2013-2014 SCHOOL IMPROVEMENT PLAN

Meadowbrook Elementary School

11525 NW 39TH AVE

Gainesville, FL 32606

352-333-2828

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	39%

Alternative/ESE Center	Charter School	Minority Rate
No	No	43%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	B			

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Meadowbrook Elementary School

Principal

Brad Burklew

School Advisory Council chair

Megan Moesching

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

Name	Title
Brooke Newell	Curriculum Resource Teacher
Chris Beland	Behavior Resource Teacher
Kathy Hammill	Guidance Counselor

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

11/5/2013

School Advisory Council (SAC)

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

Membership of the SAC

Brad Burklew - principal
Dawn Moore - teacher
Megan Moesching - teacher/chair
Crystal Ladwig - parent
Joseph Lowry - parent
Becky Henson - career service
Mark Hickman - other citizen
Tony Tomlinson - other citizen

Involvement of the SAC in the development of the SIP

The School Advisory Council met and reviewed the School Improvement Plan Goals. The council discussed the goals and agreed that they were appropriate and attainable.

Activities of the SAC for the upcoming school year

The School Advisory council will meet four times in the 2013-2014 school year. The planned dates are: September 25, February 12, May 14, and June 25. All meetings are scheduled to take place at the school. The SAC members serve in an advisory capacity to the school principal and in the preparation and evaluation for the school improvement plan required pursuant to Florida statutes.

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

Due to there being no lotto funds, Meadowbrook does not currently have a budget to present.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
1

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

Administrator Information:

Brad Burklew		
Principal	Years as Administrator: 13	Years at Current School: 2
Credentials	Bachelors of Arts in Education Masters in Education Specialist in Education with a focus on curriculum and instruction Certifications: Elementary Education K-6 Educational Leadership K-12 Principal Certification K-12	
Performance Record	Waldo Elementary earned a school grade of a B from 2005-2007 (2 years) Talbot Elementary earned A's from 2007-2012 (5 years) Meadowbrook earned a school grade of a B from 2012-2013 (1 year)	

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
45

 # receiving effective rating or higher
45, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
45, 100%

 # ESOL endorsed
23, 51%

 # reading endorsed
3, 7%

 # with advanced degrees
27, 60%

 # National Board Certified
0, 0%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
18, 40%

 # with 6-14 years of experience
15, 33%

 # with 15 or more years of experience
10, 22%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
8, 73%

Teacher Recruitment and Retention Strategies

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

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

Meadowbrook Elementary will use the following strategies to recruit and retain teachers:
*District assigns mentor coaches to new teachers (Principal/Heather Harbour)
*District job fair for non-renewed and new teachers(Principal)
*Our Curriculum Resource Teacher, Behavior Resource Teacher, and/or principal provide demonstration lessons, research based materials, and in-service workshop for staff members.(Principal)
*Provide professional development opportunities (Principal)

Teacher Mentoring Program/Plan

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

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

The district is providing mentor coaches that have a background as highly performing teachers to all beginning teachers. The mentor will present engagement and
curriculum strategies: CRISS, Kagan, Marzano, strategies for behavior management, provide classroom support through visits, observations, and co-teaching.

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

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

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

The school-based RtI leadership team consists of the Principal, Brad Burklew, Assistant Principal Intern/ Curriculum Resource Teacher,Brooke Newell, Behavior Resource Teacher, Chris Beland, and the guidance counselor, Kathy Hamill. These indviduals are the administrative staff that oversees curriculum, behavior, and data-decision making at the school.
Principal: Provides a common vision for use of data-based decision-making, sees that RTI is implemented according to district guidelines, oversees implementation and documentation of interventions, provides/secures needed professional development for staff.
Selected General Education Teachers: works with the principal in sharing data with other faculty and works with teachers in developing intervention activities.
Guidance Counselor: Arranges for EPT meetings to discuss teacher concerns regarding students. Notifies parents of scheduled meetings so they may be in attendance. Assists in planning interventions. Meets with teachers on a regular basis to change/modify interventions. Assists teacher with record-keeping required for interventions. Oversees necessary documentation required by the district.
Exceptional Education Teachers: Serve as resource in planning interventions.
School Psychologist: Participates in the collection of data and serves as a resource in planning intervention activities. Attends meeting with parents to share information about intervention process. Provides evaluation for selected students.
Speech Pathologist: Performs language screening on students who are being scheduled for EPT meetings. Serves as a resource for teachers when planning interventions that are language related.
Curriculum Resource Teacher: Supports and evaluates school core content standards/programs; identifies and
analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening

programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

The principal, curriculum resource teacher, behavior resource teacher, and guidance counselor meet weekly to discuss concerns regarding students. At the meetings, suggestions for addressing the needs of these students are discussed. Other members of the leadership team will be utilized to assist them. EPTs are held at least twice per month. These meetings include the classroom teacher as well as the above defined RtI leadership team. Students of concern (based on teacher concern/observation as well as data) are discussed with parents. Strategies are brainstormed and selected. Interventions are implemented to support the struggling student. Future EPT meetings are scheduled based on how well the implemented strategy is working to help the identified student close the achievement gap.

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

The RTI Leadership Team met to help develop the SIP. The team provided data on academic areas that need to be addressed. Data such as FAIR, On Track Benchmark Assessments and Unit Assessments were analyzed and monitored throughout the year to determine areas of concern. Tier 2 groups are set up at the beginning of the year based on data and are revisited throughout the year. They remain fluid based on individual student needs. Progress is monitored every 4-6 weeks by classroom teachers. This process helps guide the activities that will be implemented in the SIP to further help students.

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

Baseline: FCAT results, FAIR testing
Progress Monitoring: On Going Progress Monitoring Tools developed by FCRR, unit and benchmark testing in reading, Benchmark and On Track Testing in math, writing to a specified prompt at regular intervals during the year, and science benchmark testing.
Diagnostic: FAIR, DAR
End of Year: FAIR, Benchmark unit testing in reading, Benchmark and On Track tests in math, and final writing prompt.

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

Professional development for RtI will be provided by the guidance counselor, with the assistance of the district personnel. The RtI leadership team will also evaluate what professional development opportunities are needed in the areas of interventions for reading, writing, and math. Also, FAIR training will be conducted by the Curriculum Resource Teacher, including PMRN reporting options and progress monitoring tools provided with the FAIR assessment.

Literacy Leadership Team (LLT)

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

Name	Title
Brad Burklew	Principal

Name	Title
Brooke Newell	Curriculum Resource Teacher
Chris Beland	Behavior Resource Teacher
Kathy Hamill	Guidance Counselor
	Team Leaders

How the school-based LLT functions

The reading committee meets regularly to discuss progress toward implementing SIP for reading, concerns, and to share ideas. Items discussed by reading committee are also discussed with principal, curriculum resource teacher, and team leaders. The principal and CRT also meet with grade levels to discuss data on a regular basis. From these chats the LLT also helps to work toward improving reading curriculum

Major initiatives of the LLT

The major initiatives of the LLT this year will be to monitor the progress of students receiving additional support through RTI, as well as the implementation of reading strategies during the 90 minute reading block that will increase student reading achievement.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers at Meadowbrook Elementary School contribute to the reading improvement of every student. Teachers attend PD on the new reading series. Teachers will attend ongoing RTI training, and other PD to help with reading improvement. Teachers work collaboratively with one another to learn new strategies on how to differentiate instruction to meet the needs of all students. Literacy stations are used in every classroom, and many teachers provide extra tutoring before or afterschool.

Preschool Transition

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

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

The school conducts a Kindergarten roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. During this event, the school conducts an afternoon session where parents receive information about kindergarten, have the opportunity to complete enrollment forms, meet school staff and ask questions concerning the transition to kindergarten. In addition, parents receive informational handouts to assist in preparing their child with essential skills needed for success in school.

Meadowbrook has one Pre-K program on its campus. This program serve ESE students. Many of these students continue to attend Meadowbrook as kindergartners. In addition, any student who is an ESE Pre-K student has a transition IEP meeting that takes place in the spring prior to the kindergarten year.

All of our kindergartners partake in a staggered start for the beginning of the school year to assist with the transition to kindergarten. Parents choose one of the first three days during the first week of school to attend, and then all students begin on the Thursday of the first week. This enables the kindergarten teacher to initiate some assessment and for students to acclimate to the kindergarten environment in a smaller group.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		74%		76%
American Indian				
Asian		74%		76%
Black/African American		38%		43%
Hispanic		76%		78%
White		82%		84%
English language learners		60%		63%
Students with disabilities		44%		49%
Economically disadvantaged		48%		52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	25%	26%
Students scoring at or above Achievement Level 4	123	49%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	89	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	17	47%	50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	67	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		71%		73%
American Indian				
Asian		78%		80%
Black/African American		25%		31%
Hispanic		76%		78%
White		77%		79%
English language learners		90%		91%
Students with disabilities		30%		36%
Economically disadvantaged		39%		44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	23%	25%
Students scoring at or above Achievement Level 4	118	47%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	87	61%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	56%	57%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	32%	35%
Students scoring at or above Achievement Level 4	20	34%	35%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade	22	20%	15%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Meadowbrook plans to communicate effectively with parents: conferencing, home visits, and establishing relationships. The school website will be updated weekly to keep parents informed. The school will continue to provide communication for parents such as agendas, newsletters, conferences, phone calls, etc. to share
student progress and make parents aware of school wide events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percentage of parents satisfied with communication between home and school will increase		98%	99%

Goals Summary

G1. Students will improve their ability to solve higher order mathematical problems

G2. Increase student engagement and achievement by implementing inquiry based problem solving strategies

G3. Use small group instruction to improve student achievement and ensure mastery of grade level benchmarks

Goals Detail

G1. Students will improve their ability to solve higher order mathematical problems

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Principal, Curriculum Resource Teacher, District Math Coach (Allison Fissenden), Alignment of Instruction to Common Core Standards, Instructional Calendars, Brainpop and Brainpop Junior, FCAT Explorer, Reflex Math,

Targeted Barriers to Achieving the Goal

- Amount of student exposure to Mathematical concepts and skills; implementation of new curriculum and CCSS

Plan to Monitor Progress Toward the Goal

Monitor student math assessment data

Person or Persons Responsible
principal, CRT

Target Dates or Schedule:
bi-monthly

Evidence of Completion:
student achievement results

G2. Increase student engagement and achievement by implementing inquiry based problem solving strategies

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Science Lab 45 minute block of no specials

Targeted Barriers to Achieving the Goal
- Instructional Time

Plan to Monitor Progress Toward the Goal

Teachers will plan inquiry based lessons during their 45 minute block of no specials

Person or Persons Responsible
teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Increase of students at Proficiency level 3 or above on Science FCAT 2.0, lesson plans, observation

G3. Use small group instruction to improve student achievement and ensure mastery of grade level benchmarks

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Principal, Curriculum Resource Teacher, Alignment of Instruction to Common Core Standards, Pacing Guides, Instructional Calendars, Grade Level Planning on literacy stations

Targeted Barriers to Achieving the Goal
- Lack of sufficient instructional time

Plan to Monitor Progress Toward the Goal

Teachers will include research based practices in their lesson plans

Person or Persons Responsible
teachers and administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Teachers will work with their team to plan lessons that include strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Administration will monitor attendance of PD that was offered on these strategies and monitor the effectiveness.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Students will improve their ability to solve higher order mathematical problems

G1.B1 Amount of student exposure to Mathematical concepts and skills; implementation of new curriculum and CCSS

G1.B1.S1 Ongoing review of data by administration, team leaders, and classroom teachers

Action Step 1

Grade level data chats, teacher tracking of data on IC, monitor chapter test scores

Person or Persons Responsible

teachers, CRT

Target Dates or Schedule

Teams will meet bi-monthly to review class and grade level data and CRT will provide ongoing support

Evidence of Completion

Record of data meetings, monitoring of assessment documentation

Facilitator:

Team Leaders

Participants:

Teachers

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

Monitor the correct usage of Infinite Campus to keep track of student data, monitor teacher planning and pacing through use of informal walkthroughs and formal observation

Person or Persons Responsible

leadership team, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Principal and CRT informal and formal observations, data on Infinite Campus

Plan to Monitor Effectiveness of G1.B1.S1

Increase in Student Achievement Scores

Person or Persons Responsible

Administration Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of students proficient - level 3 or above on FCAT 2.0

G2. Increase student engagement and achievement by implementing inquiry based problem solving strategies

G2.B1 Instructional Time

G2.B1.S1 Increase inquiry based learning opportunities

Action Step 1

Increase inquiry based learning opportunities by utilizing the science materials available upstairs in the science lab

Person or Persons Responsible

Classroom teachers, Curriculum Resource Teacher, District Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in percent of students scoring proficient and above on FCAT 2.0, formal and informal observations, evidence of learning opportunities in lesson plans

Facilitator:

Team Leaders, classroom teachers, CRT, District Science Coach

Participants:

Teachers

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

Increased Instructional Time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers will utilize the 45 minute block of no specials to teach inquiry based science lessons, classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

Increased Instruction Time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of Student Assessment Data, Increased number students scoring at Proficiency level 3 and higher on FCAT 2.0

G3. Use small group instruction to improve student achievement and ensure mastery of grade level benchmarks

G3.B2 Lack of sufficient instructional time

G3.B2.S1 Small group instruction for struggling readers

Action Step 1

The incorporation of research based strategies to teach reading during small group instruction

Person or Persons Responsible

School Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of student proficiency level 3 and above on FCAT

Facilitator:

School Leadership Team, Team Leaders

Participants:

teachers

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

Classroom walkthroughs and snapshots will be taken throughout the school year. Teachers will submit lesson plans with evidence of strategies being used in small group instruction.

Person or Persons Responsible

The principal and curriculum resource teacher

Target Dates or Schedule

Principal and curriculum resource teacher will conduct walkthroughs on a weekly basis.

Evidence of Completion

Principal and curriculum resource teacher will cite evidence from the walkthroughs. During the small group instruction time; Lesson plans will show evidence of research based strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Data will also be reviewed (FAIR, FCAT, Benchmark Assessments)

Plan to Monitor Effectiveness of G3.B2.S1

Review Lesson plans

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

Bi weekly

Evidence of Completion

Administrators will see small group instruction when viewing lesson plans and also when doing walk throughs. Administrator will have post conferences after walk throughs to discuss the small group instruction that was observed. When conducting walk throughs, administrator will cite the evidence of research based strategies that are being used.

Coordination and Integration

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

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

Title I, Part C Migrant: Migrant Support Resource Advocates provides services and support to the school and families. The district liaison coordinates with Title I and other programs to ensure student needs are addressed and met.

Title I, Part D: Services are coordinated with district Drop-out Prevention programs.

Title II: District receives funds for improving basic education programs through the purchase of technology to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development will also be offered by the district curriculum coaches in the areas of reading, math and science.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with district funds to provide summer school for third grade students.

Violence Prevention Programs: The school fully supports the district initiative to eliminate bullying from our school and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students will improve their ability to solve higher order mathematical problems

G1.B1 Amount of student exposure to Mathematical concepts and skills; implementation of new curriculum and CCSS

G1.B1.S1 Ongoing review of data by administration, team leaders, and classroom teachers

PD Opportunity 1

Grade level data chats, teacher tracking of data on IC, monitor chapter test scores

Facilitator

Team Leaders

Participants

Teachers

Target Dates or Schedule

Teams will meet bi-monthly to review class and grade level data and CRT will provide ongoing support

Evidence of Completion

Record of data meetings, monitoring of assessment documentation

G2. Increase student engagement and achievement by implementing inquiry based problem solving strategies

G2.B1 Instructional Time

G2.B1.S1 Increase inquiry based learning opportunities

PD Opportunity 1

Increase inquiry based learning opportunities by utilizing the science materials available upstairs in the science lab

Facilitator

Team Leaders, classroom teachers, CRT, District Science Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in percent of students scoring proficient and above on FCAT 2.0, formal and informal observations, evidence of learning opportunities in lesson plans

G3. Use small group instruction to improve student achievement and ensure mastery of grade level benchmarks

G3.B2 Lack of sufficient instructional time

G3.B2.S1 Small group instruction for struggling readers

PD Opportunity 1

The incorporation of research based strategies to teach reading during small group instruction

Facilitator

School Leadership Team, Team Leaders

Participants

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of student proficiency level 3 and above on FCAT