



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Greenfield Elementary School

6343 KNIGHTS LN N

Jacksonville, FL 32216

904-739-5249

<http://www.duvalschools.org/greenfield>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 61%
Alternative/ESE Center No	Charter School No	Minority Rate 57%

School Grades History

2013-14 C	2012-13 B	2011-12 A	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
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

Greenfield Elementary School

Principal

Art Lauzon

School Advisory Council chair

Jennifer Barrera

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

Name	Title
Erica Rose	Assistant Principal
Sharon Poag	Reading Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

- Jennifer Barrera President
- Jennifer Cassady- Parent
- Kerri Parker- Parent
- Anita Haler- Community
- AJ Thomas- Parent
- Art Lauzon- Principal
- Lesley Burrell- Teacher
- Regina Barbarisi- Teacher
- Cathy Abbi- Teacher

Involvement of the SAC in the development of the SIP

We have asked for ideas and for changes as the plan has been developed. Then, we are asking for approval when it is done.

Activities of the SAC for the upcoming school year

SAC is planning to work on a lot of campus beautification projects this year. Further, we are working to develop a project to make sure that the drainage of the kindergarten area is acceptable so that it does not flood.

we will work with communicating with the preK programs to enroll early.

we want to work on changing the school theme.

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

Currently SAC has no funds and will have to solicit funds.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Art Lauzon

Principal

Years as Administrator: 26

Years at Current School: 3

Credentials

Master of Education- University of North Florida, Bachelor of Science in Education- St. John Fisher College, Associate Master Teacher, Distinguished Principal, Principal Academy.

Performance Record

Greenfield Elementary: 2013- B, 2012- A, 2011-C,
Louis Sheffield Elementary 1999-2004: C, B, C, A, A, A
2004-2010: A

Erica Rose		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	BA, Elementary Education, Business Administration, Public Communications MA, Masters in Organizational Leadership Ed Leadership Certification, Principal All Levels Assistant Principal Academy	
Performance Record	A, B.- Greenfield Elementary, A Englewood Elementary, Hendricks Elementary A, Oceanway Elementary A, Mandarin High A, B	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Sharon Poag		
Full-time / School-based	Years as Coach: 7	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Masters degree in Education from Northeast Louisiana University Clinical Educator Training Trainer CHAMPs Trainer CAST Evaluator	
Performance Record	The last two years on the CAST rubric have been Effective and Highly Effective in all areas of the rubric.	

Classroom Teachers

# of classroom teachers	34
# receiving effective rating or higher	34, 100%
# Highly Qualified Teachers	100%
# certified in-field	34, 100%

ESOL endorsed

21, 62%

reading endorsed

2, 6%

with advanced degrees

22, 65%

National Board Certified

0, 0%

first-year teachers

4, 12%

with 1-5 years of experience

13, 38%

with 6-14 years of experience

17, 50%

with 15 or more years of experience

15, 44%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

10

receiving effective rating or higher

10, 100%

Teacher Recruitment and Retention Strategies

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

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

The Principal, Assistant Principal and grade level representatives when appropriate interview candidates and select the best fit for our school.

Mentors are then assigned to each new person to our school to buddy up with them to make sure that everyone is on the same page. When we assign the mentors we try to put people together that are in the same grade or "alike."

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

When pairing teachers we place new teachers with CET trained teachers that are on the same grade level or a close grade level when possible. Further, we try to match personalities and areas of need. Every new teacher to the school is given a mentor even if they are not a first year teacher. Mentors and mentees meet regularly with the Professional Development Facilitator and their mentor.

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

As funds are available we allocate them for RtI. Further, when we are asked for the materials from either teachers or guidance we attempt to get them. We have been able to purchase Cars and Stars program and currently have no requests for more materials. The team has been working to make strategies aligned with daily classwork that will allow teachers to gather the data needed to bring a student to the team. We have and will continue to discuss RtI and the effectiveness of core instruction at both grade level meetings and at early dismissal trainings.

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

The school based team meets monthly to analyze and address the needs of the students and to make sure that we are meeting the SIP goals.

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

The RTI/Leadership team consists of Mr. Lauzon, principal, Ms. Rose, AP, Ms. Luck, school counselor, Ms. Burrell, K-Teacher, Ms. Quinn, 2nd grade teacher, Ms. Meehan, 2nd grade teacher, Ms. Mota, 4th grade teacher and Ms. Mays, 4th grade teacher. This ensures we have representation with administration, school counseling, and one primary and one intermediate teacher at each meeting. The team meets at least once a month to monitor student data and implementation of interventions for struggling students. All team members are kept informed of the students being addressed at each meeting as well as what Intervention tier each student is working on. If the students are not making progress they are referred to the MT team for further monitoring by the ESE admissions Rep and School Psychologist. The team regularly reviews all lower quartile students and their progress as indicated by standardized testing.

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

The RTI team and other PLCs use standardized testing as designated by the CORE curriculum to monitor student growth. Additionally data is gained by research based supplemental programs for students receiving more intensive instruction in Reading and Math through small groups. Behavior is monitored through the implementation of behavior plans where tracking charts are kept by the classroom teacher to indicated decrease in undesirable behaviors and increase in desirable behaviors. Attendance is monitored through ONCOURSE, Genesis, and Teacher Input. Attendance meetings are held as needed with the Attendance Social Worker to address students with 5 or more unexcused absences

during a quarter. Additionally, if the student is exhibiting excessive tardies, a letter is sent to the parents from the School Counseling Office.

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

The staff is trained as a whole group in the processes and procedures of RTI and MT. The full time school counselor is also available to meet with staff as needed to assist with the process. Teachers are encouraged to bring any student who is struggling or has issues with behavior to the RTI team for further input. The classroom teacher(s) meet with the team to discuss strategies that have been implemented data collected and potential new strategies that could be implemented. Parents are encouraged to meet with the school counselor who educates them on the process for referrals, RTI, and Staffings. Parents are invited to attend each RTI meeting that the school has for their child and input is encouraged.

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: 0

Gradual release, authentic literature, hands on math and science, I Ready which can be accessed at home as well as reflex math. We also use Accelerated Reader. Fifth Grade has an enrichment time block.

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?

There are computerized reports that are gathered from Accelerated Reader, Reflex Math, Imagine Learning and I Ready. Teachers observe and use anecdotal notes in class as well as their journals.

Who is responsible for monitoring implementation of this strategy?

Teachers and extended day directors

Literacy Leadership Team (LLT)

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

Name	Title
Sharon Poag	Reading Coach
Erica Rose	Assistant Principal
Art Lauzon	Principal
Leah Cohen	Teacher

Name	Title
Demita Tremble	Teacher
Regina Barbarisi	Teacher
Katie Dupras	Teacher
Sarah Murray	Teacher

How the school-based LLT functions

The Writing and Reading PLCs meet monthly as a vertical planning team to monitor the implementation of our writing and reading initiatives, including implementation of a more rigorous vocabulary instruction program and focus on developing literacy capacity with all students.

Major initiatives of the LLT

We will use Accelerated Reader as a school wide program and encourage all students to meet their reading goals with the assistance from the PTA. We will provide incentive programs and track progress in reading. We are making a big deal of tracking our reading goals and will have reading celebrations at the end of the year. We are looking to build vocabulary and reading stamina. Teachers will use running records to track progress as well as the reports from the programs we have.

In writing we will be using text to learn how to respond to text and make the transition to common core.

Every Teacher Contributes to Reading Instruction

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

Reading is required in all subject areas. Each student has an accelerated reader incentive goal and each teacher is responsible for this. Teachers use a variety of vocabulary strategies in the classroom in each subject to increase vocabulary as well as reading strategies that will be used across content areas. Each teacher will also meet in small groups using reading strategies as they work. Teachers will incorporate diagnostic data to see where students are when they come in and then meet that child where they are. They will meet in small groups to build skills and teach strategies.

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

At the end of the school year we offer tours for the preschool children to come see what kindergarten is like. We also talk to the parents about what they can be doing to help their student over the summer before school starts. We offer a packet with skills developmental activities and ways to help.

When school starts we place our Paraprofessionals in kindergarten to give them extra support to bring students through the transition.

We offer a kindergarten craft night to help kindergarten families get acquainted and meet their families to allow them to network with each other. This is a fun evening where families come together to make things and learn about the school. Our teachers are able to meet with the families in an informal setting to encourage trust and support.

College and Career Readiness

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

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

n/a

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

n/a

Strategies for improving student readiness for the public postsecondary level

n/a

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	62%	63%	Yes	66%
American Indian				
Asian	58%	50%	No	63%
Black/African American	51%	41%	No	56%
Hispanic	70%	64%	No	73%
White	67%	60%	No	70%
English language learners	48%		No	53%
Students with disabilities	51%	41%	No	56%
Economically disadvantaged	57%	48%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	62%	68%
Students scoring at or above Achievement Level 4	25	34%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	31%	32%
Students scoring at or above Level 7	16	44%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		19%
Students in lowest 25% making learning gains (FCAT 2.0)	17	63%	64%

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)	19	11%	13%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	0%	3%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	0%	3%

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	41	44%	47%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		72%

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	63%	65%	Yes	66%
American Indian				
Asian	84%	87%	Yes	86%
Black/African American	48%	42%	No	54%
Hispanic	78%	52%	No	80%
White	68%	59%	No	72%
English language learners	61%	52%	No	64%
Students with disabilities	58%	49%	No	62%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	54%	68%
Students scoring at or above Achievement Level 4	63	29%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		3%
Students scoring at or above Level 7	[data excluded for privacy reasons]		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	147	57%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	59%	59%

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	67	57%	58%
Students scoring at or above Achievement Level 4	17	25%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		42%
Students scoring at or above Level 7	[data excluded for privacy reasons]		42%

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)	53		60
Participation in STEM-related experiences provided for students	37	70%	72%

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	45	8%	10%
Students retained, pursuant to s. 1008.25, F.S.	32	16%	15%
Students who are not proficient in reading by third grade	74	38%	39%
Students who receive two or more behavior referrals	32	6%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	4%	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

We want to increase parent involvement this year both in those that attend functions in our school and those that volunteer in our school. Both PTA and SAC will be helping us with this during the course of the year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
n/a			

Area 10: Additional Targets**Additional targets for the school**

We will increase school safety.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
We will increase safety by increasing the number of code red/yellow drills.	0	0%	100%

Goals Summary

- G1.** Increase the percentage of student achieving 3 and above to 68% in both math and reading. Increase the percentage of students scoring 4 and above on Florida Writes.

Goals Detail

G1. Increase the percentage of student achieving 3 and above to 68% in both math and reading. Increase the percentage of students scoring 4 and above on Florida Writes.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Accelerated Reader, Success Maker, FCAT explorer, Coaching PLC's, Common Planning, Novel Studies
- FCAT Explorer, Reflex Math

Targeted Barriers to Achieving the Goal

- English language learners that are just learning reading. Too few books, not many parents read with students at home.
- English language learners' parents unable to help students with writing home learning because of the language barriers.
- English language learners unable to fully understand wording and vocabulary in this content area.

Plan to Monitor Progress Toward the Goal

Monitoring will be done for the fidelity of programs

Person or Persons Responsible

Mrs. Rose, Mr. Lauzon Teachers, Reading coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Reports from computer

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of student achieving 3 and above to 68% in both math and reading. Increase the percentage of students scoring 4 and above on Florida Writes.

G1.B1 English language learners that are just learning reading. Too few books, not many parents read with students at home.

G1.B1.S1 Provide Reading A to Z books for the ELL students to take home to read after being able to read it competently at school.

Action Step 1

Take home books

Person or Persons Responsible

Classroom teacher and Reading coach

Target Dates or Schedule

Student has read the book to mastery

Evidence of Completion

Read to an adult fluently

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

Books

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Student can read the book at school

Evidence of Completion

Read to an adult fluently

Plan to Monitor Effectiveness of G1.B1.S1

Reading

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Read fluently

G1.B2 English language learners' parents unable to help students with writing home learning because of the language barriers.

G1.B2.S1 Allow students to use a translator dictionary or the computer to find words for their writing.

Action Step 1

Provide extra time on the computer at school for students to find words they need in the English language.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

During writing or small group work

Evidence of Completion

Improvement in writing as evidenced by FCAT rubric.

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

Improvement is using words from the English language to express themselves in writing.

Person or Persons Responsible

Classroom teacher and reading coach

Target Dates or Schedule

Every quarter

Evidence of Completion

Examining student writing as compared to the FCAT writing rubric.

Plan to Monitor Effectiveness of G1.B2.S1

Allow student to use the dictionary or computer while writing

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly examination of student writing.

G1.B3 English language learners unable to fully understand wording and vocabulary in this content area.

G1.B3.S1 Use Imagine Learning, I-ready and Destination Success on the computer.

Action Step 1

Extra time on computer

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

During student work time

Evidence of Completion

Computer generated reports

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

Computer based learning

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

During student work time

Evidence of Completion

Computer generated reports

Plan to Monitor Effectiveness of G1.B3.S1

Computer based learning

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

During student work time

Evidence of Completion

Computer generated 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

We will get SAI dollars and will use those funds to hire 3 teachers for a program beginning in January that is for Saturday school.

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.

Appendix 2: Budget to Support School Improvement Goals