



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Chester Shell Elementary School

21633 SE 65TH AVE

Hawthorne, FL 32640

352-481-1901

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 86%
Alternative/ESE Center No	Charter School No	Minority Rate 46%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 C
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SIP Authority and Template

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

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.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

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
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

Chester Shell Elementary Schl

Principal

Libby Hartwell

School Advisory Council chair

Meredith Henry

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

Name	Title
Ginger Stanford	CRT/FCIMS Coordinator
Tiffany Hunt	BRT/Guidance Counselor

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

11/5/2013

School Advisory Council (SAC)

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

Membership of the SAC

Our current SAC consists of fourteen members - four parents, four teachers, four community members, one career service representative and the Principal.

Involvement of the SAC in the development of the SIP

The SAC makes suggestions as to the content of the SIP based on our Climate Survey results. The plan will be presented and approved at the September SAC meeting.

Activities of the SAC for the upcoming school year

The SAC will approve the SIP and will be instrumental in the appropriations of ADV monies as well as bringing issues to the body that have to do with the school and it's stakeholders.

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

The monies that are controlled by the SAC have yet to be encumbered. Based on last year's priorities, the SAC funds will be used to purchase planners for students in grades 2-5, and will be used to fund

school buses for field trips for all grade levels, thus helping to build background knowledge for all students.

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:

Libby Hartwell

Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Seventh year in School Administration. Bachelor's Degree in Special Education, Master's Degree in Educational Leadership. Reading Endorsement.

Performance Record

First two years of administration were spent as an AP for Curriculum at Fort Clarke Middle School in Gainesville, Florida. Fort Clarke was an "A" school during both of these years. The next three years were spent as an Assistant Principal at Hawthorne Middle High School. The grades during these years were D, C, D. Came to Shell Elementary during the 2012-13 school year. Shell should have received a grade of F for the 11-12 year, but did not fall more than one level, therefore earned a C. The school recorded significant gains during the 12-13 school year, but was awarded the grade of F due to the change in the calculations of the Writing scores.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Liana Glanville		
Part-time / District-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Specialist in Math, Science and Gifted Education. Reading Endorsement, Early Childhood, ESOL, Gifted Endorsement and Educational Leadership	
Performance Record		

Sonja Reeves		
Part-time / District-based	Years as Coach: 4	Years at Current School: 0
Areas	Mathematics	
Credentials	Bachelor of Science in Business Administration, University of Florida 1991 Juris Doctorate, Wake Forest University 1995 Educator Preparation Institute (alternative certification program), Santa Fe College 2008 Seventh year teaching, fourth year as math coach	
Performance Record		

Classroom Teachers

# of classroom teachers	11
# receiving effective rating or higher	11, 100%
# Highly Qualified Teachers	100%
# certified in-field	11, 100%
# ESOL endorsed	2, 18%
# reading endorsed	3, 27%
# with advanced degrees	8, 73%
# National Board Certified	1, 9%
# first-year teachers	1, 9%
# with 1-5 years of experience	5, 45%

with 6-14 years of experience

3, 27%

with 15 or more years of experience

4, 36%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

6

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

The district screens all candidates in the application process to insure that they are highly qualified. The principal is responsible for creating an atmosphere that is conducive to teacher retention.

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

First year teachers are part of the districts First Year Teacher program and take part in co-hort activities for all first year teachers. These teachers also have a Mentor Teacher provided by the district who visits at least once a week.

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

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

All students are monitored on our Google Doc assessment system. Teachers input assessment data in the areas of fluency, reading, writing, math and science. The Leadership team monitors the progress of each student and implements the appropriate interventions as well as the EPT monitoring system.

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

All leadership team members work together to insure that the student comes before the EPT, and the Rtl process is in place. EPTs are scheduled on a regular monthly basis, but more frequent EPTs are scheduled as the need arises for individual students.

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

Assessment information is monitored weekly by the Leadership team.

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

Extensive Assessment data is input by teachers and reviewed weekly by the Leadership Team. Behavior and attendance are also monitored weekly by the Leadership Team. Student Engagement is monitored by weekly walk-throughs by Administration.

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

The EPT process is explained briefly in school newsletters, as it does not apply to all parents. When a parent is called in for an EPT, the process is explained clearly to the parent. All parties at the EPT meeting know and understand their role in the Rtl process.

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:

Students will be using the Achieve 3000 Software. Program should begin in early October

Strategy Purpose(s)

- Instruction in core academic subjects

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

To Be determined

Who is responsible for monitoring implementation of this strategy?

Title 1 Personnel, Principal, CRT, Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Libby Hartwell	Principal
Ginger Stanford	CRT/FCIMS Coordinator
Tiffany Hunt	Guidance Counselor/BRT

How the school-based LLT functions

LLT meets weekly to discuss student progress, both academically and behaviorally. The LLT makes decisions about which students should have an EPT and monitors the progress of the Rtl process.

Major initiatives of the LLT

To make sure that no students fall through the cracks in any of the major academic areas.

Every Teacher Contributes to Reading Instruction

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

The classroom instruction of every teacher is data driven and fluid in nature. Teachers are constantly monitoring the assessment data and regrouping students so that weaknesses are addressed and remediated. Teachers meet with Administration for monthly data chats to insure that all students are receiving the appropriate amount of remediation and 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

VPK/Headstart program is housed at our site. Students are integrated into the activities of the K-5 group as much as possible. At the end of the school year, these students spend time in the Kindergarten classrooms to build their confidence for their K year. Kindergarten roundup is held each May. We also hold a Moving-up night and invite incoming K parents to meet with K teachers to learn strategies to use over the summer to help their student be ready for K.

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	43%	43%	Yes	49%
American Indian				
Asian				
Black/African American	34%	29%	No	41%
Hispanic				
White	52%	54%	Yes	57%
English language learners				
Students with disabilities				
Economically disadvantaged	43%	39%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	43%	53%
Students scoring at or above Achievement Level 4	14	17%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	33	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	10	83%	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)		<i>[data excluded for privacy reasons]</i>	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	

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	[data excluded for privacy reasons]		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	33%	No	44%
American Indian				
Asian				
Black/African American	27%	29%	Yes	34%
Hispanic				
White	48%	40%	No	53%
English language learners				
Students with disabilities				
Economically disadvantaged	35%	29%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	32%	42%
Students scoring at or above Achievement Level 4	10	11%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	26	52%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		55%

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	[data excluded for privacy reasons]		42%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		30%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	200	100%	100%

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	6	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	2	1%	0%
Students who are not proficient in reading by third grade	1	0%	0%
Students who receive two or more behavior referrals	42	21%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	7%	4%

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 Parent Involvement Plan

Specific Parental Involvement Targets

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

- G1.**
- G2.** 55% of students will be proficient readers based on the FCAT Reading Test
- G3.** 50% of students will be proficient in the area of Math based on the FCAT Math test.
- G4.** 50 % of students will score a 3.5 on the FCAT Writing test
- G5.** 40% of students will score a level 3 or higher on FCAT Science

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. 55% of students will be proficient readers based on the FCAT Reading Test

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- New Reading Series (Reading Street) with Common Core Alignment
- 90 Minute Reading Block with extra Writing instruction
- Title 1 Tutoring
- Data notebooks for each student/Goal setting

Targeted Barriers to Achieving the Goal

- Student Engagement
- Lack of rigor

Plan to Monitor Progress Toward the Goal

Classroom Walk-throughs Data Chats Weekly monitoring of assessment data

Person or Persons Responsible

Principal, CRT, Literacy Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Students will show progress throughout the year based on bi-weekly assessments, FAIR and FCAT

G3. 50% of students will be proficient in the area of Math based on the FCAT Math test.

Targets Supported

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

Resources Available to Support the Goal

- New Math Texts (My Math) with Common Core Alignment
- Math Block
- Calendar Math in each grade level
- Resource teachers - math tutoring
- Individual Student Data notebooks - goal setting

Targeted Barriers to Achieving the Goal

- Lack of basic skills
- Time on Task/Student engagement
- Lack of rigor in classroom

Plan to Monitor Progress Toward the Goal

Calendar Math with fidelity

Person or Persons Responsible

Principal, CRT, Math Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observation

G4. 50 % of students will score a 3.5 on the FCAT Writing test

Targets Supported

- Writing

Resources Available to Support the Goal

- New Reading/Language Arts Text aligned with Common Core
- Extra writing instruction time in 4th grade
- Literacy Coach

Targeted Barriers to Achieving the Goal

- Time on task

Plan to Monitor Progress Toward the Goal

Writing time used with fidelity

Person or Persons Responsible

Principal, CRT, Literacy Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observation, Lesson plans, assessment data

G5. 40% of students will score a level 3 or higher on FCAT Science

Targets Supported

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Notebooks
- District Science Supervisor
- Science Lab

Targeted Barriers to Achieving the Goal

- Lack of knowledge of Grade 3 and 4 Science standards

Plan to Monitor Progress Toward the Goal

Coverage of all tested science standards

Person or Persons Responsible

Principal, CRT, District Science Supervisor

Target Dates or Schedule:

Monthly

Evidence of Completion:

On Track, FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. 55% of students will be proficient readers based on the FCAT Reading Test

G2.B1 Student Engagement

G2.B1.S1 Literacy Work stations in all classrooms

Action Step 1

Literacy Work Stations Small Group instruction

Person or Persons Responsible

Literacy Coach Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observed by Principal, CRT Literacy Coach

Facilitator:

Literacy Coach

Participants:

Literacy Coach Classroom Teacher

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

Walk throughs Data Chats Assessment Data

Person or Persons Responsible

Principal, CRT, Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Data Chat Assessment data

Plan to Monitor Effectiveness of G2.B1.S1

Walk throughs Data chats Assessment data

Person or Persons Responsible

Principal, CRT, Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Data chats assessment data

G2.B4 Lack of rigor

G2.B4.S1 New Reading Series with Common Core Alignment

Action Step 1

Implementation of new Reading Series

Person or Persons Responsible

Classroom Teacher CRT Literacy Coach Principal

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walk throughs Bi-weekly assessment data FAIR FCAT

Facilitator:

Literacy Coach

Participants:

Classroom Teacher CRT Literacy Coach Principal

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Walk-throughs Assessment Data Data Chats

Person or Persons Responsible

CRT Principal Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Bi-Weekly Reading assessments Data Chats Fair FCAT

Plan to Monitor Effectiveness of G2.B4.S1

Walk -throughs Data Chats Assessment data

Person or Persons Responsible

CRT Principal Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data FAIR FCAT

G3. 50% of students will be proficient in the area of Math based on the FCAT Math test.

G3.B2 Lack of basic skills

G3.B2.S1 Calendar Math

Action Step 1

Calendar Math - basic skill

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observable

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

Observe that program is being done with fidelity

Person or Persons Responsible

Principal, CRT, Math Coach

Target Dates or Schedule

Daily/then weekly

Evidence of Completion

Observation

Plan to Monitor Effectiveness of G3.B2.S1

Calendar Math

Person or Persons Responsible

Principal, CRT, Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Observation

G3.B2.S2 Resource teachers - intensive math tutoring/Rtl

Action Step 1

Resource teachers working with students who are most in need of intervention

Person or Persons Responsible

Classroom Teacher Resource Teacher CRT

Target Dates or Schedule

During Math class

Evidence of Completion

Increase of achievement based on Chapter tests, On Track and FCAT

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

Resource teachers will be working with students who lack basic skill

Person or Persons Responsible

Principal, CRT, Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Observation, Walk-throughs, Weekly math scores

Plan to Monitor Effectiveness of G3.B2.S2

Will monitor to make sure students are making progress

Person or Persons Responsible

Principal, CRT, Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats Math assessments On Track

G3.B3 Time on Task/Student engagement

G3.B3.S1 Kagan Strategies

Action Step 1

Kagan strategies to increase student engagement

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observation

Facilitator:

Kagan Coach - Hoffstetter

Participants:

Classroom teacher

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

Kagan Strategies done with fidelity

Person or Persons Responsible

Principal, CRT, Kagan Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Observation

Plan to Monitor Effectiveness of G3.B3.S1

Kagan/Student engagement

Person or Persons Responsible

Principal, CRT, Kagan Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom observations Lesson plans Assessments

G4. 50 % of students will score a 3.5 on the FCAT Writing test

G4.B2 Time on task

G4.B2.S1 Extra Writing instruction time has been built into the master schedule for 4th grade. Literacy Coach will work with fourth grade teachers to use all of the writing time effectively. Also outlining a curriculum map for writing instruction.

Action Step 1

Extra time for writing instruction

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

Daily

Evidence of Completion

Master schedule, curriculum map

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

Use of extra time for writing

Person or Persons Responsible

Principal, CRT, Literacy Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, observation

Plan to Monitor Effectiveness of G4.B2.S1

Extra Writing time used effectively

Person or Persons Responsible

Principal, CRT, Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Observation, Lesson plans

G5. 40% of students will score a level 3 or higher on FCAT Science

G5.B1 Lack of knowledge of Grade 3 and 4 Science standards

G5.B1.S1 Infuse the Grade 3 and 4 tested science standards into the 5th grade curriculum

Action Step 1

Infuse previous standards into 5th grade curriculum

Person or Persons Responsible

Classroom teacher District Math Supervisor

Target Dates or Schedule

Daily

Evidence of Completion

Observation Lesson Plans

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

Coverage of previous years' science standards

Person or Persons Responsible

Principal, CRT, District Science Supervisor

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Observation On Track

Plan to Monitor Effectiveness of G5.B1.S1

Infusing grade 3 and 4 standards into 5th grade curriculum

Person or Persons Responsible

Principal, CRT, District Science Supervisor

Target Dates or Schedule

Weekly

Evidence of Completion

On Track Lesson Plans FCAT

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 funds will be primarily used this year in the area of personnel. Through these funds our school receives a full time Title 1 Teacher Tutor, a .5 FCIMS data Coordinator and an additional unit to alleviate the combination classes that are prevalent in our school. Additional Title 1 funds will be used to support Parent Involvement activities.

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.

G2. 55% of students will be proficient readers based on the FCAT Reading Test

G2.B1 Student Engagement

G2.B1.S1 Literacy Work stations in all classrooms

PD Opportunity 1

Literacy Work Stations Small Group instruction

Facilitator

Literacy Coach

Participants

Literacy Coach Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observed by Principal, CRT Literacy Coach

G2.B4 Lack of rigor

G2.B4.S1 New Reading Series with Common Core Alignment

PD Opportunity 1

Implementation of new Reading Series

Facilitator

Literacy Coach

Participants

Classroom Teacher CRT Literacy Coach Principal

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walk throughs Bi-weekly assessment data FAIR FCAT

G3. 50% of students will be proficient in the area of Math based on the FCAT Math test.

G3.B3 Time on Task/Student engagement

G3.B3.S1 Kagan Strategies

PD Opportunity 1

Kagan strategies to increase student engagement

Facilitator

Kagan Coach - Hoffstetter

Participants

Classroom teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	40% of students will score a level 3 or higher on FCAT Science	\$159
Total		\$159

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1 funds		\$159
Total		\$159

Budget Details

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

G5. 40% of students will score a level 3 or higher on FCAT Science

G5.B1 Lack of knowledge of Grade 3 and 4 Science standards

G5.B1.S1 Infuse the Grade 3 and 4 tested science standards into the 5th grade curriculum

Action Step 1

Infuse previous standards into 5th grade curriculum

Resource Type

Evidence-Based Program

Resource

Parent Involvement - Science Inquiry night

Funding Source

Title 1 funds

Amount Needed

\$159