 minutes reading session, 50 minutes math session and a 60 minutes writing session. Students being tested in reading, math, writing, and science will rotate between a 40 minutes reading session, 40 minutes math session, 40 minutes science session, and a 50 minutes writing session.</p> <p>Saturday School students 3-7 in the ESOL population will participate and continue to receive the same support given during the regular school day. Heritage support person will push in and pull out if necessary during Saturday School.</p> <p>The curriculum will be used as follows:</p> <p><b>Ready Florida Writing Program 3-5: 6-7 Mentor Text and Argumentative and Opinion based writing prompts</b> This resource will be used for Saturday School curriculum. It includes a gradual release model for introducing student to standards based instruction in writing using mentor text for argumentative and opinion based writing. 6-7 will receive ELO instruction in writing through school based mentor text, argumentative and opinion based writing</p>	<p>Beginning; Low Intermediate; High Intermediate</p>	<p>Reading, Writing, Speaking, and Listening</p>	<p>01/2016- 4/2016</p>	<p>Afterschool</p>	<p>Formative Assessment, Performance Task, Chapter Test</p>	<p>ESOL Contact, Curriculum Coaches, Administrator, Gen Ed Teacher</p>

<p>prompts.</p> <p><b>Super QAR 3-7:</b> Super QAR focus on the cognitive strategies needed to improve reading comprehension and the application of reading strategies. This curriculum includes activities for partners, groups and whole class.</p> <p><b>Breakaway to Science Success</b> Grade 5 this curriculum will allow students to become fluent with the NGSSS.</p> <p><b>K-7 Ready Florida Mathematics</b> is a research-based program with emphasis on conceptual understanding through reasoning, modeling and discussion that explores the structure of mathematics, while developing students' procedural fluency.</p>						
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## Exceptional Student Education (ESE) Action Plan

**Student Strategies and Activities** – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices and accommodations must staff utilize to support the literacy achievement of all students?).

<p><b>Exceptional Student Education (SWD) Reading Goal:</b>                  By June 2015, 80% of students with disabilities in grades K-2 will increase 1 level as measured by DAR.                  By June 2015, 30% of students with disabilities in grades 3-7 will increase 1 level as measured by the FSA Reading.</p>			
<p><b>Include data for Proficient students with disabilities (SWD) for Reading</b>  <i>(i.e., FCAT Reading 2.0, FCAT Writing 2.0, DAR, FAIR, BAT):</i>                  Primary End Of Year Reading 1st-2<sup>nd</sup> 0% (0 out of 3)                  2014 FCAT 2.0 Reading 18%                  BAFS 1 ESE Data is unavailable                  (Virtual Counselor was only showing BAFS 2 data)                   BAFS 2 0%</p>		<p><b>Include data for Non-proficient students with disabilities (SWD) for Reading</b>  <i>(i.e. FCAT Reading 2.0, FCAT Writing 2.0, DAR, FAIR, BAT):</i>                  Primary End Of Year Reading 1st-2<sup>nd</sup> 100%                  2014 FCAT 2.0 Math 82%                  BAFS 1 ESE Data is unavailable                  (Virtual Counselor was only showing BAFS 2 data)                   BAFS 2 100%</p>	
<p><b>2014 Current Level of Performance</b></p> <p>100% of ESE Students were proficient on Dibels Beginning of the Year Assessment.</p> <p>76% of ESE Students were proficient on Dibels End of the Year Assessment.</p> <p>0% ESE Students were proficient on BAFS 1 and 2 Assessments.</p> <p>17% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students were proficient on FAIR AP3</p>	<p><b>2015 Expected Level of Performance</b></p> <p>In 2015, Dibels will not be used for progress monitoring in reading; STAR Reading will be used for K-2 instead.</p> <p>80% of ESE students will be proficient in STAR Reading.</p> <p>In 2015, USA Testprep will be used for benchmark assessments instead of BAFS and Discovery.</p> <p>30% of (3<sup>rd</sup>-7<sup>th</sup>) ESE students will be proficient on FSA Reading.</p>	<p><b>2014 Current Level of Performance</b></p> <p>0% of ESE Students were not proficient on Dibels Beginning of the Year Assessment.</p> <p>24% of ESE Students were not proficient on Dibels End of the Year Assessment.</p> <p>100% ESE Students were not proficient on BAFS 1 and 2 Assessments.</p> <p>83% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students were not proficient on FAIR AP3 Assessment.</p> <p>57% ESE Students were not proficient on the 1<sup>st</sup> Discovery Assessment.</p>	<p><b>2015 Expected Level of Performance</b></p> <p>The non-proficiency rate amongst ESE students in K-2 will decrease by at least 4%. 80% of K-2 ESE Students will be proficient in STAR Reading.</p> <p>30% of (3<sup>rd</sup>-7<sup>th</sup>) ESE students will be proficient on FSA Reading.</p> <p>25% of (3<sup>rd</sup>-7<sup>th</sup>) ESE Students will be proficient on FAIR AP3 Assessment.</p>



<p>Assessment.</p> <p>43% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students were proficient on the 1<sup>st</sup> Discovery Assessment.</p> <p>0% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students were proficient on the 1<sup>st</sup> Discovery Assessment.</p>	<p>25% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students will be proficient on FAIR AP3 Assessment. [20% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students will be proficient on FAIR AP1 Assessment. 23% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students will be proficient on FAIR AP2 Assessment.]</p>	<p>100% ESE Students were not proficient on the 1<sup>st</sup> Discovery Assessment.</p>	<p>[20% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students will be proficient on FAIR AP1 Assessment. 23% (3<sup>rd</sup>-7<sup>th</sup>) ESE Students will be proficient on FAIR AP2 Assessment.]</p>
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**Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:**

<b>Baseline Data 2011/2012</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<p>62% (General Ed) (This data is not available for ESE. It was ordered, but the District indicated it wouldn't be made available and to proceed without it.)</p>	<p>66% (General Ed) (This data is not available for ESE. It was ordered, but the District indicated it wouldn't be made available and to proceed without it.)</p>	<p>18%</p>	<p><b>K-2:</b> 100% <b>3-5:</b> 25% <b>6-7:</b> 33%</p>	<p><b>K-2:</b> 50% <b>3-5:</b> 30% <b>6-7:</b> 38%</p>	<p><b>K-2:</b> 55% <b>3-5:</b> 35% <b>6-7:</b> 43%</p>	<p><b>K-2:</b> 60% <b>3-5:</b> 40% <b>6-7:</b> 48%</p>

<b>Strategies and Activities to increase SWD Achievement in Reading</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>

<p>The ESE teacher will provide students receiving specialized instruction with phonics, phonemic awareness, fluency, and comprehension delays, reading interventions using ESE materials: Foundations, Phonics for Reading, Compass Learning –an online portfolio reading program designed to determine a students’ initial placement level and build a recovery and remediation program to address help teachers address student reading deficiencies and get students back on grade level., etc. in accordance with their IEP.</p> <p>The small group setting will allow students to receive intensive instruction in the 5 essential components of reading (vocabulary, reading, phonics, word study, and phonemic awareness) as well as intensive instruction in reading.</p>	12/2015-12/2016	During School	Portfolios, teacher-developed performance tasks, other formative assessments, etc.) Benchmark Assessment Tests (BAFS) Teacher Made	Administrators and ESE Specialist	Currently Funded
<p>The ESE teacher provide push-in instruction in accordance with their IEPs during the reading or math block for those receiving ESE services in reading or math.</p>	12/2015-12/2016	During School	ESE Service Logs	Administrators and ESE Specialist	N/A
<p>The general education teacher will implement accommodations and modifications in accordance with the students’ IEP in addition to Gen Ed differentiation. This includes the intervention pieces of Journey’s –the core-reading program. The ESE Specialist will provide the Gen Ed teacher with a copy of each ESE students’ updated IEP at a glance and consult with the Gen Ed teacher to obtain the students’ present level of performance updates quarterly, to complete progress reports and determine whether or not additional interventions are needed for Annual/ReEval. Gen Ed teachers are required to maintain a copy of the most recent IEP at a glance in the lesson plan binder and include ESE students and their accommodations in the lesson plan binder.</p>	12/2015-12/2016	During School	Weekly assessment Chapter tests Progress monitoring	Administrators and ESE Specialist	N/A
<p><b>ESE Professional Development:</b> Teachers will receive professional development in lesson planning and instructional modeling of how, when, and with whom to accommodate and differentiate, scaffold instruction to meet the needs of ESE students. 2014-2015 reflection indicated that teacher needed more support in implementing ESE accommodation in accordance with the IEP.</p>	8/2015 - 5/2016	Week 2 of 2 week Preplanning	Lesson plans, Program Assessments, Instruction	Administrators, ESE Specialist, Literacy Coach	N/A
<p>ESE student progress and analysis of ESE student data will be</p>	8/2015 -		PLC Logs	Administrators, Literacy	N/A

included in weekly PLC data chats.	5/2016	During School		Coach, ESE Specialist, Teachers	
Teachers using present level performance indicators including STAR Reading (K-2) and FAIR (3-7) progress monitoring tools will identify ESE students who are in need of academic interventions. These students will receive the intervention support outlined in the Decision Trees of the K-12 Reading Plan in order to determine whether or not Gen Ed interventions are sufficient or if additional ESE services are needed. These students will be case managed by the ESE Specialist.	8/2015 – 5/2016	During School	Intervention Assessments, FAIR/STAR	MTSS/RTI Team	\$13,165/ Title I Funding
Saturday ELO's will begin January 2016 –April 2015 and will run for 3 hours beginning at 9am and ending 12pm. All ESE students (grades 3-7) will be invited to participate in extended learning opportunities. (ELOs). ESE Students with specialized instruction will receive their specified specialized instruction intervention i.e. Phonics for Reading, Write in Reader, Soar to Success Math. ESE students who do not receive specialized instruction will continue to receive accommodations like graphic organizers, reduced work, visual cues, read, repeat, clarify, etc. will be implemented within Saturday School Curriculum (Super QAR Reading, Ready Florida Writing, Ready Florida Mathematics, Break Away Science as per their respective IEPs. During ELO's ESE Specialist will ensure SWD are receiving accommodations according to their IEP.	1/2016-4/2016	Saturday School	Program Pre and Post Test	Saturday School Administrator and ESE Specialist	Teachers \$19,200/ Title I Funding

**Exceptional Student Education (SWD) Math Goal:**

By June 2015 50% of SWD in grades K-2 will show a 10% increase in achievement on Go Math End Of Year.

By June 2015 50% of SWD in grades 3-7 will show an increase of at least 1 level on FSA Math.

**Include data for Proficient students with disabilities (SWD) for Math**

*(i.e., FCAT Math 2.0, BAT, CMAT, Key Math, TOMA)*

2014 FCAT 2.0 Math 12%

BAFS 1 Math 47%

BAFS 2 Math 0%

**Include data for Non-proficient students with disabilities (SWD) for Math**

*(i.e., FCAT Math 2.0, BAT, CMAT, Key Math, TOMA):*

2014 FCAT 2.0 Math 88%

BAFS 1 Math 53%

BAFS 2 Math 100%

**2014 Current Level of Performance**

**2015 Expected Level of Performance**

**2014 Current Level of Performance**  
There is no assessment data for ESE

**2015 Expected Level of Performance**

<p>There is no assessment data for ESE students' Go Math Beginning of the Year Assessments.</p> <p>75% of ESE students were proficient on the GoMath End of Year Assessment</p> <p>23% of ESE students were proficient on the 1<sup>st</sup> Discovery Math Assessment</p> <p>40% of ESE students were proficient on the 2<sup>nd</sup> Discovery Math Assessment</p>	<p>STAR Math will be used to progress monitor Math for 2015/2016.</p> <p>75% of K-2 ESE students are expected to be proficient in 2015.</p> <p>USA Testprep will be used as a benchmark assessment in 2015.</p> <p>55% of (3<sup>rd</sup>-7<sup>th</sup>) ESE students are expected to be proficient on FSA Math.</p>	<p>students' Go Math Beginning of the Year Assessments.</p> <p>25% of ESE students were not proficient on the GoMath End of Year Assessment</p> <p>77% of ESE students were not proficient on the 1<sup>st</sup> Discovery Math Assessment</p> <p>60% of ESE students were not proficient on the 2<sup>nd</sup> Discovery Math Assessment</p>	<p>The non-proficiency rate amongst ESE students in K-2 will decrease by 5%.</p> <p>80% will be proficient in STAR Math.</p> <p>55% of ESE students will be proficient on FSA math.</p>
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**Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years:**

<b>Baseline Data 2011/2012</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-</b>
<p><b>65%</b> (This data is not available for ESE. It was ordered, but the District indicated it wouldn't be made available and to proceed without it.)</p>	<p><b>68%</b> (This data is not available for ESE. It was ordered, but the District indicated it wouldn't be made available and to proceed without it.)</p>	<p><b>12%</b></p>	<p><b>K-2: 75%</b> <b>3-5: 50%</b> <b>6-7: 17%</b></p>	<p><b>K-2: 80%</b> <b>3-5: 55%</b> <b>6-7: 22%</b></p>	<p><b>K-2: 85%</b> <b>3-5: 60%</b> <b>6-7: 27%</b></p>	<p><b>18</b> <b>K-2:</b> <b>90%</b> <b>3-5:</b> <b>65%</b> <b>6-7:</b> <b>28%</b></p>

<b>Strategies and Activities to increase SWD Achievement in Math</b>	<b>Start-End Date</b>	<b>Select Applicable Option</b>	<b>Evaluation Tool</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>
<p><i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i></p>		<p><i>(i.e. Before, During, After School Hours)</i></p>	<p><i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios,</i></p>		

			<i>teacher-developed performance tasks, other formative assessments, etc.)</i>		
ESE teacher will instruct SWD in accordance with their IEP. For student receiving small group setting, ESE teacher will provide services and instruction in the ESE Resource room i.e. Key Math, Touch Math, Compass Learning –an online portfolio math program designed to determine a students’ initial placement level and build a recovery and remediation program to address help teachers address student math deficiencies and get students back on grade level.	12/2015-12/2016	During School	IEP Progress Report STAR Math, Program Assessments, USA Testprep	Administrators and ESE Specialist	\$13,165/ Title I Funding
The ESE teachers will provide push-in intervention instruction to ESE students during the reading or mathematics.	12/2015-12/2016	During School	ESE Service Logs	Administrators and ESE Specialist	N/A
The general education teacher will implement accommodations and modifications in accordance with the students’ IEP in addition to Gen Ed differentiation. This includes the intervention pieces Go Math. The ESE Specialist will provide the Gen Ed teacher with a copy of each ESE students’ updated IEP at a glance and consult with the Gen Ed teacher to obtain the students’ present level of performance updates quarterly, to complete progress reports and determine whether or not additional interventions are needed for Annual/ReEval. Gen Ed teachers are required to maintain a copy of the most recent IEP at a glance in the lesson plan binder and include ESE students and their accommodations in the lesson plan binder.	12/2015-12/2016	During School	Chapter tests Teacher made assessments	Administrators and ESE Specialist	Currently Funded
ESE student progress and analysis of ESE student data will be included in weekly PLC data chats.	8/2015 - 5/2016	During School	PLC Logs	Administrators, Literacy Coach, ESE Specialist, Teachers, Math Coach	N/A
<b>ESE Professional Development:</b> Teachers will receive professional development in lesson planning and instructional modeling of how, when, and with whom to accommodate and differentiate, scaffold instruction to meet the needs of ESE	8/2015 - 5/2016	During School	Lesson plans, Program Assessments, Instruction	Administrators, ESE Specialist, Math Coach	N/A

students. 2014-2015 reflection indicated that teacher needed more support in implementing ESE accommodation in accordance with the IEP.					
Teachers using present level performance indicators including STAR Math (K-7) progress monitoring tool will identify ESE students who are in need of academic interventions. These students will receive the intervention support based on their intervention placement indicated in the STAR Math diagnostic in order to determine whether or not Gen Ed interventions are sufficient or if additional ESE services are needed. These students will be case managed by the ESE Specialist.	8/2015 – 5/2016	During School	Intervention Assessments, STAR Math	MTSS/RTI Team	N/A
Saturday ELO's will begin January 2016 through April 2016 and will run for 3 hours beginning at 9am and ending at 12pm. All ESE students (grades 3-7) will be invited to participate in extended learning opportunities. (ELOs). ESE Students with specialized instruction will receive their specified specialized instruction intervention i.e. Phonics for Reading, Write in Reader, Touch Math and Key Math. ESE students who do not receive specialized instruction will continue to receive accommodations like graphic organizers, reduced work, visual cues, read, repeat, clarify, etc. will be implemented within the Saturday School Curriculum: Super QAR Reading for 3-7, Ready Florida Mathematics for 3-7, Ready Florida Writing for 3-5, Mentor text as well as argumentative, narrative, and opinion based writing prompts for 6-7, and Break Away Science (for 5 <sup>th</sup> grade) as per their respective IEPs. During ELOs, the ESE Specialist will ensure SWD are receiving accommodations according to their IEP.	1/2016-4/2016	Saturday School	Program Pre and Post Test	Saturday School Administrator and ESE Specialist	Teachers \$19,200/ Title I Funding

### Literacy Action Plan

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

<p><b>Literacy Goal:</b>                  By June 2015 86% of the students in Kindergarten-2nd grade will meet promotion criteria.                  By June 2015 60% of the students in grades 3- 7 will score at or above a level 3 in reading on the Florida Standard Assessment.                  By June 2015 88 % of the students in 4 – 7 grades will score level 3 or above on the Florida Standard Writing Assessment</p>			
<p><b>Include data for Proficient students</b> (<i>i.e., FCAT Reading 2.0, FCAT Writing 2.0, FAIR, BAT</i>):</p> <p>2014 FCAT 2.0 Reading 47%                  2014 FCAT Writing 57%</p>		<p><b>Include data for Non-proficient students</b> (<i>i.e. FCAT Reading 2.0, FCAT Writing 2.0, FAIR, BAT</i>):</p> <p>2014 FCAT 2.0 Reading 53%                  2014 FCAT Writing 43%</p>	
<p>2014 Current Level of Performance</p> <p>47% of students achieved proficiency in FCAT 2.0 Reading</p>	<p>2015 Expected Level of Performance</p> <p>57 % of students will achieve proficiency in FSA Reading</p>	<p>2014 Current Level of Performance</p> <p>53% of students did not achieve proficiency in FCAT 2.0 Reading</p>	<p>2015 Expected Level of Performance</p> <p>CCS plans to decrease the percent of students who do not meet proficiency in reading by 10%.</p>

<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:</b>						
<b>Baseline data 2011-2012: 60% Scored Satisfactory</b>	<b>2012-13 50% Scored Satisfactory</b>	<b>2013-14 47% Score Satisfactory</b>	<b>2014-15 57% Score Satisfactory</b>	<b>2015-16 67% Score Satisfactory</b>	<b>2016-17 77% Score Satisfactory</b>	<b>2017-18 88% Scored Satisfactory</b>
<b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>	
<b>Grade(s) K-2</b>  Teachers will use a comprehensive research-based ELA program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines, as well as, provide daily instruction in reading, writing, language, listening, and speaking. The core-reading program is Florida <i>Journeys</i> Common Core. During the reading center time, the teacher meets with small groups to provide differentiated instruction. The teacher is expected to plan for the diverse needs of students. Students are assigned to literacy centers designed for students to learn independently. During the 2 hour and 50 minutes reading block identified students receive small group instruction by a support-reading teacher who may use a push-in model.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A	



Teachers will implement a daily 2 hour and 50 minutes of ELA instruction to provide extensive explicit instruction and guided practice directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and the basic conventions of the English writing system.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Teachers will implement a daily 2 hour and 50 minutes of ELA instruction to provide explicit instruction and guided practice to help students develop an understanding of spoken words, syllables, and sounds (phonemes), know and apply grade-level phonics and word analysis skills in decoding words, and read with sufficient accuracy and fluency to support comprehension.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Teachers and trained teacher assistants will provide push-in instruction to struggling students in grades K-2. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher and certified ESOL/ESE specialist and or a properly trained teacher assistant. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that to student differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 120-minute literacy block of instruction, and a daily, 30-minute scheduled intervention literacy block. Teachers will use Florida <i>Journeys</i> , Common Core, Houghton Mifflin's; <i>Leveled Literacy Intervention</i> . Teachers and teacher assistants will receive professional development in literacy enhancement during monthly collaborative planning sessions.	12/2015-12/2016	During School	Florida <i>Journeys</i> , Common Core, Houghton Mifflin's, <i>Leveled Literacy Intervention</i> Assessments	Administrators	N/A
Teachers will utilize Leveled classroom libraries (Fiction, non-fiction that is aligned with content areas and poetry), during shared reading, to provide opportunities for students to "read to self", encourage students to read text of choice on	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program	Administrators	N/A

their independent reading level, allow students to practice learning strategies, and improve in fluency.			Assessments		
Teachers will provide daily <i>extended learning</i> activities through differentiated small group instruction during the 2 hour and 50 minutes instructional literacy block for proficient students.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Teachers will create print rich classroom environments to include interactive word walls and reading centers.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A

Literacy Leadership Team (LLT) will provide teachers with an individualized reading plan for each student generated by the Early Literacy <i>Renaissance Learning 360</i> a Computer-based Assessment Program.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Literacy Leadership Team (LLT) will provide Professional Learning Communities (PLC) to analyze and discuss assessment data through the use of Horizontal and Vertical teaming.	12/2015-12/2016	During/After School	Evaluations/Sign-in Sheets	Administrators	N/A
Literacy Leadership Team (LLT) will provide ongoing professional development.	12/2015-12/2016	During/After School	Evaluations/Lesson Plans/Sign-in Sheets	Administrators	N/A
Administrators will review K-2 Lesson plans; conduct daily observations, classroom walkthroughs, conduct data chats with teachers, and monitor all Professional Development and Professional Learning Communities (PLC) monthly meetings.	12/2015-12/2016	During/After School	Evaluations/Lesson Plans/Sign-in Sheets	Administrators	N/A
Administrators and literacy coaches will monitor CCRP/CIRP/SIRP, during the reading block, to ensure that it is implemented with fidelity.	12/2015-12/2016	During School	Evaluations/Lesson Plans/Sign-in Sheets	Administrators	N/A
Administrators will monitor the instruction of all teachers through iObservations'/Marzano's evaluations, classroom observations, and data analysis.	12/2015-12/2016	During School	Evaluations/Lesson Plans/Sign-in Sheets	Administrators	N/A
<b>K-2 Writing</b>					
During the scheduled 60-minute writing instructional block, Kindergarten teachers will model daily writing utilizing a	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing	Administrators	N/A

combination of drawing, dictating, to compose opinion pieces in which students tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book, to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic, or to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			Sample/FSA’s 4-Point Writing Rubric		
During the scheduled 60-minute writing instructional block, teachers will provide scaffolded support through modeling proficient reading, writing, speaking, listening, language use, and critical thinking behavior as students become more proficient in these practices independently and collaboratively with their peers.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA’s 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A
During the daily scheduled 60-minute writing instructional block, teachers will model daily shared, guided, planned, and prewriting. Teachers will provide time for students’ to confer with peers and/or teacher during the revising, editing, publishing, and sharing as author’s process.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA’s 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A
Teacher will circulate the classroom to conference one-on-one and provide support to students based on their differentiated instructional needs, during the daily 60-minute writing instructional block.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA’s 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A
Teachers will allow students to make connections between the readings of the text and writing about what they are reading to support students in “writing to learn,” during the daily scheduled 60-minute writing instructional block.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA’s 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A
Teachers will provide daily instruction which includes extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) support logical inferences, evaluate reasoning, themes, purposes, and rhetorical features, present careful analyses, well- defended claims, and clear objective summaries of information.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA’s 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A
First grade teachers will model writing of opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, informative/explanatory texts in which they name a topic,	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA’s 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A

supply some facts about the topic, and provide some sense of closure, or narratives in which students recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.					
Second grade teachers will model writing of opinion pieces on topics or texts, supporting a point of view with reasons, informative/explanatory texts to examine a topic and convey ideas and information clearly, or narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A
Teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate learning strategies to remediate deficiencies in writing.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Literacy Coach/ Administrators	N/A
Teachers and trained teacher assistants will provide push-in instruction to students who scored 1 or 2 on the ELA 4-point writing rubric in grades K-2. Push-in instruction will allow students the opportunity to remediate reading deficiencies, an opportunity to build writing skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that to ensure that student differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 20-minute embedded within a 60-minute scheduled writing block of instruction. Teachers will utilize the ELA Writing Instructional Focus Calendar, monthly writing samples, FSA's 4-point writing rubrics. Teachers will receive professional development in writing during monthly collaborative planning sessions.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Literacy Leadership Team (LLT)/Teachers will implement a Saturday school tutorial tutorial to improve Reading/Writing literacy.	12/2015-12/2016	Saturday School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Literacy Leadership Team (LLT) will provide Professional Learning Communities that analyze and discuss assessment	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing	Administrators	N/A

data through horizontal and Vertical teaming conduct lesson studies and model exemplar examples of lessons that demonstrate explicit/implicit instruction.			Sample/FSA's 4-Point Writing Rubric		
Administrators will review K-2 writing lesson plans and conduct daily classroom observations. Administrators will conduct data chats with teachers, monitor all Professional Development, Collaborative Planning, and Professional Learning Communities (PLC) meet twice per month.	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
<b>Grade(s) 3-5</b> Teachers will implement a daily 2 hours and 50 minutes for grade 3 – 4 and 3 hours and 15 minutes for grade 5 of ELA instruction utilizing the Common Core Reading Program (Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt), to provide scaffolded support through modeling proficient reading, writing, speaking, listening, language use, and critical thinking behavior as students become more proficient in these practices independently and collaboratively with their peers. Scaffolding and differentiation are part of daily instruction to ensure the needs of every child are met. During the reading center time, the teacher meets with small groups to provide differentiated instruction. The teacher is expected to plan for the diverse needs of students. Students are assigned to literacy centers designed for students to learn independently. During the 2 hours and 50 minutes for grade 3 – 4 and 3 hours and 15 minutes for grade 5 reading block identified students will receive small group instruction by a support-reading teacher who may use a push-in model. The Learning Services Facilitator of Journeys will provide initial and follow-up professional development. Ongoing professional development is available to teachers online through videos and webinars.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Reading Plus a research-based silent reading intervention program will be used in grades 3-5 to help all students gain proficiency` in literacy by improving comprehension, improving their reading rate and fluency, expanding vocabulary, broadening interests, and building knowledge. The Reading Plus program will be implemented daily during one of the 20-minute rotations embedded within a 2 hours and 50 minutes for grade 3 – 4 and 3 hours and 15 minutes	12/2015-12/2016	During School	Reading Plus Assessments	Administrators	\$10,500/ Title I Funding

for grade 5 literacy block of instruction. Students will receive 100-minutes of weekly instruction on the program. The Literacy Leadership Team and Administrators will monitor the Reading Plus program to ensure that it is implemented with fidelity. The Learning Services Facilitator of Reading Plus will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.					
Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 3-5. Push-in instruction will allow students an opportunity to remediate reading deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher and certified specialist and or a properly trained teacher assistant. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 2 hours and 50 minutes for grade 3 – 4 and 3 hours and 15 minutes for grade 5 literacy block of instruction, and a daily, 30-minute scheduled intervention literacy block. Teachers will use Florida <i>Journeys</i> , Common Core, Houghton Mifflin's; <i>Leveled Literacy Intervention</i> . Certified ESOL, ESE, teachers and teacher assistants will receive professional development in literacy during monthly collaborative planning sessions.	12/2015-12/2016	During School	<i>Leveled Literacy Intervention</i> , Houghton Mifflin Harcourt Program Assessments	Administrators	\$10,500/ Title I Funding
Teachers will utilize Leveled classroom libraries (Fiction, non-fiction that is aligned with content areas and poetry), during shared reading, to provide opportunities for students to “read to self”, encourage students to read text of choice on their independent reading level, allow students to practice learning strategies, and improve in fluency.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Teachers will utilize the Florida <i>Journeys</i> Common Core,	12/2015-	During School:	Florida <i>Journeys</i>	Administrators	N/A

Houghton Mifflin Harcourt Program to provide extended learning activities through differentiated flexible small group instruction during the 2 hours and 50 minutes for grade 3 – 4 and 3 hours and 15 minutes for grade 5 instructional ELA block to meet the reading needs of proficient students.	12/2016		Common Core, Houghton Mifflin Harcourt Program Assessments		
Teachers will create print rich classroom environments to include interactive word walls and reading centers.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Teachers will utilize the Language Arts Florida Standards (LAFS) and the Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program to incorporate instructional strategies that will enable students to identify the author’s purpose and point of view in a variety of texts and uses the information to construct meaning. They will provide explicit instruction, implicit instruction, and guided practice in the use of comparison and contrast in a variety of texts.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
Teachers will utilize the Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program to incorporate reading strategies that assist students to: (1) Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given and (2) Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within text; to increase students’ performance in Informational Text/Research Process.	12/2015-12/2016	During School	Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt Program Assessments	Administrators	N/A
The FAIR-FS and STAR Assessments will be administered three times per year to students’ grades 3-5 as a progress monitoring tool to evaluate students’ word recognition, vocabulary knowledge, reading comprehension, and syntactic knowledge.	12/2015-12/2016	During School	FAIR-FS Assessment	Administrators	N/A
CCS teachers will provide instruction based on a specific benchmark standards. The teacher for progress monitoring	12/2015 - 12/2016	During School	STAR Assessments	Administrators	\$10,500/ Title I Funding

and determining the mastery of benchmark standards will administer weekly assessments. CCS teachers will use this data to plan small group interventions.					
Literacy Leadership Team (LLT) will provide teachers with individualized reading plans for each student generated by the Reading-Plus Computer-based Program.	12/2015 - 12/2016	During School	Reading Plus Assessments	Administrators	\$10,500/ Title I Funding
Literacy Leadership Team (LLT) will provide Professional Learning Communities that analyze and discuss assessment data through horizontal and Vertical teaming conduct lesson studies and model exemplar examples of lessons that demonstrate explicit/implicit instruction.	12/2015 - 12/2016	During School	Evaluations/Lesson Plans/Sign-in Sheets	Administrators	N/A
Literacy Leadership Team (LLT) will provide ongoing professional development.	12/2015 - 12/2016	During School	Evaluations/Lesson Plans/Sign-in Sheets	Administrators	N/A
Literacy Leadership Team (LLT)/Teachers will implement a Saturday school tutorial tutorial to improve Reading/Writing literacy.	12/2015 - 12/2016	Saturday School	Evaluations/Lesson Plans/Sign-in Sheets	Administrators	N/A
Literacy Leadership Team (LLT)/Teachers will implement the following activities to enhance literacy achievement: (1) Book Fair, (2) Poetry Café (spoken word), (3) Literacy Week, and (4) Young Author’s Contest.	12/2015 - 12/2016	During/After School	Evaluations/Sign-in Sheets	Administrators	N/A
Administrators will monitor the instructional process of all teachers through iObservations’/Marzano’s evaluations, classroom observations, and data analysis.	12/2015- 12/2016	During School	Evaluations/Lesson Plans	Administrators	N/A
Administrators and literacy coaches will monitor daily the CCRP/CIRP/SIRP, during the ELA instructional block, to ensure that it is implemented with fidelity.	12/2015 - 12/2016	During School	Evaluations/Lesson Plans/Daily Logs	Administrators	N/A
Administrators will review all Lesson plans; conduct monthly data chats with teachers, and follow-up with all Professional Development and Professional Learning Communities (PLC) monthly meetings.	12/2015 - 12/2016	During/After School	Evaluations/Lesson Plans/Daily Logs	Administrators	N/A
<b>Grade(s) 6-7</b> Teachers will utilize the Common Core English Language Arts Program ( <i>Collections</i> , Houghton Mifflin Harcourt to provide scaffolded support through modeling proficient reading, writing, speaking, listening, language use, and critical thinking behavior as students become more proficient	12/2015 - 12/2016	During School	<i>Collections</i> , Houghton Mifflin Harcourt Program	Literacy Coach/ Administrators	N/A



in these practices independently and collaboratively with their peers during the 60-minute instructional block. Teachers will receive professional development in and instructional modeling in how to provide scaffolded support in reading, writing, speaking, listening, language use, and critical thinking.					
Reading Plus a research-based silent reading intervention program will be used in grades 6-7 to help all students gain proficiency` in literacy by improving comprehension, improving their reading rate/fluency, expanding vocabulary, broadening interests, and building knowledge. The Reading Plus program will be implemented daily during one of the 20-minute rotations embedded within a 60-minute language arts block of instruction. Students will receive 100-minutes of weekly instruction on the program. The Literacy Leadership Team and Administrators will monitor the Reading Plus program to ensure that it is implemented with fidelity. The Learning Services Facilitator of Reading Plus will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.	12/2015 - 12/2016	During School	Reading Plus Assessments	Literacy Coach/ Administrators	\$10,500/ Title I Funding
All students who scored Levels 3-5 on the 2013-2014 administration of the Florida Comprehensive Assessment Test (FCAT 2.0) will be placed in a 120-minute uninterrupted Developmental Reading class. Teachers will utilize the Reading Program ( <i>Junior Great Books</i> , Great Book Foundation) provide extended learning activities through differentiated instruction, flexible grouping, open-ended activities, multiple levels of questions, think-pair-share, reciprocal teaching, and mini-workshops to review or extend skills for proficient students. The Learning Services Facilitator of <i>Junior Great Books</i> will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.	12/2015 - 12/2016	During School	<i>Junior Great Books</i> , Great Book Foundation, Assessments	Literacy Coach/ Administrators	\$6337.12/ Title I Funding
All students` grades 6-7 who scored Level 1 and Level 2 on the 2013-2014 administration of the Florida Comprehensive Assessment Test (FCAT 2.0) will be placed in a 120-minute uninterrupted Intensive Reading class. Teachers will utilize a research-based Core Intervention Reading Program (CIRP) ( <i>National Geographic's Inside</i> ), to provide daily small group differentiated instruction, independent reading practice, strategic intervention instructional support, and a variety of	12/2015 - 12/2016	During School	National Geographic's <i>Inside</i> , Assessments	Literacy Coach/ Administrators	\$5184/ Title I Funding

effective reading strategies. The Learning Services Facilitator of <i>National Geographic's Inside</i> will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.					
Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 6-7. Push-in instruction will allow students an opportunity to remediate reading deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that to ensure that student differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 30-minute embedded within a 120-minute literacy block of instruction. Teachers will use <i>Rewards by Voyager Sopris Learning</i> . Teachers will receive professional development in literacy during monthly collaborative planning sessions.	12/2015 - 12/2016	During School	<i>Rewards by Voyager Sopris Learning, Assessments</i>	Literacy Coach/ Administrators	\$395/ Title I Funding
Teachers will create print rich classroom environments to include interactive word walls and reading centers.	12/2015 - 12/2016	During School	<i>Collections, Houghton Mifflin Harcourt Program</i>	Literacy Coach/ Administrators	N/A
Teachers will incorporate vocabulary strategies (PAVE, Frayer Model, & Concept Map of Definition) that help students determine meaning of words by the use of context clues.	12/2015 - 12/2016	During School	<i>Collections, Houghton Mifflin Harcourt Program Assessments</i>	Literacy Coach/ Administrators	N/A
Teachers will utilize daily pre-reading activities to help students build their general knowledge of word meaning and relationships, the study of synonyms/antonyms, and the practice of examples and non-examples of word relationships.	12/2015 - 12/2016	During School	<i>Collections, Houghton Mifflin Harcourt Program</i>	Administrators	N/A
Teachers will incorporate reading strategies that assist students to: (1) Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information	12/2015 - 12/2016	During School	<i>Collections, Houghton Mifflin Harcourt Program</i>	Administrators	N/A

given and (2) Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within text; to increase students' performance in Informational Text/Research Process.					
Literacy Leadership Team (LLT) will provide teachers with individualized reading plans for each student generated by the Reading-Plus Computer-based Program.	12/2015 - 12/2016	During School	Reading-Plus Assessments	Administrators	\$10,500/ Title I Funding
Florida Assessment for Instruction in Reading will be administered 3 times during the school year in sixth and seventh grade as a progress-monitoring tool to evaluate students' word recognition, vocabulary knowledge, reading comprehension, and syntactic knowledge. The Progress Monitoring & Reporting Network (PMRN). The scores will be collected to determine appropriate interventions and the effectiveness of the intervention programs. Teachers and administration were trained on how to administer the FAIR-FS and generate reports. They will also participate in courses offered through CPALMS on how to use data to improve student outcomes, Florida Standards for ELA & Literacy.	12/2015 - 12/2016	During School	FAIR-FS Assessments	Administrators	N/A
Literacy Leadership Team (LLT) will provide Professional Learning Communities that analyze and discuss assessment data through horizontal and Vertical teaming conduct lesson studies and model exemplar examples of lessons that demonstrate explicit/implicit instruction.	12/2015 - 12/2016	During/After School	Agendas/Evaluations/Lesson Plans	Administrators	N/A
Literacy Leadership Team (LLT) will provide ongoing professional development in Literacy Enhancement.	12/2015 - 12/2016	During/After School	FAIR-FS Assessments/STAR	Administrators	N/A
Literacy Leadership Team (LLT)/Teachers will implement a Saturday school tutorial program for Reading/Writing literacy.	12/2015 - 12/2016	Saturday School	FAIR-FS/STAR Assessments	Administrators	N/A
Literacy Leadership Team (LLT)/Teachers will implement the following activities to enhance literacy achievement: (1) Book Fair, (2) Poetry Café (spoken word), (3) Literacy Week, (4) Literacy Blogs, and (6) Book Publisher's Contest.	12/2015 - 12/2016	During/After School	Evaluations/Projects/Logs	Administrators	N/A

Administrators will monitor the instruction of all teachers through iObservations'/Marzano's evaluations, classroom observations, and data analysis.	12/2015 - 12/2016	During School	Evaluations/Lesson Plans	Administrators	N/A
Administrators and literacy coaches will monitor CCRP/CIRP/SIRP, during the reading block, to ensure that it is implemented with fidelity.	12/2015 - 12/2016	During School	Evaluations/Lesson Plans	Administrators	N/A
Administrators will review lesson plans; conduct daily classroom observations, conduct monthly data chats with teachers, and follow-up with all Professional Staff Development (PSD) and Professional Learning Communities (PLC) monthly meetings.	12/2015 - 12/2016	During/After School	Evaluations/Lesson Plans	Administrators	N/A
<b>WRITING Grades 3-5</b>  Central Charter School (CCS) will implement a school-wide writing program across the curriculum.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric <i>Top Score Writing</i>	Teachers, Literacy Coach, Administrators	\$375/ Title I Funding
Teachers will provide instruction in writing narratives to develop real or imagined experiences or events.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Teachers provide instruction in writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning, relevant, sufficient evidence.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Teachers will provide instruction in writing informational/expository texts to examine and convey complex ideas, organization, and analysis of content.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
CCS will implement a writing plan that uses the following components: assess and diagnose students' needs, group students for instruction, organize lessons based on an instructional framework, plan rigorous mini lessons, model lessons, guide students through the writing process, edit/publish students' writing, and provide students with corrective feedback.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Teachers will remediate deficiencies in writing during a 60-minute instructional block for grades 3-5. This time frame provides 45 minutes for uninterrupted writing instruction and 15 minutes for the editing/publishing process.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A

Teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate learning strategies to remediate deficiencies in writing.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to students who scored 1 or 2 on the ELA 4-point writing rubric in grades 3-5. Push-in instruction will allow students an opportunity to remediate writing deficiencies, an opportunity to build writing skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 20-minute embedded within a 60-minute scheduled writing block of instruction. Teachers will utilize the ELA Writing Instructional Focus Calendar, monthly writing samples, FSA's 4-point writing rubrics. Teachers will receive professional development in writing during monthly collaborative planning sessions.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Teachers will utilize a Writing Instructional Focus Calendar generated by the Language Arts Florida Standards (LAFS) to ensure strategic and focused instruction.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Writing performance tasks will be assessed on a monthly basis, which will allow students time to improve their understanding of the writing process and participate in activities that develop skills in focus, organization, support, and conventions.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Teachers will develop lessons plans that expose students to various types of writing. This process will assist with the implementation of writing across the curriculum as well as increase achievement in writing.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Literacy Leadership Team (LLT) will provide Professional	12/2015 -	During/After	Writing Portfolios/	Administrators	N/A

Learning Communities that analyze and discuss assessment data through horizontal and Vertical teaming conduct lesson studies and model exemplar examples of writing lessons that demonstrate explicit/implicit instruction.	12/2016	School	Monthly Writing Sample/FSA's 4-Point Writing Rubric		
Literacy Leadership Team (LLT) will provide ongoing professional development.	12/2015 - 12/2016	During/After School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Literacy Leadership Team (LLT)/Teachers will implement a Saturday School tutorial to improve writing skills.	12/2015 - 12/2016	Saturday School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Administrators will monitor the instruction of all teachers through iObservations'/Marzano's evaluations, classroom observations, and data analysis.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Administrators and literacy coaches will monitor the writing instruction during the daily scheduled writing instructional block, to ensure that it is implemented with fidelity.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
<b>Writing Grades 6-7</b> Central Charter School (CCS) will implement a school-wide writing program across the curriculum.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric <i>Top Score Writing</i>	Teachers, Literacy Coach, Administrators	\$375/Title I Funding
Teachers will use differentiated instruction to meet the needs of all students in the areas of grammar and writing techniques. Teachers will model how to analyze and respond to questions based on textual passages in our <i>Collections</i> curriculum. Short answer responses with textual evidence are modeled at first. After practice, students will form an opinion and answer questions based on the covered text using the correct writing strategy form A- answer, C-cite, E-expand (ACE). Students will provide an answer by restating the question, cite evidence from the text, and expand on their answer with personal knowledge or experiences.	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A
Teachers will utilize an ELA Instructional Focus Calendar to provide strategic and focused instruction in: 1. Writing arguments to support claims with clear reasons	12/2015 - 12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point	Administrators	N/A

<p>and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introducing claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establishing and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>2. Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>. a. Introducing a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>. b. Developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>. c. Using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>. d. Using precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>. e. Establishing and maintain a formal style.</li> <li>. f. Providing a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>			Writing Rubric		
<p>Teacher and students will follow a weekly writing schedule that will improve the students' ability to:</p> <ol style="list-style-type: none"> <li>a) Create grade level sentences to correct for usage of</li> </ol>	12/2015-12/2016	During School	Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric	Administrators	N/A

<p>grammar, punctuation, and spelling.</p> <p>b) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>c) Plan, revise, edit, rewrite, or try a new approach to focus on how well the purpose and the audience have been addressed, as well as, edit for conventions demonstrate the command of Language standards.</p> <p>d) Use technology, including the Internet, to produce, to publish writing, and to link and cite sources, as well as, to interact and collaborate with others.</p>					
<p>Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to students who scored 1 or 2 on the ELA 4-point writing rubric in grades 6-7. Push-in instruction will allow students the opportunity to remediate reading deficiencies, the opportunity to build writing skills, the opportunity to demonstrate their knowledge based on the teaching, and the opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. The push-in instruction will occur daily during 20-minute embedded within a 60-minute language arts block of instruction. Teachers will utilize the ELA Writing Instructional Focus Calendar, monthly writing samples, FSA's 4-point writing rubrics. Teachers will receive professional development in writing during monthly collaborative planning sessions.</p>	<p>12/2015-12/2016</p>	<p>During School</p>	<p>Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric</p>	<p>Administrators</p>	<p>N/A</p>
<p>Teachers will attend professional development writing sessions by the district, literacy coach, or literacy leadership team as new information is released.</p>	<p>12/2015-12/2016</p>	<p>During School</p>	<p>Writing Portfolios/ Monthly Writing Sample/FSA's 4-Point Writing Rubric</p>	<p>Administrators</p>	<p>N/A</p>



### **MTSS/RTI LITERACY TEAM AND PROCESS**

Central Charter School is still learning the RtI process and developing a program that is conducive of implementation with fidelity. Central Charter School's RtI Team is working together with various vendors to understand this process in full. We are moving towards a full implementation with the help of these vendors. The RtI process is a critical component of helping students achieve academic success and closing the achievement gap amongst all students.

Central Charter School (CCS) will implement the four-step Collaborative Problem-Solving Process (CPSP) model utilizing student data to guide instructional decisions.

**Step 1:** Identify a problem exists and define the desired goal to be obtained in objective and measurable terms.

**Step 2:** Identify possible reasons why the desired goal is not being obtained.

**Step 3:** Develop and implement a well-supported plan involving research-based strategies to obtain the goal.

**Step 4:** Evaluate the effectiveness of the plan in relation to the goal.

The RtI Leadership Team (RtI) reviewed 2014 FAIR and FCAT to determine the level and intensity of initial services required for each Level 1 and Level 2 student. Central Charter School (CCS) will use a three-tiered model for delivery of intervention services.

The RtI Leadership Team (RtI) reviewed and took the goals of the School Improvement Plan (SIP) goals before making recommendations regarding student instruction and individualized learning plans.

## **Behavior**

The Leadership Team will utilize a Struggling Behavior Chart for Proactive/Positive Approach to Classroom Management based on the behavioral needs of students. The RtI Leadership Team will review behavioral data such as prior referrals, counseling services, behavioral interventions (contracts), Functional Behavioral Assessment (FBA's), and Positive Behavior Support Intervention Plans (PBISPs), to determine the level and intensity of initial services required for each student. The three-tiered model for delivery of intervention services will be utilized.

TIER 1 students will be provided a school-wide proactive discipline plan, the implementation Positive Behavior Support Intervention (PBSI) of to reinforce school-wide expectations, an individualized classroom management system, and an ongoing school-wide behavioral monitoring system. TIER 2 students will be provided customized contracts for specific targeted behaviors, specific strategies and interventions to be utilized throughout the school day, ongoing school-wide behavioral monitoring through evidenced –based data, conferencing with parents and staff, small group or individual intervention which may include but not limited to counseling sessions with Guidance Counselors.

The RtI Problem-solving process will be used in the development and implementation of the SIP. TIER 3 students will be provided intensive individual counseling services offered by school staff, specific strategies and interventions to be utilized throughout the school day, functional Behavior Assessment and a Positive Behavior Plan, reference to the Collaborative Problem Solving Team to pursue possible evaluation, ongoing school-wide behavioral monitoring through evidenced –based data, and conferencing with parents and staff.

The Literacy Leadership Team (LLT), Literacy Consultant, and other school-based personnel will administer the FAIR, and STAR assessments to students who scored below level 3 on the FCAT. This diagnostic will serve to further identify students' specific deficiencies in the area of reading. The Literacy Coach will collaborate with teachers to implement research-based intervention instructional strategies and programs to address academic concerns for tier 2 and/or tier 3 students. The Literacy Coach and administration will review 2014 FCAT, BAFS, mini assessments, and other data of students who did not show proficiency. This review will serve to further identify students' specific deficiencies. The literacy Coach and administration will collaborate with teachers during data chats to implement research-based intervention instructional strategies and programs to address academic concerns for tier 2 and/or tier 3 students.

The Behavior Specialist will collaborate with teachers to implement research-based intervention behavioral strategies and programs to address behavioral concerns for tier 2 and/or tier 3 students. The Guidance Counselors, ESOL Coordinator, ESE Coordinator, and Behavior Specialist, will keep the team abreast of existing barriers that may interfere in each students' ability to learn such as: identified disability, poor attendance, limited academic engagement, emotional or behavioral concerns, limited opportunities for developmental enrichment, and/or limited English proficiency. The Assistant Principal and Behavior Specialist will monitor and report out on trends in students' behavior referrals on an ongoing basis. The team will meet with teachers on a bi-weekly basis to evaluate evidence-based data to determine students' response intervention. We will summarize the following data: FAIR, FCAT 2.0, Anecdotal, Observation, Antecedent- Behavior-Consequence(s), and Behavior referrals. All teachers will receive refresher/initial staff development during school planning week. This training will include process and interventions. Monthly staff development will ensure compliance thereafter. Facilitators will be but not limited to members of the school's RtI Leadership team. Staff development materials will include literature from the Florida Department of Education online training course, and school-wide data. We will utilize Educational Consultant support team personnel to assist with the training.

**Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan\***

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

**STEM/Math/Science Goal(s):**

By June 2015 80% of the students in Kindergarten-2<sup>nd</sup> grade will be proficient in math based on the End of Year Math Assessment. K-2 Science goals are inapplicable.

By June 2015 40% of the students in 3-7<sup>th</sup> grade will score level 3 or above on Florida Standards Assessment in Math.

By June 2015 36% of the students in 5<sup>th</sup> grade will score level 3 or above FCAT Science 2.0.

**Include data to identify and define areas in need of improvement:** (*i.e., FCAT, End of Course Examination*):

Below (on the next page) is the Discovery data for 3-7 disaggregated by strand. Strand data is not available for K-2, but will be for the 2015-2016 school year as the school will adopt STAR math for progress monitoring which will provide comprehensive as well as disaggregated strand data. As stated in the general narrative, Discovery was a formative assessment used to determine proficiency in Florida Standards. The assessment while web-based did not account for FSA style questioning i.e. multi-select, part A part B questions, etc. As a result this data may overstate student proficiency in the various strands assessed.

2014-2015 Discovery 1 Data per Strand					
	Operations	Number BT	Number Fractions	Measurement	Geometry
3 <sup>rd</sup>	19%	49%	22%	10%	33%
4 <sup>th</sup>	46%	49%	35%	12%	24%
5 <sup>th</sup>	26%	17%	2%	7%	9%
Economically Disadvantaged	28%	36%	16%	11%	25%
Black/African Americans	29%	39%	20%	10%	23%
ESE	18%	27%	18%	0%	9%
ELL	25%	33%	16%	7%	21%
	<b>Ratios</b>	<b>Numbers</b>	<b>Expressions</b>	<b>Geometry</b>	<b>Statistics</b>
6 <sup>th</sup>	34%	60%	4%	88%	8%
7 <sup>th</sup>	16%	42%	5%	0%	5%
Economically Disadvantaged	35%	62%	4%	90%	4%
Black/African Americans	26%	38%	4%	90%	7%
ESE	N/A	N/A	N/A	N/A	N/A
ELL	23%	15%	0%	8%	0%

2014-2015 Discovery 2 Data per Strand					
	Operations	Number BT	Number Fractions	Measurement	Geometry
3 <sup>rd</sup>	17%	38%	40%	4%	47%
4 <sup>th</sup>	33%	54%	21%	19%	46%
5 <sup>th</sup>	49%	15%	19%	10%	3%
Economically Disadvantaged	20%	20%	20%	9%	34%
Black/African Americans	32%	36%	28%	11%	33%
ESE	18%	36%	36%	9%	27%
ELL	8%	23%	15%	0%	0%
	<b>Ratios</b>	<b>Numbers</b>	<b>Expressions</b>	<b>Geometry</b>	<b>Statistics</b>
6 <sup>th</sup>	35%	16%	16%	0%	14%
7 <sup>th</sup>	13%	45%	7%	7%	0%
Economically Disadvantaged	41%	35%	12%	0%	0%
Black/African Americans	26%	28%	12%	7%	13%
ESE	N/A	N/A	N/A	N/A	N/A
ELL	38	30	26	0	31

The Discovery strand data above shows grade level proficiency in each strand. Consistently, measurement is the weakest strand in 3<sup>rd</sup>-5<sup>th</sup> grade levels in both testing sessions. Operations and fractions also appear to be an area of concern for 3<sup>rd</sup>-5<sup>th</sup> while the data indicates that students in middle school struggle with geometry and

statistics.

Below is the BAFS data disaggregated by strand and without subgroup data. As stated in the general narrative, this data had to be manually aggregated by standard to produce each proficiency rate for each standard. The raw format of the data did not make disaggregation by subgroup feasible. As stated in the general narrative, the limited items within each standard, which compromised the ability to determine proficiency, as each standard was assessed using only 2-3 items, impact the reliability of this data. As a result students would have to demonstrate 100% proficiency in each standard. The school adjusted the proficiency rate to 67, %, which still left reliability concerns for those standards, which were assessed using only 2 items. As a result, BAFS data may under represent student proficiency in the various strands assessed.

2014-2015 BAFS 1 Data per Strand					
	Operations	Number BT	Number Fractions	Measurement	Geo- metry
3 <sup>rd</sup>	40%	34%	N/A	55%	N/A
4 <sup>th</sup>	35%	46%	N/A	N/A	N/A
5 <sup>th</sup>	7%	12%	N/A	N/A	N/A
	Ratios	Numbers	Expressions	Geometry	Statistics
6 <sup>th</sup>	N/A	18%	N/A	N/A	N/A
7 <sup>th</sup>	7%	12%	3%	N/A	N/A

2014-2015 BAFS 2 Data per Strand					
	Operations	Number	Number Fractions	Measurement	Geo-

			<b>BT</b>			<b>metry</b>
3 <sup>rd</sup>	14%	5%	2%	N/A	N/A	
4 <sup>th</sup>	14%	22%	20%	N/A	N/A	
5 <sup>th</sup>	N/A	16%	10%	N/A	N/A	
	Ratios	Numbers	Expressions	Geometry	Statistics	
6 <sup>th</sup>	7%	N/A	7%	N/A	N/A	
7 <sup>th</sup>	N/A	N/A	5%	5%	N/A	

The BAFS strand data shows grade level proficiency in each strand. The data indicates an overall decline in student performance in 3<sup>rd</sup> and 4<sup>th</sup> grade in operations, number sense, and base ten while nominal increases occurred in 7<sup>th</sup> grade in the strand of expression. While there are reliability concerns with the data, the school does acknowledge that there is sufficient data to conclude the need for more effective instruction in math, progress monitoring, and implementation of interventions in tier 1 as well as tier 2 and 3, in number sense, operations, measurement, and geometry.

*\*Strand based data is not available for science.*

<b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>
<b>Science Fusion K-4:</b> This is the curriculum that will be used in a 30-minute science block with whole group collaborative and cooperative instruction.	5/15-5/16	During School	Program Assessments	Teachers, Administrators, Coaches	Currently Funded
<b>Science Fusion 5-7:</b> This is the curriculum that will be used in a 60-minute science block with whole group collaborative and cooperative instruction.	5/15-5/16	During School	Program Assessments	Teachers, Administrators, Coaches	Currently Funded
<b>Science Boot Camp:</b> This resource is researched based and will be used to supplement Fusion for 5 <sup>th</sup> grade.	1/16 - 4/16	Saturdays	Program Assessments	Teachers, Administrators, Coaches	\$6,000/Title I Funding
<b>BreakAway to Science Success Grade 5:</b> This resource will be used for Saturday School curriculum. Saturday school will begin in January of 2016, begin at 9am and end at 12pm. Students	1/16 - 4/16	ELO: Saturday School	Program Pre and Post Assessment	Saturday School Administrator	\$2400/Title I Funding

being tested in reading and math only will rotate between an 80 minute reading session and 80 minute math session. Students being tested in reading, math, and writing only will rotate between a 50-minute reading session, 50-minute math session and a 60-minute writing session. Students being tested in reading, math, writing, and science will rotate between a 40-minute reading sessions, 40-minute math session, 40-minute science session, and a 50-minute writing session.					
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**Science Goal (s):**

By June 2015, 36% of the students in 5th grade will score level 3 or above FCAT Science 2.0.

**Include data for Proficient students** (*i.e., FCAT, End Of Course Examinations*):

31% of 5<sup>th</sup> achieved proficiency on the 2013/2014 FCAT Science 2.0

**Include data for Non-proficient students** (*i.e. FCAT, End of Course Examinations*):

69% of 5<sup>th</sup> did not achieve proficiency on the 2013/2014 FCAT Science 2.0

**2014 Current Level of Performance**

3% of 5<sup>th</sup> achieved proficiency on Science BAFS 1 (BAFS will not be used for the 2015-2016 school year).

32% of 5<sup>th</sup> achieved proficiency on Science BAFS 2.

**2015 Expected Level of Performance**

35% of 5<sup>th</sup> will achieve proficiency on FCAT Science 2.0.

33% of 5<sup>th</sup> will achieve proficiency on USA Testprep Science 1.

34% of 5<sup>th</sup> will achieve proficiency on USA Testprep Science 2.

**2014 Current Level of Performance**

The data below reflects non proficient students:

*The data below reflects non proficient students:*

97% of 5<sup>th</sup> did not achieve proficiency on Science BAFS 1.

68% of 5<sup>th</sup> did not achieve proficiency on Science BAFS 2.

**2015 Expected Level of Performance**

35% of 5<sup>th</sup> will achieve proficiency on FCAT Science 2.0.

33% of 5<sup>th</sup> will achieve proficiency on USA Testprep Science 1.

34% of 5<sup>th</sup> will achieve proficiency on USA Testprep Science 2.

**Mathematics Goal(s):**

By June 2015 80% of the students in Kindergarten-2nd grade will be proficient in math based on the End of Year Math Assessment.

By June 2015 40% of the students in 3-7th grade will score level 3 or above on Florida Standards Assessment in Math.



<b>Include data for Proficient students (i.e., FCAT, End Of Course Examinations):</b>		<b>Include data for Non-proficient students (i.e. FCAT, End of Course Examinations):</b>	
85% of 1 <sup>st</sup> -2 <sup>nd</sup> achieved proficiency on the 2014 Primary End of Year Math		85% of 1 <sup>st</sup> -2 <sup>nd</sup> did not achieve proficiency on the 2014 Primary End of Year Math	
34% of 3 <sup>rd</sup> -7 <sup>th</sup> achieved proficiency on the 2013/2014 FCAT Math		66% of 3 <sup>rd</sup> -7 <sup>th</sup> did not achieve proficiency on the 2013/2014 FCAT Math	
<b>2014 Current Level of Performance</b>	<b>2015 Expected Level of Performance</b>	<b>2014 Current Level of Performance</b>	<b>2015 Expected Level of Performance</b>
73% of K-2 achieved proficiency in Go Math (Beg)	75% of K-2 will achieve proficiency on STAR Math (Fall) Assessment.	<i>The data below reflects non-proficient students</i>	<i>Student Non proficiency rates will decrease by at least 3%.</i>
81% of K-2 achieved proficiency in Go Math (End)	83% of K-2 will achieve proficiency on STAR Math (Winter) Assessment.	15% of K-2 did not achieve proficiency on STAR Math (Fall) Assessment.	75% of K-2 will achieve proficiency on STAR Math (Fall) Assessment.
8% of 3 <sup>rd</sup> -5 <sup>th</sup> achieved proficiency in BAFS 2 (BAFS will not be used for the 2015-2016 school year)	84% of K-2 will achieve proficiency on STAR Math (Spring) Assessment.	17% of K-2 did not achieve proficiency on STAR Math (Winter) Assessment.	83% of K-2 will achieve proficiency on STAR Math (Winter) Assessment.
22% of 3 <sup>rd</sup> -5 <sup>th</sup> achieved proficiency in Discovery 1 (Discovery will not be used for the 2015-2016 school year)	35% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on FSA Math.	16% of K-2 did not achieve proficiency on STAR Math (Spring) Assessment.	84% of K-2 will achieve proficiency on STAR Math (Spring) Assessment.
36% of 3 <sup>rd</sup> -5 <sup>th</sup> achieved proficiency in Discovery 2)	30% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on USA Testprep 1.	92% of 3 <sup>rd</sup> -5 <sup>th</sup> did not achieve proficiency on BAFS 2.	35% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on FSA Math.
2% of 6 <sup>th</sup> -7 <sup>th</sup> achieved proficiency in BAFS 2	32% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on USA Testprep 2.	70% of 3 <sup>rd</sup> -5 <sup>th</sup> did not achieve proficiency on USA Testprep 1.	30% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on USA Testprep 1.
26% of 6 <sup>th</sup> -7 <sup>th</sup> achieved proficiency in Discovery 1	33% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on Science BAFS 1.	68% of 3 <sup>rd</sup> -5 <sup>th</sup> did not achieve proficiency on USA Testprep 2.	32% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on USA Testprep 2.
43% of 6 <sup>th</sup> -7 <sup>th</sup> achieved proficiency in Discovery 2	34% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on Science BAFS 2.	98% of 6 <sup>th</sup> -7 <sup>th</sup> did not achieve proficiency on BAFS.	33% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on Science BAFS 1.
	35% of 6 <sup>th</sup> -7 <sup>th</sup> will achieve proficiency on FSA Math.	74% of 6 <sup>th</sup> -7 <sup>th</sup> did not achieve proficiency on Discovery 1.	34% of 3 <sup>rd</sup> -5 <sup>th</sup> will achieve proficiency on Science BAFS 2.
	32% of 6 <sup>th</sup> -7 <sup>th</sup> will achieve proficiency on USA Testprep Math 1.	67% of 6 <sup>th</sup> -7 <sup>th</sup> did not achieve proficiency on Discovery 2.	35% of 6 <sup>th</sup> -7 <sup>th</sup> will achieve proficiency on FSA Math.
	35% of 6 <sup>th</sup> -7 <sup>th</sup> will achieve proficiency on USA Testprep Math 2.		32% of 6 <sup>th</sup> -7 <sup>th</sup> will achieve proficiency on USA Testprep Math 1.

			35% of 6 <sup>th</sup> -7 <sup>th</sup> will achieve proficiency on USA Testprep Math 2.
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**Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:**

<b>Baseline data 2011-2012:</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>K-7: 65%</b>	<b>K-7: 68%</b>	<b>K-7: 72%</b>	<b>K-2: 81%</b> <b>3-5: 32%</b> <b>6-7: 35%</b>	<b>K-2: 84%</b> <b>3-5: 35%</b> <b>6-7: 38%</b>	<b>K-2: 87%</b> <b>3-5: 40%</b> <b>6-7: 42%</b>	<b>K-2: 90%</b> <b>3-5: 43%</b> <b>6-7: 45%</b>

<b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Select Appropriate Subject Area</b> <i>(i.e. Mathematics-Algebra, Science – Chemistry)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/ Funding Source</b>
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*The math portion of this plan reflects the latest struggling math chart (2010/2011) and will be updated in accordance with the latest chart being drafted this summer.*

<b>Benchmark Assessment:</b> This benchmark assessment test is “aligned with Florida Standards and shows progress for each student at their levels.” Then assessment simulates the FSA and will be administered twice, once in January of 2015 and the second in January 2016. This data will be used to formally assessed student proficiency in FSA Math and Science Standards (for 5 <sup>th</sup> grade). The data will be used to make instructional decisions as to which standards and strands, the students are progressing in and which ones require more instructional support.	Math/Science	8/15-5/16	During School	USA Testprep	Teachers, Coaches, Administrators	\$3,562/Title I Funding
<b>Core: GO Math MAFS (K-7)</b> Teachers will	Math	5/15-5/16	During School	Program	Teachers, Coaches,	\$13,165/ Title I

engage student using teach and talk model the lesson as designed in the GOMath MAFS series. Teachers will group the students in small groups for practice including hands on activities and independent work; during this time students will also work at centers. To close out the lesson teachers will reassemble for summarizing the math lesson. Go math RTI resources will be used to provide regular math interventions. (These students are identified by STAR Math, the progress-monitoring tool used for Math.)			Math Block	Assessments / STAR Math	Administrators	Funding
<b>Supplemental: Soar to Success Math K-5:</b> This intervention is not represented on the 2010 struggling math chart, however, it is researched based and will be used to provide tier 2-3 interventions for students identified as needing urgent interventions on the STAR Math diagnostic that will be administered 3 times per year: fall, winter, and Spring. Tier 2 interventions will take place during the small group rotation of the math block. Tier 3 interventions will alternate during the social studies, specials, science (except 5 <sup>th</sup> grade) period,	Math	8/15-5/16	During School	Program Assessments/ STAR Math	Teachers, Coaches, Administrators	\$13,165/ Title I Funding
<b>Supplemental: Soar to Success Math 6-7:</b> This intervention is not represented on the 2010 struggling math chart, however, it is researched based and will be used to provide tier 2-3 interventions for students identified as needing urgent interventions on the STAR Math diagnostic that will be administered 3 times per year: fall, winter, and Spring. Tier 2 interventions will take place during the small group rotation of the math block. Tier 3 interventions will occur during electives.	Math	8/15-5/16	During School: Electives	Program Assessments/ STAR Math	Teachers, Coaches, Administrators	\$13,165/ Title I Funding
<b>Supplemental: Touch Math K-7:</b> This intervention is researched based and can be used to provide ESOL interventions well as ESE accommodations/modifications as per the 2010 struggling math chart. Tier 2 interventions for ESOL and ESE students in RTI, will take place during the small group rotation of the math block.	Math	8/15-5/16	During School	Program Assessments/ STAR Math	Teachers, ESOL, Contact, ESE Specialist, Administrators	\$13,165/ Title I Funding

Tier 3 pullout interventions will alternate during the social studies, specials, and science (except 5th grade) period. ESE students with specialized instruction will receive their services during the math block in accordance with their IEP.						
<b>Supplemental: Compass Learning Odyssey Math K-7:</b> This supplemental resource is an online learning program with Common Core customized learning paths designed based on student pretest diagnostic data. This resource also enables teachers to assign specific standards based assignments where students are able to work independently and interactively with the program's tutorials to review standards based concepts, ideas, and activities. It will be used during the school year to supplement core curriculum and provide instant feedback to teachers and students.	Math	8/15-5/16	During School	Program Assessments	Teachers, Coaches, Principal	\$9,935/ Title I Funding
<b>Supplemental: Ready Florida Mathematics Program 3-7:</b> This resource will be used for Saturday School curriculum. It includes a gradual release model for introducing student to standards based mathematics instruction and problem solving. . Saturday school will begin in January of 2015, begin at 9am and end at 12pm. Students being tested in reading and math only will rotate between an 80 minute reading session and 80 minute math session. Students being tested in reading, math, and writing only will rotate between a 50-minute reading session, 50-minute math session and a 60-minute writing session. Students being tested in reading, math, writing, and science will rotate between a 40-minute reading sessions, 40-minute math session, 40-minute science session, and a 50-minute writing session.	Math	8/15-5/16	ELO: Saturday School	Pre and Post Assessment, unit assessments.	Teachers, Coaches, Administrators	\$9,920/General Fund
<b>Supplemental: Xtra Math.org K-7:</b> This resource will be used to address math fluency concerns (basic mental math facts). (Internet privacy waivers will be issued for students.)	Math	8/15-5/16	During School	Program Assessments	Teachers, Coaches, Administrators	Free
<b>Core: Science Fusion K-4:</b> 30 minute collaborative whole group instruction.	Science	5/15-5/16	During School Science Block	Program Assessments	Teachers, Coaches, Administrators	Currently Funded

<b>Core: Science Fusion 5-7:</b> 60 minute collaborative whole group instruction.	Science	5/15-5/16	During School Science Block	Program Assessments	Teachers, Coaches, Administrators	Currently Funded
<b>Science Boot Camp 5<sup>th</sup> grade only:</b> This resource is researched based and will be used to supplement Fusion with hands interactive science activities.	Science	8/15-5/16	During Science Block	Program Assessments	Teachers, Coaches, Administrators	\$6,000/Title I Funding
<b>Supplemental: BreakAway to Science Success Grade 5:</b> This resource will be used for Saturday School curriculum. Saturday school will begin in January of 2015, begin at 9am and end at 12pm. Students being tested in reading and math only will rotate between an 80 minute reading session and 80 minute math session. Students being tested in reading, math, and writing only will rotate between a 50-minute reading session, 50-minute math session and a 60-minute writing session. Students being tested in reading, math, writing, and science will rotate between a 40-minute reading sessions, 40-minute math session, 40-minute science session, and a 50-minute writing session.	Science	10/15-4/16	ELO: Saturday School	Program Pre and Post Assessment	Saturday School Administrator	Materials: \$2400/ Title I Funding
<b>Math/Science K-7 Writing Across The Curriculum:</b> Writing/Language standards will be integrated across the curriculum. At least 1 Learning scale reflecting writing/language standards will be posted in each classroom and referred to for instructional purposes in the content areas for open response prompts in science and math -narrative responses). Lesson plans and instruction for math/science will have to reflect at least 1 of writing standards included in each lesson/unit. Team leaders will ensure that their grade level lesson plans reflect this during team planning. Coaches will audit lesson plans for integration of writing across the curriculum. Struggling teachers will be assigned to observe teachers who demonstrate proficiency in integrating writing across the curriculum during their planning block. Proficient teachers will share best practices during PLCs. Principals will look for evidence of integration of writing during content area observations.	Math/Science	8/15-5/16	During School	FSA Standard Based Learning Scale used to asses open response questions in math and science	Teachers, Coaches, Administrators	N/A

<p><b>Math/Science K-7 Speaking/Language and Listening Standards:</b> Speaking/Language and Listening standards will be integrated across the curriculum. Learning scales reflecting speaking/language and listening standards will be posted in each classroom and referred to during, read alouds, collaborative Q/A discussions, as well as presentations that require students to present information. Lesson plans for each subject will have to reflect at least 1 speaking and 1 listening standard being assessed for each lesson or unit being taught. Students in each grade level will have at least 1 project to complete and present for the purpose of assessing speaking and listening standards each semester. Grade levels will identify the two project themes their grade level will be focusing on by September 2015. Coaches will create the scope of the project, by August 2015. Team leaders will ensure that their grade level lesson plans reflect this during team planning. Coaches will audit lesson plans for integration of speaking/listening across the curriculum. Struggling teachers will be assigned to observe teachers who demonstrate proficiency in speaking/listening across the curriculum during their planning block. Proficient teachers will share best practices during PLCs. Principals will look for evidence of integration of speaking/listening during observations.</p>	Math/Science	8/15-5/16	During School	FSA Standard Based Learning Scale Rubric used to assess listening comprehension and speaking proficiency for project-based learning.	Administrators- iobservation, Coaches -Lesson plan audit/approvals, Team Leader-team planning	N/A
<p><b>Math/Science K-7 Vocabulary Standards:</b> Vocabulary will be taught across the curriculum through the use of interactive tier 2 and tier 3 word walls. Contextual decoding strategies will be integrated into tier 2 and 3 words from math and science. Teachers will be trained in implementation of active tier 2 and tier 3 words.</p>	Math/Science	8/15-5/16	During School	Observations, Lesson Plan Audits	Administrators - iobservation, Coaches -Modeling	N/A
<p><b>Math/Science K-2 Language Intervention Checklist:</b> This intervention is for students demonstrating expressive/receptive language concerns as is relates to listening comprehension, speaking standards, and deficiencies in expressive</p>	Math/Science	8/15-5/16	During School	Observations, Lesson Plan Audits	Administrators - iobservation, Coaches -Modeling	N/A

<p>writing as the primary and causal concern for comprehension, math [word problems] auditory learning deficiencies as measured by 2+ grade level disparities in oral reading fluency, comprehension and vocabulary (for appropriate grade levels) as well as teacher and SLP observations. The 2014-2015 school year indicated that tier 2 and Gen Ed and intervention teachers needed more training in identifying these students, scaffolding interventions and documenting implementation of the interventions so teachers will receive a copy of the intervention checklist in their teaching binders and 2 trainings will be conducted throughout the year; the first in September 2015 and the 2nd in January of 2016. Intervention teachers will receive this training as apart of their specific intervention training.</p>						
<p><b>K-5 ELO: Extended Math Block:</b> 2014-2015 data as well as trend data indicate major declines in student proficiency in testing grade levels. Analysis of the data indicate that there is a disconnect between the rigor of K-2 student achievement and that of testing grade levels. In order to close the achievement gap between K-2 and the testing grade levels the math block will be extended from 60 minutes in 2nd grade to 90 minutes. The math block will be extended by 15 minutes for grades K-1. The extended time period will be used to implement differentiated small group rotations where intervention level and urgent intervention level students will receive either GoMath or Soar to Success tier 2-3 intervention depending on placement in accordance with STAR Math diagnostic reporting</p>	Math	8/15-5/16	During School	Pre and Post Test	Teachers, Coaches, Administrators	\$200/General Fund
<p><b>6-7 Extended Math Block:</b> 2014-2015 data indicate major over all deficiencies in student performance across all math strands. The Fall administration of STAR math will provide more reliable data regarding the specific intervention needs of struggling students. The 2015-2016 school year will provide an additional 30 minute</p>	Math	8/15-5/16	During School	Program Assessments, STAR Math	Teachers, Coaches, Administrators	\$200/General Fund

<p>math block for students identified as "urgent intervention" on the fall administration of STAR Math diagnostic and progress monitoring. These students will receive this ELO during their elective (with a waiver) for students scoring level 1 on the FSA and/or identified as urgent intervention on STAR Math for grades 6-7. The extended time period will be used to implement Soar to Success Math tier 2-3 intervention. Students identified as "intervention" will receive tier 2 support during their regular math block in accordance with Go Math's tier 2 intervention program.</p>						
<p><b>ELO: 3-7 Saturday School:</b>  Saturday school will begin in January of 2016, at 9am and end at 12pm. Students being tested in reading and math only will rotate between an 80 minute reading session and 80 minute math session. Students being tested in reading, math, and writing only will rotate between a 50-minute reading session, 50-minute math session and a 60-minute writing session. Students being tested in reading, math, writing, and science will rotate between a 40-minute reading sessions, 40-minute math session, 40-minute science session, and a 50-minute writing session. 3-7 will use Super QAR for Reading; 3-5 will use Ready Florida Writing; Opinion, Narrative, and Argumentative writing mentor text and prompts will be used for 6-7; Ready Florida Mathematics will be used for 3-7, Break Away Science will be used for 5<sup>th</sup> grade.</p>	<p><b>Math/Science</b></p>	<p>1/16 - 4/16</p>	<p><b>ELO:</b>  Saturday School</p>	<p>Program Assessments (Pre and Post Test)</p>	<p>Saturday School Administrator</p>	<p>Teachers:  \$19,200/ Title I Funding</p>



**Below is the MTSS/RTI Math Process:**

<b>MTSS/RTI MATH TEAM AND PROCESS</b>	
<b>School based MTSS/RTI Team</b>	<b>School based MTSS/RTI Team Member Function/Role</b>
<b>ESE Specialist</b>	Schedule and attend tier 3 meetings, analyze data, discuss implementation, conduct student observations, progress of student interventions, and case manage all MTSS/RTI cases involving existing ESE students
<b>Math Coach</b>	Identify student MTSS student recommendation based on STAR Math diagnostic reporting of intervention and urgent intervention level students, schedule/attend tier 2 meetings, analyze data, discuss implementation, conduct student observations, monitor progress of student interventions, involve ESE in all MTSS/RTI cases progressing towards tier 3 and/or behavior/focus/attention concerns, and case manage all NON ESE, MTSS/RTI cases.
<b>Tier 2 Implementer</b> <i>(This person is often times a designated teacher on the grade level.)</i>	Implement tier 2 interventions, collect data, attend meetings, present data, and conduct student observations
<b>Tier 3 Implementer</b> <i>(This person is often times the coach or certified instructional support.)</i>	Implement tier 3 interventions, collect data, attend meetings, present data, and conduct student observations
<b>Speech/Language Pathologist</b>	Recommend Tier 1-3 language interventions to team, conduct student observations, case manage speech only referrals, consult on all language referrals, schedule/attend cases involving language interventions.
<b>Counselor</b>	Recommend Tier 1-3 behavior interventions to team, conduct student observations, case manage cases that only involve behavior, consult on all referrals involving behavior, schedule/attend cases involving behavior interventions.

<b>Principal School</b>	Ensure MTSS/RTI Fidelity
<b>School Psychologist</b>	Determine fidelity, provide testing if needed
<b>General Ed. Teacher</b>	Recommend students for MTSS intervention and enrichment based on data (STAR Math, Class work, etc.) and teacher observations, implement tier 1 interventions, attend meetings
<b>Gifted Coordinator</b>	Recommend tier 1 and small group enrichment to team, conduct student observations, case manage students in gifted process, consult on all MTSS/RTI referrals regarding, schedule/attend meetings
<b>ESOL Contact</b>	Recommend Tier 1-3 ESOL interventions to team, conduct student observations, case manage ESOL student in MTSS that are not classified ESE, consult on all MTSS/RTI referrals involving ESOL, schedule/attend meetings

All students will be tested in STAR Math. CPST meetings will begin to discuss with teachers and parents students whose score within the intervention and urgent intervention range based on STAR Math results. Students who demonstrate grade level or above level proficiency will receive enrichment through GoMath differentiated instruction. Students who master the skills and concepts will use Grab and Go enrichment activities and books to further challenge the students. Teachers and instructional support will receive training in this curriculum. Teacher trainings will be during week 1 preplanning.	Math	8/2015-9/2015 <i>Ongoing for students entering midyear</i>	STAR Math Assessment: During School CPSTs Mtgs: Before/After School	STAR Math	MTSS/RTI Team	STAR Math: \$13,165/ Title I Funding
<b>K-7:</b> Students with fluency (basic mental math fact) concerns will be enrolled in Xtramath.org	Math	8/15-5/16	8/2015-9/2015 <i>Ongoing for students entering midyear</i>	Program Assessments	MTSS/RTI Team	N/A
<b>K-7:</b> Students whose STAR Math diagnostic reports indicate intervention level support will receive tier 2 interventions in accordance with grade level Go Math Curriculum.	Math	8/15-5/16	During School	STAR Math	MTSS/RTI Team	\$13,165/ Title I Funding
<b>K-7:</b> Students whose STAR Math diagnostic reports indicate urgent intervention level support will receive tier 2 interventions via Soar to Success Math.	Math	8/15-5/16	During School	STAR Math	MTSS/RTI Team	\$13,165/ Title I Funding
Tier 2 teachers designated per grade level or 20 minute pushing small group, based on staffing, administer tier 2. Teachers are determined based on need and will be certified in the content area and trained in the intervention being administered.	Math	8/15-5/16	During School	N/A	MTSS/RTI Team	N/A
<b>6-7:</b> Tier 3 is administered by a certified math teacher in an additional 30 minute math intervention block during the students' elective.	Math	8/15-5/16	During School	N/A	MTSS/RTI Team	N/A

<b>K-7:</b> Teachers of students who are DAR reflects possible language concerns will be given a language checklist to complete. If there are a sufficiency number of students, they will receive tier 2 language interventions. If the sample is size too small they will begin tier 3 services through instructional support and teacher support in differentiating instruction using the language intervention checklist.	Math	8/15-5/16	During School	DAR	MTSS/RTI Team	N/A
<b>K-7:</b> Tier 3 is administered by tier 3 implementer (math coach or certified instructional support) via 20-minute pullout and is rotated through specials, social studies, and the intervention block times so that the student is not significantly absent in any of the listed areas of instruction.	Math	8/15-5/16	During School	Service Logs	MTSS/RTI Team	N/A
<b>K-7:</b> Tier 2 students who do not meet the CPST benchmark/goal -their data is evaluated to determine if the student is properly placed. Students who are not properly placed will receive more appropriate interventions. Students who are properly placed will be referred to tier 3.	Math	8/15-5/16	During School	Program Assessments/ STAR Math	MTSS/RTI Team	\$13,165/ Title I Funding
<b>K-7:</b> Tier 2 students who meet the CPST benchmark/goal -their data is evaluated to determine if there are additional concerns. If there are additional concerns, appropriate interventions will be administered. If there are no further concerns, the student will be removed from tier 2.	Math	8/15-5/16	During School	Program Assessments/ STAR Math	MTSS/RTI Team	\$13,165/ Title I Funding
<b>K-7:</b> Tier 3 students who do not meet the CPST benchmark/goal -their data is evaluated to determine if the student is properly placed. Students who are not properly placed will receive more appropriate interventions. Parents of students who are properly placed will be notified of ESE testing availability.	Math	8/15-5/16	During School	Program Assessments/ STAR Math	MTSS/RTI Team	\$13,165/ Title I Funding
<b>K-7:</b> Tier 3 students who meet the CPST benchmark/goal -their data is evaluated to determine if there are additional concerns. If there are additional concerns, appropriate interventions will be administered. If there are no further concerns, the student will be removed from tier 3 and placed back in tier	Math	8/15-5/16	During School	Program Assessments/ STAR Math	MTSS/RTI Team	\$13,165/ Title I Funding

<b>ESOL Strategies Matrix:</b> Evidence of ESOL strategies implementation in math and science will be included in lesson plans and implemented during instruction to address the needs of ESOL students.	Math	5/15-5/16	During School	Lesson Plan Audits, Observations	Coaches, Administrators	N/A
<b>Heritage Language Support:</b> ELL students in need of ELL academic support in math and science will receive heritage language support in Gen Ed/ESE/MTSS interventions, etc.	Math	8/15-5/16	During School	Lesson Plan Audits, Observations	ESOL Contact	N/A
<b>ESE Accommodations/Modifications:</b> The math and science needs of ESE students will be met in accordance with accommodations and modifications indicated on the IEP. Furthermore differentiation will occur to achieve Webb's Depth of Knowledge (2+) for ESE students whose ESE classification affects progression along Bloom's Taxonomy.	Math	5/15-5/16	During School	Lesson Plan Audits, Observations	ESE Specialist, Administrators	N/A
<b>504 Accommodations/Modifications:</b> The needs of 504 students will be met in accordance with accommodations and modifications indicated on the 504.	Math	5/15-5/16	During School	Lesson Plan Audits, Observations	504 Liaison, Administrators	N/A

<b>STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity</b>							
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
<b>Professional Development Content/Topic and/or PLC Focus</b>	<b>Grade Level/ Subject</b>	<b>PD Facilitator and /or PLC Leader</b>	<b>PD Participant</b>	<b>Target Dates (e.g.: Early Release) and Schedules (e.g.: Frequency of meetings)</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Strategy for Follow-up/ Monitoring</b>	<b>Amount/ Funding Source</b>
<b>K-7:</b> Teachers will collaborate in grade-level PLC's to identify research-based strategies to address areas of weakness and raise students' test scores. Based on 2014-2015, all areas of math are weak with measurement being the lowest performing strand. 2015-2016 PLC goals will reflect areas of weakness for new and returning students based on FSA outcomes and STAR Math data. Teachers will included the specific	K-7: Math/  Science	Team Leader	K-7 Teachers	8/2015 - 5/2016 Weekly PLCs	Coaches, <i>Administrators</i>	Coaches are assigned to attend PLCs	N/A

needs of the ESE and ELL students and identify specific strategies that will address their unique needs.							
5 <sup>th</sup> grade students who have mastered the skills and concepts will be given more challenging content. Students experiencing difficulties, including ELL and ESE students, will be given extra assistance during extended learning opportunities, i.e. Saturday School.	5 <sup>th</sup> Grade Science	8/2015 - 5/2016 Weekly PLCs	5 <sup>th</sup> Grade Teachers	8/2015 - 5/2016 Weekly PLCs	Coaches, Administrators	Coaches are assigned to attend PLCs	N/A
ELL: Teachers will receive lesson plan and instructional modeling of how to scaffold ELL Instructional Strategies into the lesson plan and differentiate instruction for ELL students across the curriculum. The 2014/2015 school year revealed instructional concerns stemming from ineffective planning.	K-7: Math/ Science	ESOL Contact	K-7 Teachers	8/2015 - 5/2016 Week 2 of 2 week Preplanning, Teacher Planning Days (for struggling teachers)	Administrators	Lesson plans audits by coaches and observations by principal to ensure implementat ion	N/A
ESE/504: Teachers will receive lesson plan and instructional modeling of how, when, and with whom to modify, accommodate differentiate and scaffold instruction to meet the needs of ESE and 504 students in tier 1 and tier 2 (if needed).	K-7: Math/ Science	ESE Specialist	K-7 Teachers	8/2015 - 5/2016 Week 2 of 2 week Preplanning	Administrators	Monthly consultation s with ESE specialist as per IEP to monitor student progress and ensure implemen- tation	N/A
Teachers will receive support in writing Across the Curriculum (math and science): Lesson plan and instructional modeling of how to plan for and implement writing across the curriculum. The 2014/2015 school year revealed instructional concerns	Math/ Science	Reading /Math Coach	K-7 Teachers	8/2015 - 5/2016 Week 1 of 2 week Preplanning	Principal	Weekly team planning and Monthly Professional Develop- ment on planning	N/A

stemming from ineffective planning						days as needed	
Supplemental Curriculum: Lesson plan and instructional training in Soar to Success Math and Touch Math for tier 2 teachers.	Math	Math Coach	K-7 Teachers	8/2015 - 5/2016 Week 1 of 2 week Preplanning	Administrators	September Early Release Day, Monthly CPST meetings and MTSS data chats to monitor student progress and ensure implementation	N/A
Teachers will receive support in Speaking/Language and Listening: Lesson plan and instructional modeling of how to plan for and implement speaking/language and listening across the curriculum. The 2014/2015 school year revealed instructional concerns stemming from ineffective planning.	Math/ Science	Reading /Math Coach	K-7 Teachers	8/2015 - 5/2016 Week 2 of Preplanning	Administrators	Weekly team planning and Monthly Professional Development on planning days as needed	N/A
Teachers will receive professional development in the creation and use of interactive word walls: Lesson plan and instructional modeling of how to differentiate and scaffold instruction at tier 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.	Math/ Science	Math/Reading Coach	K-7 Teachers	8/2015 - 5/2016 Week 1 of 2 week Preplanning	Administrators	Weekly team planning and Monthly Professional Development on planning days as needed	N/A
Teachers will receive professional development in FSA Rigor: Lesson plan and instructional modeling of how to differentiate and scaffold instruction	Math/ Science	Math Coach	K-7 Teachers	8/2015 - 5/2016 Week 1 of 2 week Preplanning	Administrators	Weekly team planning and Monthly	N/A

at tier 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.						Professional Development on planning days as needed	
Teachers will receive professional development in differentiation and Scaffolding: Lesson plan and instructional modeling of how to differentiate and scaffold instruction at tier 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.	Math/ Science	Math Coach	K-7 Teachers	8/2015 - 5/2016 Week 1 of 2 week Preplanning	Administrators	Weekly team planning and Monthly Professional Development on planning days as needed	N/A

**STEM/Math/Science Action Plan\*:** Optional if all students are proficient in this area across all grade levels (FCAT Level 3 or higher or equivalent for EOCs).