

2013-2014 SCHOOL IMPROVEMENT PLAN

Royal Palm Elementary School
1951 NW 56TH AVE
Lauderhill, FL 33313
754-322-8350

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 97%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 D
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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	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Royal Palm Elementary School

Principal

Mr. Ducarmel Augustin

School Advisory Council chair

Mrs. Shanine Barrow

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

Name	Title
Ms. Chelsea Smith	Assistant Principal
Mrs. Priscille Elie	Reading Coach
Ms. Jessica Temple	Math Coach
Ms. Christina Hung	Science Coach
Ms. Darlene Adams	Guidance Counselor
Mrs. Shannine Barrow	Instructional Facilitator

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

8/19/2013

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

Shanine Barrow- SAC Chair. Responsible for preparing the agenda and working to ensure the team is following the SAC policies and procedures.

Jessica Temple- SAC Secretary. Responsible for contacting SAC members and stakeholders regarding meeting dates and time in addition to completing the minutes for each meeting.

Involvement of the SAC in the development of the SIP

The SAC Committee will be meeting with all stakeholders in September to discuss the plan and gather additional input. Performance data and accountability funds will be discussed.

Activities of the SAC for the upcoming school year

The SAC will be collaborating in order to ensure compliance and evaluation of the current activities.

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

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:

Mr. Ducarmel Augustin

Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Elementary Education K-6
 Mathematics 5-9
 Educational Leadership ALL Levels
 ESOL Endorsed

Performance Record

Effective

Ms. Chelsea Smith

Asst Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

Masters Elementary Education 1-6
 Specialist Educational Leadership ALL Levels
 ESOL Endorsed

Performance Record

Effective

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jessica Temple		
Full-time / School-based	Years as Coach: 4	Years at Current School: 5
Areas	Mathematics	
Credentials	B.S. Elementary K-6 ESOL Endorsed Reading Endorsed Masters Degree in Educational Leadership	
Performance Record	Effective	

Priscille Elie		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	B.S. Elementary K-6 ESOL Endorsed Gifted Endorsed Reading Endorsed Masters Degree in Educational Leadership	
Performance Record	Effective	

Christina Hung		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
Areas	Science	
Credentials	B.S. Elementary K-6 M.S. Middle School Science 5-9 ESOL Endorsed	
Performance Record	Effective	

Shanine Barrow		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Other	
Credentials	Elementary K-6 Certified Gifted Endorsed ESOL Endorsed Educational Leadership	
Performance Record	Effective	

Classroom Teachers

of classroom teachers

49

receiving effective rating or higher

46, 94%

Highly Qualified Teachers

100%

certified in-field

49, 100%

ESOL endorsed

40, 82%

reading endorsed

4, 8%

with advanced degrees

4, 8%

National Board Certified

1, 2%

first-year teachers

3, 6%

with 1-5 years of experience

5, 10%

with 6-14 years of experience

23, 47%

with 15 or more years of experience

18, 37%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 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

When a position becomes available, administration will follow Broward County procedures and contractual policies to hire new staff members. Administration will conduct classroom observations and provide immediate feedback to improve teaching. Administrators will also have an open-door policy to ensure all teachers are being heard and supported. The Media Specialist at the school will update and maintain the school websites to recruit new teachers. Weekly team meetings will occur to support all teachers. Support staff members are assigned to the faculty as a resource. Coaches will support instruction in the classroom and provide professional development opportunities for the staff.

The Common Core Teachers will support learning inside the classroom and work closely with teachers to effectively implement Common Core teaching. Professional Learning Communities will occur weekly as another support system provided to the staff. The NESS Liaison will be in place for all new teachers.

Teacher Mentoring Program/Plan

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

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

The NESS Liaison will coordinate the teacher mentoring program. The program will pair new teachers with a highly experienced educator to support the teacher throughout the year. The NESS Liaison will conduct monthly meetings with the new educators to help orient new teachers to the schools' procedures and provide support/mentoring in areas such as classroom management (class rules, routines, procedures, etc.), behavior management, and instructional delivery. Mentors will also attend monthly NESS support group meetings with their new educators and staff members new to Royal Palm.

New Educator: Mentor Assigned:

Takia Collie
Heather Elliot
Shanteria Johnson
Demetra Liburd
Latronna McGowan
Holly Bowen
Laquita Clayton
Arlene Thomas
Jessica Glass
Arlene Thomas
Artavis Rivers
New Staff Member
Promithius Denmark
New Staff Member
Esther Jean Baptist
New Staff Member
Jillian Harris
New Staff Member
Evelyn Hudec
New Staff Member
Hugette Nelson
New Staff Member
Candance Chewning
New Staff Member

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

The Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. This data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This data may also be used to screen for at-risk students that may be in need of Tier 2 or 3 interventions; all such students are referred to CPS team for consideration on how it is best to proceed.

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

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing /RTI, conducts assessment of RTI skills of school staff, ensures implementation and communicates with parents regarding school-based RTI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction participates in student data collection, which is to include graphs and plots of student performance, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier I materials /instruction with Tier 2/3/activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities such and co-teaching.

Instructional Coach (es) Reading/Math/Science: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Observe students implement the process of RTI, while interacting with students, Identifies systematic patterns if student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school screening programs that provide early intervening services for children to be considered "at risk"; design and delivery of professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Reading Instructional Specialist: Provides guidance onK-12 Reading plan, facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Speech and Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Student Services Personnel: Such as Guidance Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development, and technical support to teachers and staff regarding data management and display.

How does it work with other school teams to organize/coordinate MTSS efforts?

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and in our student? The team meets twice a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decision about implementation. In addition, the Leadership team will observe, proscribe, model review data, and re-observe interventions.

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

In order to implement a successful RTI execution, real-time use of data will be used from district databases such as Virtual Counselor, teacher assessments, walk through logs, and teacher observations will be executed to make decisions for instruction and interventions (data-driven decision-making). A case worker will be assigned to each grade level to assist teachers in completing the district Intervention Records, along with the required progress monitoring graphs. Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during Collaborative Problem Solving meeting to determine Tier 2 and Tier 3 interventions based on the Struggling Reader and Math Charts. The Problem Behavior Guide or CHAMPS will be used for behavioral interventions. The team will monitor student progress, make recommendations, and evaluate the effectiveness of interventions implemented. During each meeting both suspension and attendance data will be reviewed to ensure interventions are put in place for students and they are also being monitored.

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year within the school wide Professional Learning Communities (PLC).. The Rtl team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meeting. Additional training will be held to train existing teachers, parents on Rtl. The trainings will be delivered by the Guidance Counselor, ESE specialist and school psychologist. The Leadership team will evaluate the needs of the teachers throughout the school year and decisions will be made on what resources will be needed for the staff. District support personnel will be solicited on an as needed basis to enhance what is already being done at the school level.

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: Extended Day for All Students**Minutes added to school year:** 10

Students will receive differentiated reading instruction for an additional 60 minutes per day. The reading instruction will consist of reading intervention for phonics, fluency, and reading comprehension. These targeted skill areas will be taught in conjunction with common core state standards.

Strategy Purpose(s)

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

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

Data will be collected using skill area assessments and monthly FCAT Pro assessments. Monthly data chats and student portfolios will be used to determine the effectiveness of the strategy.

Who is responsible for monitoring implementation of this strategy?

Administration and the reading coach are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Ducarmel Augustin	Principal
Chelsea Smith	Asst. Principal
Priscille Elie	Reading Coach
Arlene Thomas	Reading Intervention Team Leader
Darlene Adams	Guidance Counselor
Shanine Barrow	Instructional Facilitator
Meredith Burris	Media Specialist
Heather Elliot	Kindergarten Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to collaborate ideas and review data analysis in order to successfully implement reading initiatives and interventions that will maximize student achievement and foster a love for reading in all our students. The principal and assistant principal promote a culture of reading throughout the school, monitor instructional fidelity, and provide feedback to teachers regarding their reading instruction. The reading coach provides reading assessment data and reports on grade level and school-wide trends to determine areas of strengths and weaknesses; the reading coach also provides or arranges for necessary professional development and models instructional delivery. The primary and intermediate reading representatives bring information to and obtain feedback from their respective levels regarding the implementation of reading programs at this school. The ESOL

coordinator assists in ensuring that ELL students are being instructed with appropriate ESOL materials. The reading coach oversees the implementation of the Accelerated Reader program. The ESE Specialist assists in monitoring the reading progress of special education students. The Reading Coach assists the team in the coordination and use of programs such as FAIR, Mimio Reading, Mimio Sprout, iReady, and Accelerated Reader.

Major initiatives of the LLT

Writing across all content areas

Every Teacher Contributes to Reading Instruction

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

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

Headstart provides comprehensive services to preschool children, 3-4 years old, and their families. Voluntary Pre Kindergarten (VPK) offers a preschool program that is open to all Florida resident children who will turn 4-years-old by September 1st

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	42%	35%	No	48%
American Indian				
Asian				
Black/African American	41%	35%	No	47%
Hispanic				
White				
English language learners	33%	21%	No	40%
Students with disabilities	20%	14%	No	28%
Economically disadvantaged	42%	35%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	21%	40%
Students scoring at or above Achievement Level 4	47	14%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	131	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	38	57%	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)	79	63%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	13%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	13%	35%

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	155	43%	55%
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	49%	42%	No	54%
American Indian				
Asian				
Black/African American	48%		No	54%
Hispanic				
White				
English language learners	43%		No	48%
Students with disabilities	20%		No	28%
Economically disadvantaged	48%		No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	66%	70%
Students scoring at or above Achievement Level 4	65	48%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	134	55%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	49%	60%

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	23	17%	22%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

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		0%	

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)	13		20
Participation in STEM-related experiences provided for students	400	50%	75%

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	11%	7%
Students retained, pursuant to s. 1008.25, F.S.	13	3%	1%
Students who are not proficient in reading by third grade	218	55%	45%
Students who receive two or more behavior referrals	60	15%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	52	13%	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

Based on the 2013 parent involvement data, parental involvement in school activities will increase by 10%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
74%(558)of parents will participate in parent education activities supporting their child's education as documented by attendance at parent trainings, meetings, and/or conferences	484	64%	74%

Goals Summary

G1. To improve instructional strategies through deliberate practice of Common Core.

Goals Detail

G1. To improve instructional strategies through deliberate practice of Common Core.

Targets Supported

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

Resources Available to Support the Goal

- We will implement reading intervention programs and research based reading strategies from the district's Elementary Struggling Readers' Chart.

Targeted Barriers to Achieving the Goal

- Limited connection between the planning process and delivery of instruction.

Plan to Monitor Progress Toward the Goal

Assess students in various ways (formal/informal).

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Gradual improvement in various assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To improve instructional strategies through deliberate practice of Common Core.

G1.B3 Limited connection between the planning process and delivery of instruction.

G1.B3.S1 Implementation of continuous coaching and support of effective planning and instructional delivery process.

Action Step 1

Based upon need, provide coaching and support to teachers.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Monday, October 14th, 2013 - Friday, May 30th, 2013

Evidence of Completion

iObservation Report data

Action Step 2

Analyze iObservation data and classroom walk-through data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Friday, October 4th, 2013

Evidence of Completion

iObservation Data reports.

Action Step 3

Create a coaching and support calendar for all teachers.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Friday, October 11th, 2013

Evidence of Completion

Coaching and Support Calendar

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

Discussion through weekly support staff meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Friday, October 18th, 2013

Evidence of Completion

Completed calendar from Instructional Coaches and iObservation reports. Weekly schedule of coaching and support.

Plan to Monitor Effectiveness of G1.B3.S1

Analysis of improvement of student work in Professional Learning Communities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly beginning Friday, November 15th, 2013 - Friday, May 30th, 2013

Evidence of Completion

Improvement in iObservation data for coaches and teachers.

Coordination and Integration

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

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

Title I:

Funds are utilized for additional teachers, professional development, community liaison, and parent involvement activities, materials, and supplies.

Nutrition Programs:

Funds utilized to provide snacks for the students who participate in the after school tutorial program.

Head Start:

To ensure school readiness, the Head Start (HS) Program has implemented new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

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