2013-2014 SCHOOL IMPROVEMENT PLAN

Littlewood Elementary School

812 NW 34TH ST
Gainesville, FL 32605
352-955-6712
http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	59%

Alternative/ESE Center	Charter School	Minority Rate
No	No	56%

School Grades History

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

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

Littlewood Elementary School

Principal

Jennifer Homard

School Advisory Council chair

Amy Winfrey

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

Name	Title
Jennifer Homard	Principal
Joshua White	Behavior Resource Teacher
Tanya Floyd	Curriculum Resource Teacher

District-Level Information

District

Alachua

Superintendent

Hershel Lyons

Date of school board approval of SIP

10/15/2013

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

The current membership includes: principal, 2 teachers, 2 parents, 1 community member, 1 business partner.
Chairperson: Amy Wnfrey (teacher)
Vice Chairperson: Arty Hart (community member)
Secretary: Keith Lynch (teacher)

Involvement of the SAC in the development of the SIP

Last year's (2012-2013) SIP was reviewed prior to the start of the school year; all members were given the current year's document prior to a SAC meeting; input regarding changes/concerns were addressed during Fall meeting. Any approved changes suggested made.

Activities of the SAC for the upcoming school year

Continued support of specific school concerns, including: the afterschool tutoring program
Review and approval of: SIP, the school's use of School Recognition Funds, and Parent, Faculty, and SAC surveys

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

Afterschool tutoring program (Lion's Pride): not to exceed $6,500
Funds to be used at the Principal's Discretion: $1,000

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:

Jennifer Homard		
Principal	Years as Administrator: 3	Years at Current School: 0

Credentials	Ed.S.: Specialist in Educational Leadership M.Ed.: Masters in Education B.A.E: Bachelors in Education (focus in Elementary)
Performance Record	2012-2013: Rawlings Elementary School; School grade: D; students showed growth in both reading and math; Bottom Quartile made gains in both reading and math 2010-2102: Buchholz High School; School grade both years: A

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Stephanie Nichols		
Part-time / School-based	Years as Coach: 3	Years at Current School: 0
Areas	Data, RtI/MTSS	
Credentials	B.A.E. in Education M.Ed. in Education	
Performance Record	2007-2008/Talbot Elem/School Grade=A 2008-2009/Glen Springs Elem/School Grade=A 2009-2010/Glen Springs Elem/School Grade=B 2010-2011/Glen Springs Elem/School Grade=A 2011-2012/Glen Springs Elem/School Grade=B	

Nancy Sanders		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Other	
Credentials	BA--Elementary Education; M.Ed--Gifted; National Board Certified	
Performance Record	2006-2007/Norton Elem/School Grade=A 2007-2008/Norton Elem/School Grade=A 2008-2009/Norton Elem/School Grade=A 2009-2010/Norton Elem/School Grade=B 2010-2011/Norton Elem/School Grade=B	

Classroom Teachers

# of classroom teachers
50

 # receiving effective rating or higher
49, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
45, 90%

 # ESOL endorsed
17, 34%

 # reading endorsed
4, 8%

 # with advanced degrees
27, 54%

 # National Board Certified
0, 0%

 # first-year teachers
4, 8%

 # with 1-5 years of experience
10, 20%

 # with 6-14 years of experience
21, 42%

 # with 15 or more years of experience
15, 30%

Education Paraprofessionals

# of paraprofessionals
16

 # Highly Qualified
16, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

Teacher Recruitment and Retention Strategies

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

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

All new teachers to Littlewood participate in an orientation. They also meet regularly with the leadership team. Weekly team meetings are conducted for team planning, led by the team leader. First-year teachers also participate in the district's Beginning Teacher Mentoring Program-- Littlewood's assigned Mentor Teacher is Dagni Christian. Principal also actively participates in recruitment fairs, held through the University of Florida's College of Education and Saint Leo's College of Education.

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

All new teachers are paired with their grade level's team leader, who provides support in curriculum, classroom management, and parent involvement. The district provides support through their Beginning Mentoring Program. Littlewood's mentor teacher, Dagni Christian, visits each new teacher weekly, as well as leads her cohort of teachers through meetings and book studies. The principal leads all first-year teachers through a book study, as well.

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

Leadership meetings, of which involve all members of the MTSS team, are held weekly. At these meetings, student academic and behavioral data are reviewed. The MTSS team looks for patterns and new trends at these meetings, and makes decisions based on this data. Decisions, as well as questions, are then brought either to the grade-level team, or individual teacher, of the student(s) involved. Data meetings are held on a regular basis, as well. The participants include the Principal, Curriculum Resource Teacher, FCIM Coach, and 2 Title I Teachers. At these meetings, data is again reviewed, and decisions are made regarding curriculum and services/resources needed to provide continuous support. RtI meetings are held regularly, with the participants of these meetings including the Principal, Curriculum Resource Teacher, Guidance Counselor, ESE teachers, and staffing specialist. Student progress through the RtI process is evaluated, and decisions are made based on the data.

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

Jen Homard, Principal: Provides leadership and direction for students to meet NCLB requirements and teachers to have the training and resources needed to increase student achievement by using effective teaching strategies; collects data on student progress towards academic and behavioral goals, analyzes data by benchmarks to ensure the concepts are being taught (lesson plans, classroom snapshots, differentiated instruction), ensures that intervention support is available based on the data (by the teacher and Title I additional support), co-leads the FCIM meetings to share data and promote dialogue on ways to meet individual needs, provides professional development opportunities to support the RtI implementation, and participates in Educational Planning Team (EPT) meetings with parents.
Ginger Bernal, School Counselor: Provides expertise in the RtI implementation and support to the Leadership Team in areas of interventions needed to address specific student's needs; works with outside agencies to ensure student academic, emotional, behavioral, and social needs are addressed; an active participant in EPT and IEP meetings and works closely with teachers and parents.
Tanya Floyd, Curriculum Resource Teacher: Provides expertise in both NGSSS and Common Core standards; ensures that students are taught on their instructional level; provides remedial or enrichment activities to teachers based on needs; assists in the collection of assessment data from all K-5 students in the areas of language arts, math, writing, and science.
Joshua White, Behavior Resource Teacher: Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success.
Beth Siegel, Amy Winfrey, and Stephanie Nichols, Title I Teachers: Assists teachers in collecting and analyzing data and provides guidance and support as needed.
Cathy Weaver and Tammy DeVoe, ESE Teachers: Assists teachers in collecting data and provides guidance and support; implements both pull-out and co-teach models in reading and math.

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

There are monthly FCIM meetings held with each grade level, which review the SIP goals on a regular basis, and an analysis of progression towards goals is completed; weekly leadership meetings are used as a review of student progression towards MTSS goals; data is continually analyzed by the Principal and FCIM Coach to check for fidelity of programs in place.

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 data is collected in September (K-5) FAIR; (K) FLKERS; (K-3) Discovery Education; (3-5) District On-Track Math; (5) District On-Track Science; starting in October, (K-5) Reading Street Basal Series Benchmarks Assessments are given.

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

The school counselor will train the faculty on the RtI process. Faculty will be given the district's testing calendar and pacing guides to plan their curriculum. The school counselor and psychologist will work with the principal in providing additional staff training during faculty meetings and grade level FCIM meetings throughout the year. The CRT will help facilitate implementation and review all data.

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: 4,800

Students in grades 4 and 5 who have scored a 1 or 2 on FCAT reading in previous years, or students in grade 3 who have shown to be working below grade level will be invited to participate in afterschool tutoring, twice a week, from October-March.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Students will take a pre- and posttest, at the start and finish of the program. Teachers will also report data collected on a regular basis. Instruction will be based on individual needs, using data collected during regular school hours.

Who is responsible for monitoring implementation of this strategy?

Principal and Curriculum Resource Teacher

Strategy: Before or After School Program
Minutes added to school year: 4,800

Students in grades 4 and 5 who have scored a high 4, low 5 on FCAT will be invited to participate in an enrichment program, focusing on integrating math, science, and reading.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students will take a pre- and posttest, at the start and finish of the program. Teachers will also report data collected on a regular basis

Who is responsible for monitoring implementation of this strategy?

Principal, Curriculum Resource Teacher

Strategy: Before or After School Program
Minutes added to school year: 1,800

After school (extracurricular) clubs offered to all students: Science Club, Chess Club, Spanish Club, Girls on the Run, Green School Club

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Pre- and Posttests at the start and completion of each club

Who is responsible for monitoring implementation of this strategy?

Principal, CRT, teacher leader of each activity

Literacy Leadership Team (LLT)

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

Name	Title
Jen Homard	Principal
Tanya Floyd	Curriculum Resource Teacher
Ginger Bernal	School Counselor
Joshua White	Behavior Resource Teacher
Stephanie Nichols	FCIM Coach
Amy Winfrey	Title I Teacher
Beth Siegel	Title I Teacher

How the school-based LLT functions

The LLT serves as a resource for teachers. Weekly meetings with rotating grade levels are held with teams to discuss student data and strategies to increase student performance.

Major initiatives of the LLT

The LLT will meet with teams to discuss student data and performance. The team will plan and implement staff development using strategies to increase student achievement.

Every Teacher Contributes to Reading Instruction

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

Every teacher is responsible for their own students' achievement. This is monitored through monthly FCIM meetings, regular conversations between the teacher and principal, and classroom snapshots and observations. Progress of students and trends presenting themselves are discussed at length with individual teachers (or grade levels, if appropriate), the principal, FCIM Coach, and Curriculum Resource Teacher.

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

Each April/May, the district holds "Kindergarten Round Up" at each elementary school. It is advertised through posters, local newspapers, school marquees, radio and television. Each elementary school hosts this event for its incoming zoned kindergartners. Parents and students attend an informational session, fill out necessary paperwork, have questions answered, and, in most cases, meet the kindergarten team and tour the school.

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%	66%	No	77%
American Indian				
Asian				
Black/African American	47%	30%	No	52%
Hispanic	84%	67%	No	86%
White	87%	82%	No	88%
English language learners				
Students with disabilities	58%	14%	No	63%
Economically disadvantaged	62%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	23%	28%
Students scoring at or above Achievement Level 4	106	42%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		23%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	102	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	23	59%	65%

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]*		35%
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]*		40%
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	42	64%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		30%

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	72%	68%	No	75%
American Indian				
Asian				
Black/African American	48%	47%	No	53%
Hispanic	81%	58%	No	83%
White	83%	79%	No	85%
English language learners				
Students with disabilities	58%	37%	No	62%
Economically disadvantaged	59%	37%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	31%	38%
Students scoring at or above Achievement Level 4	92	37%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	62%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	59%	65%

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	33	32%	38%
Students scoring at or above Achievement Level 4	37	36%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

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)	20		25
Participation in STEM-related experiences provided for students	250	45%	60%

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	59	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	1%
Students who are not proficient in reading by third grade	7	1%	1%
Students who receive two or more behavior referrals	6	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	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

Increasing family engagement is the main target for the 2013-2014 school year. This will be done by having 100% of our students use daily homework/home communication planners, holding multiple family nights at school, inviting parents into their child's classroom during the academic day, and increasing our dialogue between teacher/administration and parents. We will also increase our PTA and SAC membership/involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Hold a minimum of 5 family nights, such as FCAT prep night, Curriculum Fair	3	60%	80%
Increase PTA membership to 80 active members	40	50%	75%
100% of students use planner on a daily basis	553	88%	100%
30,000 hours of volunteering during the academic day (2013 # is in 1,000)	26	87%	100%

Goals Summary

G1.   Increase Science Achievement on FCAT

G2.   Increase Parent Involvement

G3.   Increase Student Achievement in all subject areas

G4.   Increase achievement on FCAT Reading/Reading Achievement.

G5.   Increase the language proficiency in ESOL/ELL students

G6.   Students will increase math achievement.

G7.   Suspensions will be reduced.

Goals Detail

G1. Increase Science Achievement on FCAT

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Technology
- Afterschool Science Club

Targeted Barriers to Achieving the Goal
- Students do not demonstrate the use of the Scientific Method.
- Concepts are too abstract and difficult to grasp.
- Science vocabulary is unfamiliar to students.

Plan to Monitor Progress Toward the Goal

Increase in test scores

Person or Persons Responsible
Principal, Curriculum Resource Teacher, FCIM Coach, Classroom Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
FCAT, On Track

G2. Increase Parent Involvement

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title I

- Student Planners

- PTA Support/Funding

Targeted Barriers to Achieving the Goal

- Lack of transportation for parents/families to get to an event

- Lack of motivation by parents to attend events after school hours

- Lack of school/home connection

Plan to Monitor Progress Toward the Goal

Monitor parent/family participation in different events, and continually analyze results, as well as what the next action step should be

Person or Persons Responsible

Principal, Curriculum Resource Teacher, Behavior Resource Teacher, Title I Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Parent Sign-Ins at each event

G3. Increase Student Achievement in all subject areas

Targets Supported

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

- Writing

- Science - Elementary School

- EWS - Elementary School

Resources Available to Support the Goal

- Supplemental Materials

- Literacy and Math Work Stations

- Teacher Data Notebooks

- Staff Development

Targeted Barriers to Achieving the Goal

- Inability to provide differentiated instruction for all students

- Attendance/Tardies

- Too much data/inability to use it correctly

Plan to Monitor Progress Toward the Goal

Regular analysis of student data

Person or Persons Responsible

Principal, Curriculum Resource Teachers, Title I Teachers, FCIM Coach, Classroom Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Student data from such tests as FAIR, Discovery Ed, On Track, FCAT

G4. Increase achievement on FCAT Reading/Reading Achievement.

Targets Supported

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

Resources Available to Support the Goal

- After School Tutoring

- Title I Pull Out

Targeted Barriers to Achieving the Goal

- District Pacing Calendar limits differentiation

- Attendance/Tardies/Mobility

- Lack of vocabulary, test-taking skills, background knowledge

- Immediate disaggregated data/monitoring of data

- Students aren't getting as much practice with complexity of questions

- Lack of knowledge for parents to help with homework

Plan to Monitor Progress Toward the Goal

FAIR, Basal Assessments, Discovery Ed results, FCAT, IC reports

Person or Persons Responsible

Principal, Curriculum Resource Teacher, FCIM Coach, Behavior Resource Teacher

Target Dates or Schedule:

On-going

Evidence of Completion:

Test Scores, IC reports

G5. Increase the language proficiency in ESOL/ELL students

Targets Supported

Resources Available to Support the Goal
- Professional Development

Targeted Barriers to Achieving the Goal
- Varied levels of proficiency

Plan to Monitor Progress Toward the Goal

Analysis of student data

Person or Persons Responsible
Principal, FCIM Coach, Curriculum Resource Teacher

Target Dates or Schedule:
On-going

Evidence of Completion:
Benchmark Assessments, CELLA

G6. Students will increase math achievement.

Targets Supported

Resources Available to Support the Goal
- Computer programs--STAR Math, Reflex Math

Targeted Barriers to Achieving the Goal
- Student absences/tardies/mobility
- Differentiated Instruction not being provided daily for meeting individual needs
- Immediate disaggregated data/monitoring of data
- Students haven't acquired math fluency
- Students not demonstrating necessary growth on FCAT

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring

Person or Persons Responsible
Principal, FCIM Coach, Curriculum Resource Teacher

Target Dates or Schedule:
On-going

Evidence of Completion:
Benchmark Assessments, FCAT, On Track

G7. Suspensions will be reduced.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Positive Behavior Support

Targeted Barriers to Achieving the Goal

- Students under zoning exemptions to attend Littlewood

- Lack of Student Motivation

Plan to Monitor Progress Toward the Goal

Infinite Campus Reports

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule:

On-going

Evidence of Completion:

Decrease in suspensions with each grading period

Action Plan for Improvement

Problem Solving Key

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

G1. Increase Science Achievement on FCAT

G1.B1 Students do not demonstrate the use of the Scientific Method.

G1.B1.S1 Emphasize science at the Curriculum Fair

Action Step 1

Implement the science projects instruction around and during the time of the Curriculum Fair

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Spring, 2014

Evidence of Completion

Presentation of the science projects at the Fair.

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

Inclusion of science projects in instruction during the WInter/Spring

Person or Persons Responsible

Principal, classroom teachers

Target Dates or Schedule

Spring, 2014

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Progress monitoring and teacher observation

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Science Project final sbmissions, test scores

G1.B2 Concepts are too abstract and difficult to grasp.

G1.B2.S1 Teaching reading strategies in science instruction

Action Step 1

Provide training in integrating reading into science

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

As Needed

Evidence of Completion

Training Agenda

Facilitator:

Curriculum Resource Teacher

Participants:

Any interested teachers

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

Classroom snapshots

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Snapshot data

Plan to Monitor Effectiveness of G1.B2.S1

Increase in student test scores

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Test scores

G1.B2.S2 Using hands-on experiments and cooperative learning during science time

Action Step 1

Provide training in GEMS/AIMS

Person or Persons Responsible

Curriculum Resource Teacher, Classroom Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas

Facilitator:

District personnel

Participants:

Any interested teacher

Action Step 2

Include activities in daily lessons

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Submission of lesson plans

Person or Persons Responsible

Principal, Classroom Teacher

Target Dates or Schedule

on-going

Evidence of Completion

written lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Progress Monitoring and FCAT Science scores

Person or Persons Responsible

Principal, FCIM Coach

Target Dates or Schedule

on-going

Evidence of Completion

benchmark tests, chapter tests, FCAT science scores

G1.B3 Science vocabulary is unfamiliar to students.

G1.B3.S1 Increase vocabulary usage and teaching of reading strategies during science instruction.

Action Step 1

Identify and implement resources available to support strategy

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Classroom Snapshots

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Submission of lesson plans

Person or Persons Responsible

Principal, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G1.B3.S1

Progress monitoring and FCAT science scores

Person or Persons Responsible

Curriculum Resource Teacher, FCIM Coach

Target Dates or Schedule

On-going

Evidence of Completion

Benchmark tests, chapter tests, and FCAT science test scores

G2. Increase Parent Involvement

G2.B1 Lack of transportation for parents/families to get to an event

G2.B1.S1 Hold an event/activity in the community

Action Step 1

Back-to-school registration and readiness event in community neighborhood

Person or Persons Responsible

Principal, Title I teachers, School Counselor

Target Dates or Schedule

August, 2013

Evidence of Completion

Completed Student Registration submitted to school

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

Increased student registration prior to school starting

Person or Persons Responsible

Principal and Data Base Clerk

Target Dates or Schedule

August/September

Evidence of Completion

Registration submitted from the event

Plan to Monitor Effectiveness of G2.B1.S1

Increased registration from specific community during a specific time

Person or Persons Responsible

Principal and Data Base Clerk

Target Dates or Schedule

August/September

Evidence of Completion

Student enrollment completed

G2.B2 Lack of motivation by parents to attend events after school hours

G2.B2.S1 Offer incentives for attending events after school hours (food, door prizes, goodie bags)

Action Step 1

Research items that would make the most impact on student achievement in which to include in take-home bags

Person or Persons Responsible

Curriculum Resource Teacher, Title I Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Purchases will be made based on the research

Action Step 2

Purchase items for take-home goodie bags

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

On-going, as needed for each parent event

Evidence of Completion

Bags will be created for each event, as appropriate

Action Step 3

Find funding to provide incentives

Person or Persons Responsible

Principal

Target Dates or Schedule

Beginning of School Year

Evidence of Completion

Budget reports

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

Document what type of incentive will be given at each event

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Newsletters, fliers for events

Plan to Monitor Effectiveness of G2.B2.S1

Documentation provided to Title I, SAC, or PTA

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Title I folder, SAC and PTA agenda notes

G2.B3 Lack of school/home connection

G2.B3.S1 Provide student planners for every student

Action Step 1

Purchase student planners for each student

Person or Persons Responsible

Curriculum Resource Teacher, Title I Coordinator

Target Dates or Schedule

Summer/Fall, 2013

Evidence of Completion

Introduction and implementation of planners in all classrooms

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

Classroom Snapshots

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Snapshot evidence showing use of planners

Plan to Monitor Effectiveness of G2.B3.S1

Increase in parent communication

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Notes between teacher and parents in planners

G3. Increase Student Achievement in all subject areas

G3.B1 Inability to provide differentiated instruction for all students

G3.B1.S1 Continue to use work stations with fidelity

Action Step 1

Classroom snapshots and observations

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

All visits entered into ACIIS

Action Step 2

Provide teachers with the opportunity to visit other teachers for observations

Person or Persons Responsible

Curriculum Resource Teacher, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Follow up after visits

Facilitator:

Principal

Participants:

Classroom Teachers

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

Regular analysis of ACIIS data collected from snapshots and observations

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Inclusion in mid-year and end-of-year reports to the district

Plan to Monitor Effectiveness of G3.B1.S1

Classroom Snapshots

Person or Persons Responsible

Principal

Target Dates or Schedule

ON-going

Evidence of Completion

Snapshots entered in ACIIS

G3.B1.S2 Utilize Title I Teachers and co-teach model

Action Step 1

Schedule Title I teachers and ESE teachers appropriately

Person or Persons Responsible

Principal, Curriculum Resource Teaher

Target Dates or Schedule

Summer, 2013

Evidence of Completion

Integration of Reading Resource and ESE Co-teach classes

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

On-going monitoring of schedule implementation

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Discussions between Principal and Curriculum Resource Teacher

Plan to Monitor Effectiveness of G3.B1.S2

Increase in student achievement on weekly tests, as well as benchmark tests

Person or Persons Responsible

Title I Teachers, ESE Teachers, FCIM Coach

Target Dates or Schedule

On-going

Evidence of Completion

Basal Series tests, FAIR, Discovery Ed, On Track

G3.B1.S4 Implement Kagan, CRISS, Marzano strategies in the classroom

Action Step 1

Provide trainings for interested teachers on such strategies as Kagan, Marzano, CRISS

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Training Sign-Ins, Snapshots

Facilitator:

District Support Personnel

Participants:

Any interested teacher

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Classroom Snapshots

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

ACIIS reports

Plan to Monitor Effectiveness of G3.B1.S4

Increase in student achievement

Person or Persons Responsible

Curriculum Resource Teacher, FCIM Coach, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Test Scores

G3.B2 Attendance/Tardies

G3.B2.S1 Monitoring of attendance on a regular basis

Action Step 1

Monitor student attendance weekly

Person or Persons Responsible

Behavior Resource Teacher, District-assigned Truancy Officer

Target Dates or Schedule

On-going

Evidence of Completion

Scheduled meetings

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

Discussion of progress during Leadership Meeting

Person or Persons Responsible

Principal, Behavior Resource Teacher, Curriculum Resource Teacher, School Counselor, FCIM Coach

Target Dates or Schedule

Every Monday

Evidence of Completion

Scheduled Meetings on Calendar

Plan to Monitor Effectiveness of G3.B2.S1

Monitoring through Infinite Campus reports

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Reports presented to Principal

G3.B3 Too much data/inability to use it correctly

G3.B3.S1 Regular, planned meetings with the FCIM Coach and each grade level

Action Step 1

Hold monthly meetings with each grade level

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

Monthly

Evidence of Completion

FCIM Meeting Notes submitted to the Principal, Curriculum Resource Teacher

Action Step 2

Schedule monthly meetings with each grade level

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

At the start of the year

Evidence of Completion

Calendar or meetings submitted to Principal

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

Attend meetings as needed/when possible

Person or Persons Responsible

Principal

Target Dates or Schedule

As needed

Evidence of Completion

Principal will be listed in FCIM Meeting Notes

Plan to Monitor Effectiveness of G3.B3.S1

Determine an increase in specific student progress

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

On-going

Evidence of Completion

Data analysis

G4. Increase achievement on FCAT Reading/Reading Achievement.

G4.B1 District Pacing Calendar limits differentiation

G4.B1.S1 Continue to work on implementing effective Literacy Work Stations

Action Step 1

Book Study as needed, possibly using Debbie Diller's Making the Most of Small Groups

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

Winter, 2014

Evidence of Completion

Meeting Agendas, Training Follow-Up from participating teachers, Classroom Snapshots

Facilitator:

Curriculum Resource Teacher

Participants:

Any interested classroom teacher

Action Step 2

Allow teachers to observe each other during Literacy Station Time

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Snapshots

Facilitator:

Principal, Curriculum Resource Teacher

Participants:

Any interested classroom teacher

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

Lesson plans, Classroom Snapshots, Formal Observations

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

ACIIS reports

Plan to Monitor Effectiveness of G4.B1.S1

FCIM data before and after the implementation of work stations in classroom

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

On-going

Evidence of Completion

FCIM Grade-Level Meeting notes

G4.B2 Attendance/Tardies/Mobility

G4.B2.S1 Monitoring of attendance/school incentives/parent contacted

Action Step 1

Attendance will be monitored weekly

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Reports presented, letters of notice sent home to parents

Action Step 2

Contact parents whose child has a high rate of absenteeism

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Parent Communication Log

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

Weekly reporting of results

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

Weekly, at Leadership Meetings

Evidence of Completion

IC reports

Plan to Monitor Effectiveness of G4.B2.S1

Monitoring reports for decrease in absenteeism

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Presentation of data to Leadership Team

G4.B2.S2 Hold parent conferences to discuss the importance of attendance for students with high absenteeism rates

Action Step 1

Students with high rates of absenteeism will be identified

Person or Persons Responsible

Behavior Resource Teacher, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

IC reports pulled

Action Step 2

Hold conferences with parents of students identified (phone or in office)

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Parent Communication Log

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Leadership Team Reports

Person or Persons Responsible

Principal, Behavior Resource Teacher, Curriculum Resource Teacher, FCIM Coach, Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Scheduled Meetings

Plan to Monitor Effectiveness of G4.B2.S2

Monitor levels of absenteeism

Person or Persons Responsible

Behavior Resource Teacher, Truancy Officer

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Reports

G4.B3 Lack of vocabulary, test-taking skills, background knowledge

G4.B3.S1 Teachers use Reading Street's Amazing Words and Sight Words with fidelity

Action Step 1

Include these programs in daily instruction

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

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

FCAT, FAIR, Discovery Ed scores

Person or Persons Responsible

Curriculum Resource Teacher, FCIM Coach, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

FCIM Meeting Notes

Plan to Monitor Effectiveness of G4.B3.S1

Monitoring of test scores

Person or Persons Responsible

Curriculum Resource Teachers, FCIM Coach, Classroom Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in test scores

G4.B3.S2 Use small group instruction to promote these skills on a more individualized level

Action Step 1

Implement work stations within reading block, to include teacher-led center

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Facilitator:

Curriculum Resource Teacher

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Checking of lesson plans, Classroom Snapshots, Formal Observations

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

ACIIS reports

Plan to Monitor Effectiveness of G4.B3.S2

FCAT, FAIR, Discovery Ed data

Person or Persons Responsible

Principal, Curriculum Resource Teacher, FCIM Coach, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Test scores

G4.B4 Immediate disaggregated data/monitoring of data

G4.B4.S1 All teachers will keep a current, accurate data notebook for their class to utilize the FCIM model for instructional needs

Action Step 1

Teachers will work closely with the Curriculum Resource Teacher and FCIM Coach to create and maintain their notebooks.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Current Data Notebooks

Action Step 2

Teachers will review their data with the FCIM Coach

Person or Persons Responsible

FCIM Coach, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

FCIM Meeting Notes

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

Review of notebooks

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

Monthly

Evidence of Completion

FCIM Meeting Notes

Plan to Monitor Effectiveness of G4.B4.S1

Review of FCIM Notebooks

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Progress Monitoring Reports

G4.B5 Students aren't getting as much practice with complexity of questions

G4.B5.S1 Continue use of Webb's Depth of Knowledge

Action Step 1

Include DOK within lesson plans

Person or Persons Responsible

Classroom Teachers, Title I Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Action Step 2

Include DOK trainings throughout year, as needed

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Faculty Meeting Agendas

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Submission of Lesson Plans

Person or Persons Responsible

Principal, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G4.B5.S1

Classroom Snapshots, Formal Observations

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

ACIIS reports

G4.B6 Lack of knowledge for parents to help with homework

G4.B6.S1 Lion's Pride Afterschool Tutoring Program

Action Step 1

Identify students struggling to maintain grade-level achievement

Person or Persons Responsible

Curriculum Resource Teacher, Classroom Teachers

Target Dates or Schedule

October, 2013

Evidence of Completion

List of students to be invited to Lion's Pride

Action Step 2

Implement a portion of the afterschool program dedicated to helping with homework and homework strategies

Person or Persons Responsible

Curriculum Resource Teacher, Classroom Teachers

Target Dates or Schedule

October, 2013-March, 2014

Evidence of Completion

Lesson Plans, Walk Thoughs of progra0m

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Lesson plans, attendance

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans submitted by teachers, attendance reports on students

Plan to Monitor Effectiveness of G4.B6.S1

FCIM Meetings

Person or Persons Responsible

FCIM Coach, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR, FCAT, Discovery Ed results

G5. Increase the language proficiency in ESOL/ELL students

G5.B1 Varied levels of proficiency

G5.B1.S1 Utilize research-based instructional strategies in the classroom to help students with language acquisition.

Action Step 1

Provide trainings and support

Person or Persons Responsible

School Counselor (school's ESOL contact)

Target Dates or Schedule

On-going, as needed

Evidence of Completion

Agenda and sign-up for trainings

Facilitator:

School Counselor

Participants:

Teachers with ESOL students in their classrooms

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom snapshots and monitoring of lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

ACIIS Data, CELLA data

Plan to Monitor Effectiveness of G5.B1.S1

Classroom snapshots and monitoring of lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

CELLA

G6. Students will increase math achievement.

G6.B1 Student absences/tardies/mobility

G6.B1.S1 Monitoring attendance and tardies

Action Step 1

Continued monitoring of attendance/tardy rates

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

IC reports

Plan to Monitor Fidelity of Implementation of G6.B1.S1

IC Reports

Person or Persons Responsible

Principal, Behavior Resource Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Decrease in reported absences/tardies

Plan to Monitor Effectiveness of G6.B1.S1

IC Reports

Person or Persons Responsible

Principal, Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Decrease in reported absences/tardies

G6.B1.S2 Hold parent conferences as needed

Action Step 1

Students with high rates of absenteeism/tardies will be identified.

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Reports/lists of students submitted to principal

Action Step 2

Parent Conferences (phone or in person) will be scheduled, based on the list generated

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Parent Communication Log

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Parent Communication Log

Person or Persons Responsible

Principal, Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Updated Log

Plan to Monitor Effectiveness of G6.B1.S2

Monitoring attendance and tardies monthly

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

IC Reports (Attendance Reports)

G6.B2 Differentiated Instruction not being provided daily for meeting individual needs

G6.B2.S1 Ensure teachers are implementing cooperative learning strategies and math stations

Action Step 1

Offer training on work stations, cooperative learning as needed

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

On-going, as needed

Evidence of Completion

Training agendas

Action Step 2

Monitor submitted lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Analysis of submitted lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Inclusion of work stations in plans

Plan to Monitor Effectiveness of G6.B2.S1

Test Scores (On Track, FCAT)

Person or Persons Responsible

Principal, Curriculum Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

FCAT, On Track, ACIIS data

G6.B3 Immediate disaggregated data/monitoring of data

G6.B3.S1 All teachers will keep a data notebook for their class to utilize the FCIM model for instructional needs.

Action Step 1

FCIM Model will be explained/training provided

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas

Facilitator:

FCIM Coach

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Notebooks will be checked

Person or Persons Responsible

FCIM Coach

Target Dates or Schedule

Monthly FCIM Grade-level meetings

Evidence of Completion

FCIM Meeting Notes

Plan to Monitor Effectiveness of G6.B3.S1

Progress Monitoring

Person or Persons Responsible

FCIM Coach, Curriculum Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Test Scores

G6.B4 Students haven't acquired math fluency

G6.B4.S1 Use specific resources, such as Reflex Math, Mad Minutes, flash cards, and online math activities

Action Step 1

Ensure desired resources are available

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

August-September, 2013

Evidence of Completion

Resources put into classrooms for use

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Lesson Plans and reports from online programs

Person or Persons Responsible

Principal, Curriculum Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Resources written into plans

Plan to Monitor Effectiveness of G6.B4.S1

On Track and Benchmark Chapter tests

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

FCAT Scores

G6.B5 Students not demonstrating necessary growth on FCAT

G6.B5.S1 Small group, differentiated instruction

Action Step 1

Provide training in math small group work stations.

Person or Persons Responsible

Curriculum Resource Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Training agenda

Facilitator:

Curriculum Resource Teacher

Participants:

Any interested teacher

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Lesson Plan

Person or Persons Responsible

Principal, Classroom Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Evidence of Differentiated Instruction in plans

Plan to Monitor Effectiveness of G6.B5.S1

Weekly chapter/benchmark tests

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly, on-going

Evidence of Completion

Increase of student achievement on tests

G6.B5.S2 Implementation of Calendar Math/AIMS/GEMS

Action Step 1

Provide trainings for Calendar Math, GEMS, and/or AIMS

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Training Agendas

Facilitator:

District Staff

Participants:

Any interested teachers

Action Step 2

Inclusion of these activities in lesson plans

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Submission of lesson plans

Plan to Monitor Fidelity of Implementation of G6.B5.S2

Inclusion of activities in lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G6.B5.S2

Monitoring of math growth using STAR Math

Person or Persons Responsible

4th and 5th grade teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR Math reports

G7. Suspensions will be reduced.

G7.B2 Students under zoning exemptions to attend Littlewood

G7.B2.S1 Utilize the district policy of revoking zoning exemptions after 1 referral

Action Step 1

Conference

Person or Persons Responsible

Parent, Behavior Resource Teacher, student

Target Dates or Schedule

After the classroom teacher reports difficulty with behavior

Evidence of Completion

Signed Behavior Contract

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Leadership Team Data discussions

> **Person or Persons Responsible**
>
> Leadership Team
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Meeting notes

Plan to Monitor Effectiveness of G7.B2.S1

Decrease in suspension rate

> **Person or Persons Responsible**
>
> Behavior Resource Teacher
>
> **Target Dates or Schedule**
>
> Quarterly
>
> **Evidence of Completion**
>
> IC Reports

G7.B3 Lack of Student Motivation

G7.B3.S1 Implement a school-wide discipline program, such as Positive Behavior Support

Action Step 1

Train the faculty and staff on the PBS Program

Person or Persons Responsible

Behavior Resource Teachers

Target Dates or Schedule

Fall/Winter, 2013

Evidence of Completion

Training agendas, sign-in sheets

Facilitator:

Behavior Resource Teacher

Participants:

All faculty and staff

Action Step 2

Find community/business partners to provide support/rewards

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

Fall/Winter, 2013

Evidence of Completion

Donations to the school

Action Step 3

Implement the program with fidelity

Person or Persons Responsible

Behavior Resource Teacher, Classroom Teachers

Target Dates or Schedule

Winter, 2013

Evidence of Completion

Discipline Data

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Classroom Snapshots, Discipline Data

Person or Persons Responsible

Principal, Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Decrease in discipline data

Plan to Monitor Effectiveness of G7.B3.S1

Monitor student discipline data

Person or Persons Responsible

Principal, Behavior Resource Teacher

Target Dates or Schedule

On-going

Evidence of Completion

IC Reports

G7.B3.S2 Implement monitored behavior point sheets

Action Step 1

Monitor student daily point sheets

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Reports of daily points/individual student progress

Plan to Monitor Fidelity of Implementation of G7.B3.S2

Review of data at Leadership Team meetings

Person or Persons Responsible

Principal, Curriculum Resource Teacher, Behavior Resource Teacher, FCIM Coach, School Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G7.B3.S2

Monitor for a decrease in negative student behavior

Person or Persons Responsible

Behavior Resource Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

IC Reports

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

Nutrition Programs: Backpack program (sent home weekly), Food Baskets for the Holidays (Thanksgiving, Christmas)--both will be coordinated by the School Counselor
Homeless Services: School supplies and clothing provided as needed--coordinated by the School Counselor
Title III: Dictionaries provided--provided by the district
Title II: Mentor Coach for first-year teachers--provided by the district
PreK transition to Kindergarten--Kindergarten Round Up, held in May, 2014

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. Increase Science Achievement on FCAT

G1.B2 Concepts are too abstract and difficult to grasp.

G1.B2.S1 Teaching reading strategies in science instruction

PD Opportunity 1

Provide training in integrating reading into science

Facilitator

Curriculum Resource Teacher

Participants

Any interested teachers

Target Dates or Schedule

As Needed

Evidence of Completion

Training Agenda

G1.B2.S2 Using hands-on experiments and cooperative learning during science time

PD Opportunity 1

Provide training in GEMS/AIMS

Facilitator

District personnel

Participants

Any interested teacher

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas

G3. Increase Student Achievement in all subject areas

G3.B1 Inability to provide differentiated instruction for all students

G3.B1.S1 Continue to use work stations with fidelity

PD Opportunity 1

Provide teachers with the opportunity to visit other teachers for observations

Facilitator

Principal

Participants

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Follow up after visits

G3.B1.S4 Implement Kagan, CRISS, Marzano strategies in the classroom

PD Opportunity 1

Provide trainings for interested teachers on such strategies as Kagan, Marzano, CRISS

Facilitator

District Support Personnel

Participants

Any interested teacher

Target Dates or Schedule

On-going

Evidence of Completion

Training Sign-Ins, Snapshots

G4. Increase achievement on FCAT Reading/Reading Achievement.

G4.B1 District Pacing Calendar limits differentiation

G4.B1.S1 Continue to work on implementing effective Literacy Work Stations

PD Opportunity 1

Book Study as needed, possibly using Debbie Diller's Making the Most of Small Groups

Facilitator

Curriculum Resource Teacher

Participants

Any interested classroom teacher

Target Dates or Schedule

Winter, 2014

Evidence of Completion

Meeting Agendas, Training Follow-Up from participating teachers, Classroom Snapshots

PD Opportunity 2

Allow teachers to observe each other during Literacy Station Time

Facilitator

Principal, Curriculum Resource Teacher

Participants

Any interested classroom teacher

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Snapshots

G4.B3 Lack of vocabulary, test-taking skills, background knowledge

G4.B3.S2 Use small group instruction to promote these skills on a more individualized level

PD Opportunity 1

Implement work stations within reading block, to include teacher-led center

Facilitator

Curriculum Resource Teacher

Participants

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

G5. Increase the language proficiency in ESOL/ELL students

G5.B1 Varied levels of proficiency

G5.B1.S1 Utilize research-based instructional strategies in the classroom to help students with language acquisition.

PD Opportunity 1

Provide trainings and support

Facilitator

School Counselor

Participants

Teachers with ESOL students in their classrooms

Target Dates or Schedule

On-going, as needed

Evidence of Completion

Agenda and sign-up for trainings

G6. Students will increase math achievement.

G6.B3 Immediate disaggregated data/monitoring of data

G6.B3.S1 All teachers will keep a data notebook for their class to utilize the FCIM model for instructional needs.

PD Opportunity 1

FCIM Model will be explained/training provided

Facilitator

FCIM Coach

Participants

All classroom teachers

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas

G6.B5 Students not demonstrating necessary growth on FCAT

G6.B5.S1 Small group, differentiated instruction

PD Opportunity 1

Provide training in math small group work stations.

Facilitator

Curriculum Resource Teacher

Participants

Any interested teacher

Target Dates or Schedule

On-going

Evidence of Completion

Training agenda

G6.B5.S2 Implementation of Calendar Math/AIMS/GEMS

PD Opportunity 1

Provide trainings for Calendar Math, GEMS, and/or AIMS

Facilitator

District Staff

Participants

Any interested teachers

Target Dates or Schedule

As needed

Evidence of Completion

Training Agendas

G7. Suspensions will be reduced.

G7.B3 Lack of Student Motivation

G7.B3.S1 Implement a school-wide discipline program, such as Positive Behavior Support

PD Opportunity 1

Train the faculty and staff on the PBS Program

Facilitator

Behavior Resource Teacher

Participants

All faculty and staff

Target Dates or Schedule

Fall/Winter, 2013

Evidence of Completion

Training agendas, sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase Parent Involvement	$5,200
G3.	Increase Student Achievement in all subject areas	$1,000
G6.	Students will increase math achievement.	$5,500
	Total	$11,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Professional Development	Other	Total
TItle I, Advance Placement funds	$3,500	$0	$0	$0	$3,500
Title I	$3,200	$2,000	$0	$0	$5,200
Internal Funds	$0	$0	$1,000	$0	$1,000
Business Partners, monies earned from fundraising	$0	$0	$0	$2,000	$2,000
Total	$6,700	$2,000	$1,000	$2,000	$11,700

Budget Details

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

G2. Increase Parent Involvement

G2.B2 Lack of motivation by parents to attend events after school hours

G2.B2.S1 Offer incentives for attending events after school hours (food, door prizes, goodie bags)

Action Step 3

Find funding to provide incentives

Resource Type

Other

Resource

Reinforcement rewards to engage and encourage students to participate in positive behavior and academics

Funding Source

Business Partners, monies earned from fundraising

Amount Needed

$2,000

G2.B3 Lack of school/home connection

G2.B3.S1 Provide student planners for every student

Action Step 1

Purchase student planners for each student

Resource Type

Evidence-Based Materials

Resource

Student planners that allow assignments, as well as teacher/parent comments, to be recorded daily

Funding Source

Title I

Amount Needed

$3,200

G3. Increase Student Achievement in all subject areas

G3.B1 Inability to provide differentiated instruction for all students

G3.B1.S1 Continue to use work stations with fidelity

Action Step 2

Provide teachers with the opportunity to visit other teachers for observations

Resource Type

Professional Development

Resource

Substitute Teachers

Funding Source

Internal Funds

Amount Needed

$1,000

G6. Students will increase math achievement.

G6.B4 Students haven't acquired math fluency

G6.B4.S1 Use specific resources, such as Reflex Math, Mad Minutes, flash cards, and online math activities

Action Step 1

Ensure desired resources are available

Resource Type

Evidence-Based Materials

Resource

Math supplemental materials (technology, flash cards)

Funding Source

TItle I, Advance Placement funds

Amount Needed

$3,500

G6.B5 Students not demonstrating necessary growth on FCAT

G6.B5.S2 Implementation of Calendar Math/AIMS/GEMS

Action Step 1

Provide trainings for Calendar Math, GEMS, and/or AIMS

Resource Type

Evidence-Based Program

Resource

Calendar Math kits, GEMS materials, AIMS training

Funding Source

Title I

Amount Needed

$2,000