



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lake Forest Elementary School

4401 SE 4TH AVE

Gainesville, FL 32641

352-955-6710

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 96%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 93%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b> F	<b>2011-12</b> F	<b>2010-11</b> D	<b>2009-10</b> C
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## SIP Authority and Template

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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.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Lake Forest Elementary School

##### Principal

Diane Hill M

##### School Advisory Council chair

Vamadra Johnson

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

Name	Title
Diane Hill	Principal
Kay Kuhne	Curriculum Resource Teacher
Katura Woods	CIMS
Sylvester Brown	Behavior Resource Teacher
Rebecca Hutchinson	Math Coach
Amy Shockley	Reading Coach
Victoria Colleli	Guidance Counselor
Vamadria Johnson	Teacher - Science

#### District-Level Information

##### District

Alachua

##### Superintendent

Hershel Lyons

##### 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

Vamadria Johnson, President  
 Diane Hill, Principal  
 Samantha Roberts, Teacher  
 Nicole Shelley, Teacher  
 Tameka Davis, Parent  
 Gabrielle Jenkins, Parent  
 Sarah Cano, Parent  
 Sabrina Thomas, Career Service

Marc Suskin, Community Rep.  
 Marjorie Thomas, Community Rep.

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

In May of 2013 a public input meeting was held to get input from parents and community members for the SIP. August 2013 a SIP Task Force was initiated consisting of parents, community members and staff to brainstorm goals and barriers for the 2013 SIP.

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

Monthly Meetings to discuss school affairs and activities for the 2013 school year.

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

First meeting is schedule for September 2013. At which time members will discuss projected projects/ activities to be funded for the 2013 school year.

**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**

NA

**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:**

**Diane Hill M**

Principal	Years as Administrator: 16	Years at Current School: 6
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**Credentials**

Physical Education Instructor - Bachelor's Degree  
 Physical Education - Master's Degree  
 Education Leadership - Specialist Degree

**Performance Record**

Lake Forest Elementary School:  
 Year 1 & 2 - C School Grade  
 Year 3 - D School Grade  
 Year 4 & 5 - F School Grade  
 8 years on the middle school - all A's School Grade

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Amy Shockley**

Full-time / School-based

Years as Coach:

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

**Performance Record**

1995-2009 taught at "A" schools. 2011-Present at Lake Forest who had grades "D" and "F's". Lake Forest has shown great improvement in reading, since Ms. Shockley has been on board. Reading proficient percentage went from 28% in 2012 to 40% in 2013, which resulted in Lake Forest no longer in the lowest 100. Reading gain greatly improved over the course of her tenure at Lake Forest Elementary School.

**Becky Hutchinson**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Mathematics

**Credentials**

**Performance Record**

Ms. Hutchinson has 20 years in the educational setting, most recently at Stephen Foster Elementary School an "A" school. After teaching six years at Stephen Foster, she was then asked to help develop the Math, Science & Technology Magnet Program which now has evolved into a STEM (Science, Technology, Engineering and Math) magnet which ties so nicely to Common Core and how she feel students learn best. She has worked in several schools all with different demographics.

**Jessica Feldman Meads**

Full-time / District-based

Years as Coach:

Years at Current School: 3

**Areas**

Science

**Credentials**

**Performance Record**

Jessica Mead taught elementary school for 11 years. She taught grades 2-5 during that tenure. For the past 4 years she has worked out of the district office spending one year mentoring first year teachers and 3 years as the district Science specialist. She works with all schools by providing professional development, coaching and resources in the area of science.



<b>Gennette Gailey</b>		
Part-time / District-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Other	
<b>Credentials</b>		
<b>Performance Record</b>	Presently working at Lake Forest Elementary School, TSA Instructional Technology Coach for the past four years. TSA with Chapter 1 for 2 years. She has 38 years with the district. Various school grades, at a variety of schools.	

**Classroom Teachers**

<b># of classroom teachers</b>	30
<b># receiving effective rating or higher</b>	30, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	30, 100%
<b># ESOL endorsed</b>	5, 17%
<b># reading endorsed</b>	3, 10%
<b># with advanced degrees</b>	13, 43%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	4, 13%
<b># with 1-5 years of experience</b>	7, 23%
<b># with 6-14 years of experience</b>	7, 23%
<b># with 15 or more years of experience</b>	12, 40%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	7
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**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

The Principal along with the district supervisors are responsible for the recruitment of highly qualified teachers. District recruitment days. Teacher support group within the school. For the 2013 school year, I was able to interview and recommend for hiring beginning in May instead of June. Applicants once offered positions were able to participate for wages in Professional Development Trainings in order to be better prepared for the 2013 school year. Having the pre-planning professional development for pay will lead to higher retention of new hires.

**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**

District established teacher mentoring program. Each beginning teacher will be paired with a district mentor coach, which they will participate in the Alachua County Public School Beginning Teacher Program. They will participate in a variety of activities upon completion of the program. Activities such as: Orientation, School based information sessions of policies and procedures, support team component, professional development, cohort training, workshops and site visitations.

**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**

RTI data will be based on series of assessments identified at the school and district level. Items for the assessments are taken for the MacMillian Benchmark Assessments, the Big Idea math series, the district formative assessment program for math and science (On Track), and writing prompts developed for district use. FAIR assessment are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System. The RTI team meets formally at least once a month with all members (Data Chats). Team meeting are held once a week with teachers, tutors, FCIM facilitator, BRT, CRT, and Coaches. Each member reports to the group about student progress. Through the use of Google. Documents, team members are able to track student progress and make curriculum and behavioral decisions based on the data.

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

- \*School Counselor: Provides training and support in the RTI process; works with teachers through the problem solving cycle, facilitates team meetings regarding the student plan.
- \*Curriculum Resource Teacher: Provides curricular support and training for teachers; helps to develop and implement interventions; provides assessment and data support.
- \*Behavioral Resource Teacher: Provides behavioral support and training for teachers; helps to develop and implement behavioral interventions; provides ongoing support and helps with data collection.
- \*FCIM Facilitator; Provides training and assessment support; facilitates data collection and analysis.
- \*Principal: Provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.
- \*Teachers: Provide information about core instruction, participate in student data collection and deliver Tier 1-3 instruction/intervention.
- \*Exceptional Student Education Teachers: Participate in student data collection, and collaborate with general education teachers.
- \*Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of students need while working with district personnel to identify appropriate evidence based instructional strategies; assist with whole school screening programs that provide early intervention services for children to be considered at risk; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
- \*School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation.

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

Members of the RTI team will participate in Classroom Walk Throughs to record student trends with a focus on student engagement. Members also conduct data chats with teachers, students and parents about student achievement. The RTI Leadership Team will assess the school's current plan, student developmental need, district and state RTI requirements to create a school-based RTI process that works in conjunction with goals of the school improvement plan. Members of the team will be responsible for implementing, supporting and evaluating the plan's progress as outlined in the roles defined above.

## **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**

- \*Google documents will be used to share the information. The FCIM Facilitator will share data with the RTI team and faculty.
- \*Literacy Leadership Team
- \*Describe the plan to train staff on MTSS and plan to support MTSS through the use of goole documents and data chats.
- \*Using the problem solving cycle, RTI will be delivered and data collected within three distinct phases:
- \*Tier 1: Curriculum-based basic assessments in general education core academic groups for whole class instruction. (data collected by classroom teacher and FCIM;
- \*Tier 2: Curriculum-based specialized instruction targeting small groups of students who are

unresponsive to or unsuccessful with Tier 1 instruction and assessments (data collected by classroom teacher).

\*Tier 3: Curriculum-based specialized instruction targeting individuals who are unresponsive to or unsuccessful with Tier 2 instruction and assessments (data collected by classroom teacher using google docs charting/SBAC academic intervention forms).

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

Member of RTI team will then train the faculty. School counselor and CRT will train faculty and staff on basic 3-tier data collection for RTI documentation during professional development/in-service. Teachers will be introduced to the RTI Leadership Team and given an overview of RTI. Teachers will receive samples of basic forms and instructions for collecting, implementing and managing data; samples timelines/calendars; procedures for setting up EPT's and including parents in the RTI process; and examples of evidence based interventions.

**Increased Learning Time/Extended Learning Opportunities**

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

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

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

Title 1 After School Program. Students will be given additional tutoring after school four days a week in the areas of reading, math and enrichment (science).

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data will be collected and analyze from the following assessments: FAIR, On Track, and on going progress monitoring of students who are participating in the Title 1 After school program.

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

Title 1 Lead teacher/FCIM Facilitator.

**Literacy Leadership Team (LLT)**

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

Name	Title
Diane Hill	Principal
Kay Kuhne	CRT

Name	Title
Kutura Woods	FCIM Facilitator
Amy Schockley	Reading Coach
Becky Hutchingson	Math Coach
Sylvester Brown	BRT
Victoria Colleli	Counselor
Vamadria Johnson	Teacher
Nicole Shelley	Teacher
Flo Bryant	Teacher

### How the school-based LLT functions

The principal, CRT, BRT, Counselor, CIMS Facilitator, and Coaches meet on a weekly basis to discuss data and teacher progress. Each position will be assigned to a grade level team to communicate weekly with team for grade level progress. Coaches will model literacy strategy for class and also during once a month faculty meetings. Teams will also review baseline data to construct homogeneous reading and math classes for grades 1-3.

### Major initiatives of the LLT

The major initiative will be to monitor the progress of the school wide homogeneous grouping of reading and math. Major focus on helping teachers stay on track using the district pacing guide to ensure that all the sunshine state standards are taught for mastery. Model for teachers. Work with teachers for assuring effectiveness in mastering the Common Core Standards.

## Every Teacher Contributes to Reading Instruction

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

Provide Professional Development Sessions for all teachers in teaching integrated literacy (reading and writing) in all content areas. With an understanding of the integration of literacy skills, teachers can begin to model thinking as a writer during read-alouds, as well as writing for a specific audience when modeling writing. Especially in this grade, teachers need to begin integrating the elements of writing in daily literacy instruction. Support the development of a 120 minute literacy block schedule to include writing in response to reading; and homogeneously grade level grouping in reading at grades 1-3. Continuing differentiated instruction within the groups. This should include support for literacy centers which are rigorous and aligned to the standards. This should allow for skills transfer cross content area since student comprehension will increase at all levels and instructional or skill gaps can be addressed effectively. Become fully familiar with the newly adopted basals (Reading Street and My Math) and how these materials will align to Common Core. The school support staff will be better able to provide support to teachers in implementing CCSS using the newly adopted basals if they have reviewed the materials extensively and planned for professional development opportunities that will allow teachers to view these materials as a resource rather than simply something new. Support teachers in developing high order questions using all available resources. Teachers should be able to develop progress monitoring assessments that teachers can use to make ongoing instructional decisions. By providing CCSS support for teachers, students will be better prepared for more rigorous standards in upcoming years. By identifying historically relevant data trends that become evident at the third grade level and focusing change in that area to prepare students for next year from a common core standpoint. Provide professional development for staff in the areas of CCSS, Gradual Release and Reading series Interventions.

## 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**

District wide Kindergarten Round Up. During the Kindergarten Round Up the school will provide materials for those students that are preparing to enter Kindergarten. These materials will support and prepare students during the summer months to assure readiness upon entering kindergarten.

## College and Career Readiness

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

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The school has an annual College Bound Night that invites students who scored at proficiency on the FCAT. Community Stakeholders participate in the program such as Santa Fe College, Lofton High School and Bill Goodman, District Guidance Personnel.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

### **Strategies for improving student readiness for the public postsecondary level**

## 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	44%	41%	No	50%
American Indian				
Asian				
Black/African American	45%	38%	No	51%
Hispanic				
White	52%	47%	No	57%
English language learners				
Students with disabilities	29%	30%	Yes	36%
Economically disadvantaged	43%	40%	No	48%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	26%	40%
Students scoring at or above Achievement Level 4	15	11%	15%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	54	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	11	58%	70%

**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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**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	15	37%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	38%		No	45%
American Indian				
Asian				
Black/African American	38%		No	45%
Hispanic				
White	43%		No	49%
English language learners				
Students with disabilities	34%		No	41%
Economically disadvantaged	38%		No	44%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	21%	40%
Students scoring at or above Achievement Level 4	12	9%	15%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	43	52%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	10	53%	70%

**Area 4: Science**

**Elementary School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		45%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

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

**Area 6: Career and Technical Education (CTE)**

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

**Area 7: Social Studies**

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

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

**Civics End-of-Course (EOC) Assessment**

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

**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	95	30%	10%
Students retained, pursuant to s. 1008.25, F.S.	21	39%	17%
Students who are not proficient in reading by third grade	85	32%	15%
Students who receive two or more behavior referrals	70	22%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	14%	7%

**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**

See Title 1 2013-14 Parent Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** All teachers will integrate literacy into all content areas as well as understand how to teach the writing process.
- G2.** All teachers will implement effective teaching instruction aligned to the Common Core, with major emphasis place on effective implementation of the Gradual Release Model.
- G3.** Intensive learning opportunities targeting the lowest quartile, in addition to providing enrichment activities during the RTI block to promote learning gains of all students.

## Goals Detail

**G1.** All teachers will integrate literacy into all content areas as well as understand how to teach the writing process.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Professional Development targeted to 4th grade and PD for k-3 in the writing process, geared to provide fundamental writing skills prior to grade 4.
- Common Team Planning Time.
- Coaching Support
- Technology: Smartboard, Document Camera, Smarts Response Clickers, Student Computers (Computer station) and Slates.
- Kagan Structures
- Monthly Data Chats
- 120 minutes for Language Arts Blocks

### Targeted Barriers to Achieving the Goal

- High teacher turn over. Entirely new teaching staff at the 4th grade level. Lack of staff knowledge in the content area.
- Lack of parental support for 4th grade students in the area of writing.

## Plan to Monitor Progress Toward the Goal

Modeling, Walk Throughs and Student Assessments. The principal will require that each Leadership Team member will submit a weekly, monthly or as need summary sheet of concerns/happening in their area of expertise.

### Person or Persons Responsible

Leadership team, DA Coaches

### Target Dates or Schedule:

Continuous and Ongoing monitoring throughout the 2013-14 School Year.

### Evidence of Completion:

Coaching Log and leadership area summary sheet.

**G2.** All teachers will implement effective teaching instruction aligned to the Common Core, with major emphasis place on effective implementation of the Gradual Release Model.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- 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

- Professional Development targeted to grade level based on need for common core and gradual release.
- Common Team Planning Time.
- Coaching Support
- Technology: Smartboard, Document Camera, Smarts Response Clickers, Student Computers (Computer station) and Slates.
- Kagan Structures
- Monthly Data Chats
- Common Core Materials

### Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge in Common Core Standards and Gradual Release.
- Constant behavior issues in the classroom that affect the learning environment with the classroom.

## Plan to Monitor Progress Toward the Goal

Modeling, Walk Throughs and Student Assessments. The principal will require that each Leadership Team member will submit a weekly, monthly or as need summary sheet of concerns/happening in their area of expertise. Staff will use Edmoto

### Person or Persons Responsible

Leadership team, DA Coaches

### Target Dates or Schedule:

Continuous and Ongoing monitoring throughout the 2013-14 School Year.

### Evidence of Completion:

Coaching Log and leadership area summary sheet.

**G3.** Intensive learning opportunities targeting the lowest quartile, in addition to providing enrichment activities during the RTI block to promote learning gains of all students.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- 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

- Data Chats.
- Common Team Planning Time.
- Coaching Support.
- Curriculum resources that fit the need of the individual student. Pull out RTI intervention tutoring from Title 1 teacher tutors and ESE Resource Teachers. Enrichment instruction for students mastering benchmarks.
- Master Schedule.
- Curriculum Resources: EIR - Early Intervention Reading, Reading Street (My Side walk)
- After school tutoring.

### Targeted Barriers to Achieving the Goal

- No extended hour beyond the instructional day.
- Multiple academic levels in classrooms.

## Plan to Monitor Progress Toward the Goal

School's master schedule showing block in schedule. FAIR, On Track, FCAT, baseline data, and Discovery Education assessments.

### **Person or Persons Responsible**

Leadership team, CIMS Facilitator, Teachers and DA Coaches

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

Summer 2013-14 School Year. Continuous and Ongoing monitoring throughout the 2013-14 School year.

### **Evidence of Completion:**

2013-14 School's Master Schedule and all assessments.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will integrate literacy into all content areas as well as understand how to teach the writing process.

**G1.B1** High teacher turn over. Entirely new teaching staff at the 4th grade level. Lack of staff knowledge in the content area.

**G1.B1.S1** Professional Development

#### **Action Step 1**

The school support staff and Differentiated Accountability Team will be better able to provide support to teachers in reviewing the materials extensively and planned for professional development opportunities that will allow teachers to view these materials as a resource. Training for teachers in August and during preplanning.

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

Principal, CRT, Reading Coach, Teachers and DA Coaches

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

Continuous and ongoing throughout the 2013-14 School Year. (Summer and Preplanning also).

#### **Evidence of Completion**

Sign sheets and Follow up activities.

#### **Facilitator:**

CRT and Reading Coach

#### **Participants:**

Principal, CRT, Reading Coach, Teachers and DA Coaches



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

School Coaches as well as District and Differentiated Accountability (DA) support staff will collaborate prior to the up school year, in order to develop Professional Development Sessions. Summer and Preplanning sessions will occur. District and DA support staff will collaborate prior to the Week of August 5th - 8th in order to provide "Unpacking the Common Core Standards" professional development for entire staff.

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

Principal, CRT and Coaches

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

Continuous and ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

Sign In sheets,

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

Making sure that staff are attending Professional Development activities.

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

Principal, CRT

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

Continuous and Ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

Sign Sheets.

**G1.B1.S2** Integrate reading and writing to support both increased reading and writing proficiency and understand the writing process.

**Action Step 1**

Common Planning Time. Team planning sessions once a week. Teams will meet to collaborate with team members in writing effective plans in order for students to master benchmark. Members of the Leadership team will be added to a grade level team to collaborate with team members to feedback to Leadership team. Weekly writing prompts will be reviewed and rubric graded by teachers. Teachers who learn to integrate literacy into all content areas as well as understand how to teach the writing process are more likely to use literacy resources effectively which in turn supports increased proficiency in literacy for all students. Effective use of time for the 120-135 minute Literacy block. Daily and Weekly use of journals across the curriculum. K-5 utilization school writing program. Increase grammar/spelling instruction into language arts block. Provide independent practice at work stations.

**Person or Persons Responsible**

Teachers, Team Leaders, Leadership Team and DA

**Target Dates or Schedule**

Continuous and on going during the 2013-14 School Year.

**Evidence of Completion**

Grade level team meeting summary sheets. Lessons plans Walk throughs

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

Weekly team meetings and prompt scoring sessions.

**Person or Persons Responsible**

Leadership Team and Team Leaders

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013-14 school year.

**Evidence of Completion**

Sign In sheet. Lesson plans

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

CRT, Principal will review team meeting summary sheet. Scored writing prompts. Summary sheets will be used as documentation as evidence of team meetings taking place. 30 summary sheets should be collected.

#### Person or Persons Responsible

Principal, Teachers, CIMS Facilitator, Coaches and CRT.

#### Target Dates or Schedule

Continuous and ongoing throughout the 2013-14 school year.

#### Evidence of Completion

Lesson Plans and Team meeting summary sheets. Scored writing prompts.

### G1.B1.S3 Coaching support

#### Action Step 1

Model and support for teachers.

#### Person or Persons Responsible

CRT, Reading Coach and DA Coaches

#### Target Dates or Schedule

Continuous and Ongoing throughout the 2013-14 School Year.

#### Evidence of Completion

Coaching and classroom visit logs

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

School coaches, as well as District and Differentiated Accountability will provide ongoing support through collaboration common planning, PLC, the Coaching Cycle, and the use of Master Teachers as Models of support.

#### Person or Persons Responsible

School, District and DA Coaches

#### Target Dates or Schedule

Ongoing throughout the 2013-14 school year.

#### Evidence of Completion

Coaching Logs

### Plan to Monitor Effectiveness of G1.B1.S3

Coaching Logs will be reviewed to determine effectiveness of coaching.

#### Person or Persons Responsible

School, District and DA Coaches

#### Target Dates or Schedule

Continuous and Ongoing throughout the 2013-14 school year.

#### Evidence of Completion

Coaching Logs

### G1.B2 Lack of parental support for 4th grade students in the area of writing.

**G1.B2.S1** The school will offer parental involvement activities to increase or build parents knowledge in the area of writing in order to increase student achievement on the FCAT Florida Writes. Emphasis will be placed on targeting the parents of students will low achievement levels to participate.

#### Action Step 1

The school will offer parent activities throughout the year to heighten their knowledge in order to assist their child.

#### Person or Persons Responsible

Title 1 Lead teacher, Title 1 teacher tutors, teachers, CRT, Principal

#### Target Dates or Schedule

Continuous and ongoing activities throughout the 2013-14 School year.

#### Evidence of Completion

Title 1 sign in sheets. Parent Survey Response Forms. Documentation of activities offered.

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

Title 1 Lead Teacher will monitor offered activities to ensure participation has adequate attendance.

#### Person or Persons Responsible

Principal, Title 1 Lead Teacher, Title 1 Teacher Tutors, CRT and Teachers

#### Target Dates or Schedule

Continuous and Ongoing monitoring throughout the 2013-14 School Year.

#### Evidence of Completion

Title 1 sign in sheets. Parent Survey Response Form.

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

Title 1 Lead Teacher will monitor activity, focusing on at least 20 percent of parents participating in activities.

### Person or Persons Responsible

Principal, CRT, Title 1 Lead Teacher, Title 1 Teacher Tutors and Teachers

### Target Dates or Schedule

Continuous and Ongoing monitoring throughout the 2013-14 School Year.

### Evidence of Completion

Title 1 sign in sheets. Parent survey response forms. Documentation of activity.

**G2.** All teachers will implement effective teaching instruction aligned to the Common Core, with major emphasis place on effective implementation of the Gradual Release Model.

**G2.B1** Lack of teacher knowledge in Common Core Standards and Gradual Release.

## G2.B1.S1 Book Study - PLC

### Action Step 1

The instructional staff will participate in a school wide Book Study. "Note and Notice" Strategies of Close Reading, Robert Probst and Kyleene Beares.

### Person or Persons Responsible

Principal, CRT and Coaches

### Target Dates or Schedule

Continuous and ongoing throughout the 2013 school year.

### Evidence of Completion

Completion of Book Study. Use of Edmodo

### Facilitator:

Principal

### Participants:

Entire instructional staff

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

Evidence of completion will include documentation the use of Edmoto. Follow up activities during monthly faculty meetings. 100% of Instructional staff will participate in book study.

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

Principal

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

Ongoing during the 2013-14 school year or until book study is over.

#### **Evidence of Completion**

Documentation through the use of Edmoto.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Documentation through the use of Edmoto.

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

Principal

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

Continuous and ongoing 2013-14 school year.

#### **Evidence of Completion**

Documentation through the use of Edm.oto

## G2.B1.S2 Coaching Support

### Action Step 1

Model and provide support for teachers.

#### Person or Persons Responsible

CRT, Reading/Math coaching and DA Coaches

#### Target Dates or Schedule

Continuous and Ongoing throughout the 2013-14 school year.

#### Evidence of Completion

Coaching, professional development participation sign in sheets and classroom visit log

#### Facilitator:

District/school based coaches

#### Participants:

Entire staff

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

School Coaches and DA Coaches will provide ongoing support through common planning, coaching cycle, team data chats and the use of the master teacher as models of support.

#### Person or Persons Responsible

Staff, District and DA coaches

#### Target Dates or Schedule

Continuous and ongoing 2013-14 school year.

#### Evidence of Completion

Coaching logs will be reviewed to determine effective of coaching.

**Plan to Monitor Effectiveness of G2.B1.S2**

Coaching logs will be reviewed to determine the effectiveness of the coaching. Coaches logs will reflect 80% of time spent working with staff.

**Person or Persons Responsible**

Staff, School, District and DA Coaches.

**Target Dates or Schedule**

Continuous and ongoing 2013-14 school year.

**Evidence of Completion**

Coaching Logs.

**G2.B1.S3 Team Planning**

**Action Step 1**

Common Planning Time. Team planning sessions once a week. Teams will meet to collaborate with team members in writing effective plans in order for students to master benchmark. Members of the Leadership team will be added to a grade level team to collaborate with team members and Leadership team. Increase us of higher order thinking questions. Increase rigor through the use of DOK. Guided reading. Use of Kagan Structures. Use of Work Stations. Use of manipulatives, Data driven decision making. Instructional Calendar. Increase use of technology. Use of District wide supplemental programs. Pull small group instruction. Hands on activities for student engagement. Teachers will used the Gradual Release model effectively during the instructional block. Teachers will plan with fidelity, showing the gradual release components in the lesson.

**Person or Persons Responsible**

Leadership Team, Teachers, Coaches and DA Coaches

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013 school year.

**Evidence of Completion**

Grade level team meeting summary sheets. Lessons plans Walk throughs

**Facilitator:**

CRT, Coaches

**Participants:**

All instructional staff.



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

Weekly team meetings. Assessment data will be used to see if progress is being made. FAIR, On Track, Baseline, FCAT, Unit and Chapter test. Data chats.

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

Leadership Team and

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

Continuous and ongoing throughout the 2013 school year.

#### **Evidence of Completion**

Team meeting summary sheets. Lesson plans

### **Plan to Monitor Effectiveness of G2.B1.S3**

Student assessment data will be used to see if teacher instruction was effective. 75% of students will show a 40% learning gain on the following assessments; FAIR, On Track, Baseline, Unit and Chapter test. Staff will participate in at least 20 data chats.

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

Leadership team and DA coaches.

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

Continuous and ongoing throughout the 2013 school year.

#### **Evidence of Completion**

Lesson Plans and Team meeting summary sheets.

**G2.B1.S4 Professional Development****Action Step 1**

The school staff, will participate in Professional Development provided by the District, School and DA Team. Professional development workshops will support teachers in effective teaching instruction aligned to Common Core. Provide training for teachers in June and during pre-planning on how to use the newly adopted materials which is aligned to the CCSS. Additional coaching sessions and trainings will be scheduled weekly or bi-weekly to help support grade level teams. Title 1 will provide a variety of the trainings.

**Person or Persons Responsible**

Leadership Team, School Coaches and DA Coaches.

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013 school year.

**Evidence of Completion**

Student assessments will be documented to determine the effectiveness of teacher instruction.

**Facilitator:**

Title 1 Staff

**Participants:**

Staff

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

School Coaches as well as District and Differentiated Accountability (DA) support staff will collaborate prior to the up coming school year, in order to develop Professional Development Sessions. Summer and Preplanning sessions will occur. District and DA support staff will collaborate prior to the Week of August 5th - 8th in order to provide "Unpacking the Common Core Standards" professional development for entire staff.

**Person or Persons Responsible**

School Coaches and DA Coaches.

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013 school year.

**Evidence of Completion**

Sign in sheets.

## Plan to Monitor Effectiveness of G2.B1.S4

Sign in sheets will be used to monitor participation of workshops/trainings. Staff will attend 100% of trainings scheduled.

### Person or Persons Responsible

School Coaches and DA Coaches.

### Target Dates or Schedule

Continuous and ongoing throughout the 2013 school year.

### Evidence of Completion

Sign in sheets will be used to monitor participation of workshops/trainings.

## G2.B2 Constant behavior issues in the classroom that affect the learning environment with the classroom.

### G2.B2.S1 Effective use of the school wide Discipline Plan and positive behavior rewards.

#### Action Step 1

Discipline referrals and school based intervention forms will be used. Discipline assemblies will be done at the beginning of the year and again at the start of second semester. Honor roll and award assemblies at the end of each grading period. Dolphin of the week notification and drawings every week. Fun Fridays generated during the final quarter of the school year. Classroom rewards. 2nd step program utilized during guidance resource classes. Counseling groups for students with behavior concerns. Behavior points sheet generated by the dean. Behavior plans for regular and ESE students with behavioral concerns. Weekly Splash Zone activities during lunch. Monthly Discipline Committee meetings.

#### Person or Persons Responsible

BRT, Resource Officer, Guidance Counselor, Teachers and Principal

#### Target Dates or Schedule

Continuous and ongoing throughout the 2013-14 school year.

#### Evidence of Completion

Infinite Campus behavior data information.

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

Evidence of student behavior data in Infinite Campus (district resource).

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

BRT and Principal

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

Continuous and ongoing throughout 2013-14 school year.

#### **Evidence of Completion**

Infinite Campus behavioral data and Discipline Committee notes.

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

Evidence of student behavior data in Infinite Campus (district resource) There will be a 15% decrease in behavioral referrals.

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

BRT and Principal

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

Continuous and ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

Infinite Campus behavioral data and Discipline Committee notes.

**G3.** Intensive learning opportunities targeting the lowest quartile, in addition to providing enrichment activities during the RTI block to promote learning gains of all students.

**G3.B1** No extended hour beyond the instructional day.

**G3.B1.S1** Implement an instructional block (RTI) into the master schedule for pull-out intervention as well as an enrichment (Advanced Studies). one hour blocks for grades 3-5, forty five minutes for 2nd grade and 30 minutes for Kindergarten and 1st grades.

**Action Step 1**

The instructional block will be implemented in the master schedule by the principal.

**Person or Persons Responsible**

Principal.

**Target Dates or Schedule**

Summer 2013.

**Evidence of Completion**

2013-14 School Master schedule.

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

Completion of the master schedule, with insertion the RTI block.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Summer 2013.

**Evidence of Completion**

2013-14 School's Master Schedule

### Plan to Monitor Effectiveness of G3.B1.S1

By the end of the school year students should show progress on assessments.

#### Person or Persons Responsible

Leadership Team, teachers and DA.

#### Target Dates or Schedule

2013-14 school year.

#### Evidence of Completion

Progress in student achievement.

**G3.B1.S2** Intervention/Enrichment instruction will be provided for students during the RTI block. Title1 Teacher Tutors, ESE Resource Teacher and the grade level teachers will conduct instruction during the RTI block.

#### Action Step 1

Teachers will provide data/based intervention/enrichment instruction to increase academic achievement. Use of manipulatives. Use of Cooperative Learning Structures (CRISS and Kagan). Teachers will us EIR, Reading Street "My Side walk", FCAT Explorer, My Math, and Reflex math. Teachers will be given training on the curriculum to be used during the block.

#### Person or Persons Responsible

Title 1 Teacher Tutors, ESE Resource Teacher, Teachers, Leadership Team and DA Coaches.

#### Target Dates or Schedule

Continuous and ongoing throughout the 2013-14 school year.

#### Evidence of Completion

2013-14 School's Master Schedule. All assessments.

#### Facilitator:

#### Participants:

Title 1 Teacher Tutors, ESE Resource Teacher, Teachers, Leadership Team and DA Coaches.

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

Monitoring of student achievement who are participating in the RTI block. Assessment data will be used to see that progress is being made. FAIR, On Track, Baseline, FCAT, Unit and Chapter test. Data chats. Students will show a 30% increase on FAIR and On Track assessments. 50% of students will show proficiency on the Florida Ready Calibration.

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

Title 1 Lead Teacher, CIMS Facilitator, principal, CRT and School's and DA Coaches.

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

Continuous and ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

All assessments.

### **Plan to Monitor Effectiveness of G3.B1.S2**

Monitoring of student achievement who are participating in the RTI block. Assessment data will be used to see that progress is being made. 60% of students will show at least a 40% gain on the following assessments FAIR, On Track, Baseline, Unit and Chapter test. Data chats.

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

Title 1 Lead Teacher, CIMS Facilitator, Principal, CRT, Coaches and DA Coaches.

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

Continuous and Ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

All Assessments.

**G3.B1.S3** Provide Title 1 Before and/or After School Tutoring. Enhance the academic instruction during 21st Century After School tutoring program.

**Action Step 1**

Tutors will use research based curriculum that will enhance student achievement to bridge the gap of skills not mastered during the regular instructional day. Title 1 staff will use Achieve 3000 as a resource

**Person or Persons Responsible**

Title 1 Lead Teacher, CIMS Facilitator, principal, and CRT.

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013-14 school year.

**Evidence of Completion**

All assessments.

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

Monitoring of student achievement in after/before school tutoring. Assessment data will be used to see is progress that being made. FAIR, On Track, Baseline, and FCAT,

**Person or Persons Responsible**

Title 1 Lead Teacher, CIMS Facilitator, principal, CRT and School's and DA Coaches.

**Target Dates or Schedule**

Continuous and ongoing monitoring throughout the 2013-14 school year.

**Evidence of Completion**

All assessments.

**Plan to Monitor Effectiveness of G3.B1.S3**

Monitoring of student achievement in after/before school tutoring. Assessment data will be used to see that progress is being made. Students participating in the program will show a 40% growth on the following assessments; FAIR, On Track, Baseline Data and Discovery Ed.

**Person or Persons Responsible**

Title 1 Lead Teacher, CIMS Facilitator, principal, CRT and School's and DA Coaches.

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013-14 school year.

**Evidence of Completion**

All assessments.



### **G3.B2 Multiple academic levels in classrooms.**

**G3.B2.S1** Create a Tier 1 (ability grouped) class in reading and math for grades 1-3. Implement Advanced Studies (Enrichment) block for grades K, 4th and 5th.

#### **Action Step 1**

Tier 1 grouping will give students that are showing a high understanding of the benchmark skills an opportunity to be pushed to a higher academic level. Increased use of higher order of thinking. Increased rigor through the use of DOK. Use of guided close reading. Kagan structures. Research and inquiry projects.

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

Principal, Teachers, CRT

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

Continuous and ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

All assessments.

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

Monitoring of student achievement who are participating in the Tier 1 class. Assessment data will be used to see that progress is being made. FAIR, On Track, Baseline, FCAT, Unit and Chapter test. Data chats.

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

Leadership team, Teacher and DA Coaches.

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

Continuous and ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

All assessments.

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

Monitoring of student achievement who are participating in the Tier 1 block. Assessment data will be used to see that progress is being made. 60% of students will show at least a 40% gain on the following assessments. FAIR, On Track, Baseline, Unit and Chapter test. Data chats.

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

CIMS Facilitator, CRT, Principal and Coaches.

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

Continuous and ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

All assessment.

## 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 1 Part A - Teacher tutors for pullout tutorial services.

Title II Part - Reading, Math, mentor and technology Coaches.

Title X - Homeless - Book bags, school supplies, clothing, and social services referrals.

SAI - training for 3rd Grade teachers only.

Violence Prevention Programs - Second Step Violence Prevention, Too Good for Drugs & Violence,  
Nutrition Programs - Fresh Fruits and Vegetables, Weekend Back pack program and summer meal program.

Housing Programs - referred through Homeless services.

## 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.** All teachers will integrate literacy into all content areas as well as understand how to teach the writing process.

**G1.B1** High teacher turn over. Entirely new teaching staff at the 4th grade level. Lack of staff knowledge in the content area.

### **G1.B1.S1** Professional Development

#### **PD Opportunity 1**

The school support staff and Differentiated Accountability Team will be better able to provide support to teachers in reviewing the materials extensively and planned for professional development opportunities that will allow teachers to view these materials as a resource. Training for teachers in August and during preplanning.

#### **Facilitator**

CRT and Reading Coach

#### **Participants**

Principal, CRT, Reading Coach, Teachers and DA Coaches

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

Continuous and ongoing throughout the 2013-14 School Year. (Summer and Preplanning also).

#### **Evidence of Completion**

Sign sheets and Follow up activities.

**G2.** All teachers will implement effective teaching instruction aligned to the Common Core, with major emphasis place on effective implementation of the Gradual Release Model.

**G2.B1** Lack of teacher knowledge in Common Core Standards and Gradual Release.

**G2.B1.S1** Book Study - PLC

**PD Opportunity 1**

The instructional staff will participate in a school wide Book Study. "Note and Notice" Strategies of Close Reading, Robert Probst and Kylee Beares.

**Facilitator**

Principal

**Participants**

Entire instructional staff

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013 school year.

**Evidence of Completion**

Completion of Book Study. Use of Edmodo

**G2.B1.S2** Coaching Support

**PD Opportunity 1**

Model and provide support for teachers.

**Facilitator**

District/school based coaches

**Participants**

Entire staff

**Target Dates or Schedule**

Continuous and Ongoing throughout the 2013-14 school year.

**Evidence of Completion**

Coaching, professional development participation sign in sheets and classroom visit log

**G2.B1.S3 Team Planning****PD Opportunity 1**

Common Planning Time. Team planning sessions once a week. Teams will meet to collaborate with team members in writing effective plans in order for students to master benchmark. Members of the Leadership team will be added to a grade level team to collaborate with team members and Leadership team. Increase use of higher order thinking questions. Increase rigor through the use of DOK. Guided reading. Use of Kagan Structures. Use of Work Stations. Use of manipulatives, Data driven decision making. Instructional Calendar. Increase use of technology. Use of District wide supplemental programs. Pull small group instruction. Hands on activities for student engagement. Teachers will use the Gradual Release model effectively during the instructional block. Teachers will plan with fidelity, showing the gradual release components in the lesson.

**Facilitator**

CRT, Coaches

**Participants**

All instructional staff.

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013 school year.

**Evidence of Completion**

Grade level team meeting summary sheets. Lessons plans Walk throughs

**G2.B1.S4 Professional Development****PD Opportunity 1**

The school staff, will participate in Professional Development provided by the District, School and DA Team. Professional development workshops will support teachers in effective teaching instruction aligned to Common Core. Provide training for teachers in June and during pre-planning on how to use the newly adopted materials which is aligned to the CCSS. Additional coaching sessions and trainings will be scheduled weekly or bi-weekly to help support grade level teams. Title 1 will provide a variety of the trainings.

**Facilitator**

Title 1 Staff

**Participants**

Staff

**Target Dates or Schedule**

Continuous and ongoing throughout the 2013 school year.

**Evidence of Completion**

Student assessments will be documented to determine the effectiveness of teacher instruction.

**G3.** Intensive learning opportunities targeting the lowest quartile, in addition to providing enrichment activities during the RTI block to promote learning gains of all students.

**G3.B1** No extended hour beyond the instructional day.

**G3.B1.S2** Intervention/Enrichment instruction will be provided for students during the RTI block. Title1 Teacher Tutors, ESE Resource Teacher and the grade level teachers will conduct instruction during the RTI block.

### **PD Opportunity 1**

Teachers will provide data/based intervention/enrichment instruction to increase academic achievement. Use of manipulatives. Use of Cooperative Learning Structures (CRISS and Kagan). Teachers will us EIR, Reading Street "My Side walk", FCAT Explorer, My Math, and Reflex math. Teachers will be given training on the curriculum to be used during the block.

#### **Facilitator**

#### **Participants**

Title 1 Teacher Tutors, ESE Resource Teacher, Teachers, Leadership Team and DA Coaches.

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

Continuous and ongoing throughout the 2013-14 school year.

#### **Evidence of Completion**

2013-14 School's Master Schedule. All assessments.



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will integrate literacy into all content areas as well as understand how to teach the writing process.	\$11,000
G2.	All teachers will implement effective teaching instruction aligned to the Common Core, with major emphasis place on effective implementation of the Gradual Release Model.	\$6,000
G3.	Intensive learning opportunities targeting the lowest quartile, in addition to providing enrichment activities during the RTI block to promote learning gains of all students.	\$15,000
Total		\$32,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Evidence-Based Program	Evidence-Based Materials	Personnel	Total
District and Title 1	\$10,000	\$1,000	\$15,000	\$0	\$5,000	\$31,000
	\$0	\$0	\$0	\$0	\$0	\$0
District	\$0	\$0	\$0	\$1,000	\$0	\$1,000
Total	\$10,000	\$1,000	\$15,000	\$1,000	\$5,000	\$32,000

### Budget Details

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

**G1.** All teachers will integrate literacy into all content areas as well as understand how to teach the writing process.

**G1.B1** High teacher turn over. Entirely new teaching staff at the 4th grade level. Lack of staff knowledge in the content area.

**G1.B1.S1** Professional Development

**Action Step 1**

The school support staff and Differentiated Accountability Team will be better able to provide support to teachers in reviewing the materials extensively and planned for professional development opportunities that will allow teachers to view these materials as a resource. Training for teachers in August and during preplanning.

**Resource Type**

Professional Development

**Resource**

Staff development: Gear up, Boot camp, Gradual Release, Calendar Math, Text Complexity and Text Coding.

**Funding Source**

District and Title 1

**Amount Needed**

\$10,000

**G1.B2** Lack of parental support for 4th grade students in the area of writing.

**G1.B2.S1** The school will offer parental involvement activities to increase or build parents knowledge in the area of writing in order to increase student achievement on the FCAT Florida Writes. Emphasis will be placed on targeting the parents of students will low achievement levels to participate.

**Action Step 1**

The school will offer parent activities throughout the year to heighten their knowledge in order to assist their child.

**Resource Type**

Other

**Resource**

Copy paper, ink, office supplies, stipends etc..

**Funding Source**

District and Title 1

**Amount Needed**

\$1,000

**G2.** All teachers will implement effective teaching instruction aligned to the Common Core, with major emphasis place on effective implementation of the Gradual Release Model.

**G2.B1** Lack of teacher knowledge in Common Core Standards and Gradual Release.

**G2.B1.S1** Book Study - PLC

**Action Step 1**

The instructional staff will participate in a school wide Book Study. "Note and Notice" Strategies of Close Reading, Robert Probst and Kylene Beares.

**Resource Type**

Evidence-Based Materials

**Resource**

Book and materials

**Funding Source**

District

**Amount Needed**

\$1,000

**G2.B1.S4 Professional Development**

**Action Step 1**

The school staff, will participate in Professional Development provided by the District, School and DA Team. Professional development workshops will support teachers in effective teaching instruction aligned to Common Core. Provide training for teachers in June and during pre-planning on how to use the newly adopted materials which is aligned to the CCSS. Additional coaching sessions and trainings will be scheduled weekly or bi-weekly to help support grade level teams. Title 1 will provide a variety of the trainings.

**Resource Type**

Personnel

**Resource**

Staff Development/Training.

**Funding Source**

District and Title 1

**Amount Needed**

\$5,000

**G3.** Intensive learning opportunities targeting the lowest quartile, in addition to providing enrichment activities during the RTI block to promote learning gains of all students.

**G3.B1** No extended hour beyond the instructional day.

**G3.B1.S2** Intervention/Enrichment instruction will be provided for students during the RTI block. Title1 Teacher Tutors, ESE Resource Teacher and the grade level teachers will conduct instruction during the RTI block.

**Action Step 1**

Teachers will provide data/based intervention/enrichment instruction to increase academic achievement. Use of manipulatives. Use of Cooperative Learning Structures (CRISS and Kagan). Teachers will us EIR, Reading Street "My Side walk", FCAT Explorer, My Math, and Reflex math. Teachers will be given training on the curriculum to be used during the block.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G3.B1.S3** Provide Title 1 Before and/or After School Tutoring. Enhance the academic instruction during 21st Century After School tutoring program.

**Action Step 1**

Tutors will use research based curriculum that will enhance student achievement to bridge the gap of skills not mastered during the regular instructional day. Title 1 staff will use Achieve 3000 as a resource

**Resource Type**

Evidence-Based Program

**Resource**

Achieve 3000 program, Staff - Title 1 Teacher Tutor, After school tutoring and stipend.

**Funding Source**

District and Title 1

**Amount Needed**

\$15,000