



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sun 'n Lake Elementary School

4515 PONCE DE LEON BLVD

Sebring, FL 33872

863-471-5464

<http://www.highlands.k12.fl.us/~snl/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 72%
Alternative/ESE Center No	Charter School No	Minority Rate 63%

School Grades History

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

Sun 'n Lake Elementary School

Principal

Dr. Linda W. Laye

School Advisory Council chair

David Allen/Lynn Douglass

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

Name	Title
Jessica McClelland	Kindergarten Team Leader
Christina Chavis	Grade One Team Leader
Jessica Schneider	Grade Two Team Leader
Debbie Picklesimer	Grade Three Team Leader
Cynthia Cook	Grade Four Team Leader
LaNita Roth	Grade Five Team Leader
Lynn Douglass	Guidance Counselor
Marsha Manley	Reading Coach
Laura Melfi	Music/Specials Team Leader
Isaac Durrance	Assistant Principal

District-Level Information

District

Highlands

Superintendent

Mr. Wallace P Cox

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

The composition of the SAC includes the school principal, teachers, support employees, parents, business and community partners. SAC members are elected by their respective peer group. Parents vote for their representatives while, school staff elects their representatives. Final selection of the SAC matches the ethnic, racial and economic demographics of our school population. SAC chairs, secretary, DSAC and ESE parent representatives are selected by the SAC team members.

Involvement of the SAC in the development of the SIP

SAC members assist in the development of the school improvement plan as well as approving the final plan. SAC team members are involved with monitoring the progress of our students and school efforts to reach our goals.

Activities of the SAC for the upcoming school year

SAC is the governing body of our school improvement process. This process includes reviewing, planning and implementing the School Improvement Plan. Activities for the upcoming school year will include attendance at monthly meetings; monitoring the progress of our school's goals ; development and approval of Title I parent Involvement Plan, and Home school compact .

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

No additional funding at this time.

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:

Dr. Marsha Manley		
Full-time / District-based	Years as Coach: 9	Years at Current School: 9
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	Bachelors Degree in Primary and Elementary Education Masters Degree in Curriculum and Instruction Doctorate Degree in Curriculum and Instruction Gifted Endorsement, ESOL Endorsement and Reading Endorsement	
Performance Record	Sun 'n Lake Elementary 2013-B 2012-B 2011-A 2010-C 2009-B 2008-B 2007-A 2006-C 2005-A	

Classroom Teachers

# of classroom teachers	44
# receiving effective rating or higher	35, 80%
# Highly Qualified Teachers	100%
# certified in-field	44, 100%
# ESOL endorsed	40, 91%
# reading endorsed	8, 18%
# with advanced degrees	11, 25%
# National Board Certified	1, 2%
# first-year teachers	3, 7%
# with 1-5 years of experience	15, 34%

with 6-14 years of experience

15, 34%

with 15 or more years of experience

10, 23%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

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

1

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

Dr. Linda Laye, principal is the contact person who works with USF to partner with the Teacher Preparation Program. In addition, support and coaching through the Danielson model is implemented with all teachers. Mentors are assigned to beginning teachers as well as new teachers to the school. Mentors provide support in curriculum, instruction and the classroom environment. Teachers who are in the PEC/CPI program are assigned highly effective mentors who have been trained in Clinical Ed and support their efforts in completing the program.

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

Teachers who are in the PEC/CPI program are assigned highly effective mentors who have been trained in Clinical Ed and support their efforts in completing the program.

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

The school based MTSS team meets twice a quarter to review student performance data and to identify areas of needed improvement in core curriculum, and instruction. MTSS team members then meets with grade level teams to review student progress, identify areas of need, develop interventions, and the

resources needed to improve student learning. Students identified as needing Tier 2 or Tier 3 services are progress monitored on a more frequent basis. MTSS team reviews student progress monitoring data and meets with individual teachers or grade level teams to identify available resources and develop targeted interventions.

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

Grade level team leaders, along with Literacy Resource Teacher, Guidance Counselor and Administrators form the school based leadership team. Each team leader is responsible for facilitating data discussions at their grade level on students' performance and developing plans to address identified needs. Team leaders assist with the development/implementation of standard protocol interventions for students receiving Tier 2 services. The LCRT and Guidance Counselor gather and disseminate student data as well as facilitate discussion of needs and strategies that support effective instruction. Administrators work with the teams to allocate resources to support research based effective instructional techniques or materials needed for improved student learning. Data is analyzed for individual classes, grade levels and school wide assessments which establish the priorities and determines the allocation of resources identified in our School Improvement plan. Using data for decision-making and allocation of resources to improve student learning is the primary role of the school based MTSS team. SIP goals and strategies are based upon the data collected through assessments and discipline/attendance reports. The data collected during progress monitoring meetings is used to determine the effectiveness of the instruction and interventions students are receiving.

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

Student data is collected and analyzed by teachers, grade level teams, and by the school based MTSS team. Data is reviewed weekly, bi-weekly, monthly and twice each quarter. Members of the MTSS team meets with teachers to determine the effectiveness of an intervention. The data collected during progress monitoring meetings is the basis for determining the effectiveness of the instruction and interventions students are receiving.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline, mid-year, and end of the year data will be collected for all Tier 1 students. In addition, data will be collected monthly, bi-weekly or weekly depending on the needs of the students receiving Tier 2 and Tier 3 services. Data sources can include, but are not limited to: Progress Monitoring and Reporting Network (PMRN), AIMSweb progress monitoring, Florida Comprehensive Assessment data, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Scott Foresman Reading assessment, Harcourt Math assessments, STAR reading, Performance Matters Math and Science assessments, Pinnacle Grade Book, PBIS data reporting system, Genesis Data system.

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

Professional development opportunities include: Differentiated Instruction and Using Formative Assessment data. Progress monitoring meetings provide teachers with a "hands on" experience of using data to determine the effectiveness of the instruction and intervention being provided to students. Data based problem solving process is shared with parents during student conferences and at SAC meetings when developing goals and strategies to be included in the School Improvement Plan.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Marsha Manley	Literacy/Curriculum Resource Teacher
Jessica McClelland	Kindergarden Team Leader
Christina Chavis	First Grade Team Leader
Jessica Schneider	Second Grade Team Leader
Debbie Picklesimer	Third Grade Team Leader
Cynthia Cook	Fourth Grade Team Leader
Lanita Roth	Fifth Grade Team Leader
Lynn Douglass	Guidance Counselor
Dr. Linda Laye	Principal
Isaac Durrance	Assistant Principal

How the school-based LLT functions

The school-based LLT meets monthly and is a forum to discuss school/grade level needs and plan for improvement. Student performance data is reviewed and the focus is on improving instruction of core curriculum. LLT members meet monthly with their grade level team to facilitate communication and the implementation of needed action plans.

Major initiatives of the LLT

The focus of the 2013-14 school year will be to assist teachers with the implementation of the new Scott Foresman reading curriculum and CCSS .

Every Teacher Contributes to Reading Instruction

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

The master schedule has been designed to provide a "sacred" reading block . All teachers are teaching reading at the same time. Paraprofessionals, clerks and resource teachers are in classrooms providing support for students. Administering progress monitoring assessments, working with individual students or in small differentiated groups allows these individuals to focus on specific skills to build capacity.

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

FLKRS is administered to all incoming Kindergarten students. Kindergarten students will participate in the FAIR assessment. Teachers will also conduct informal assessments to determine the background knowledge and learning styles of students. Results will be shared with Kindergarten teachers who will meet as a team to analyze the information and plan for instruction. Advanced Academics classes will be formed for those students who demonstrate advanced mastery of skills. All placements are considered flexible and all students will be progress monitored quarterly or monthly depending on need.

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	71%	63%	No	74%
American Indian				
Asian	96%	86%	No	96%
Black/African American	59%	43%	No	63%
Hispanic	66%	56%	No	69%
White	76%	74%	No	78%
English language learners	66%	54%	No	69%
Students with disabilities	39%	50%	Yes	45%
Economically disadvantaged	64%	54%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	23%	28%
Students scoring at or above Achievement Level 4	119	40%	41%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	67%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	30	53%	60%

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)	14	70%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		69%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		69%

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	73	74%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	68	64%	71%

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	71%	60%	No	74%
American Indian				
Asian	87%	86%	No	88%
Black/African American	44%	37%	No	50%
Hispanic	71%	55%	No	74%
White	78%	69%	No	80%
English language learners	66%	58%	No	69%
Students with disabilities	54%	50%	No	59%
Economically disadvantaged	64%	50%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	36%	38%
Students scoring at or above Achievement Level 4	97	33%	35%

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	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	139	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	62%	65%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	24%	30%
Students scoring at or above Achievement Level 4	31	28%	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	[data excluded for privacy reasons]		100%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		20
Participation in STEM-related experiences provided for students	730	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	85	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	37	5%	5%
Students who are not proficient in reading by third grade	63	9%	8%
Students who receive two or more behavior referrals	72	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	9%	8%

Goals Summary

- G1.** Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.
- G2.** Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.
- G3.** Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.
- G4.** Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Goals Detail

G1. Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Curriculum/instruction; Writing Resource teacher; Teachers

Targeted Barriers to Achieving the Goal

- Student performance in writing is significantly below grade level expectations.

Plan to Monitor Progress Toward the Goal

Monthly expository/narrative writing prompts will be doubled scored and the percentage of students scoring proficient (3.5) will be calculated for each class.

Person or Persons Responsible

Teachers, Writing Resource Teacher, MTSS team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in the percentage of students demonstrating proficiency on writing prompts. 2014 FCAT 2.0 Writing data.

G2. Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Early release days dedicated for STEM activities, Science materials, Teachers

Targeted Barriers to Achieving the Goal

- Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

Plan to Monitor Progress Toward the Goal

Improved student proficiency on FCAT Science Assessment

Person or Persons Responsible

Teachers; Science Committee; Administration

Target Dates or Schedule:

Review of Performance Matters results- baseline, mid-year and end of the year

Evidence of Completion:

Student progress on Performance Matters Science Assessment given 3 x a year. 2014 FCAT Science data

G3. Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

Targets Supported

Resources Available to Support the Goal

- Scott Foresman Reading Street Series; Master schedule that allows additional assistance in the classroom; Title 1 funds used for in-school tutoring for lowest quartile students(certified retired teachers);MTSS teams progress monitors all students' progress; Teacher and student data folders; ongoing data chats

Targeted Barriers to Achieving the Goal

- Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.
- Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)
- Students' performance in reading is significantly below grade level expectations

Plan to Monitor Progress Toward the Goal

Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

Person or Persons Responsible

Teachers, Team Leaders/Literacy Team, MTSS team, Administration

Target Dates or Schedule:

Weekly, Monthly , Quarterly and end of the year

Evidence of Completion:

Improved student performance on reading assessments; progress monitoring data collected monthly, bi-monthly and weekly for all students receiving Tier 2 or 3 services. 2014 FCAT Reading data

G4. Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Targets Supported

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

Resources Available to Support the Goal

- Harcourt Math series; master schedule, Title I funds used for in-school tutoring (retired certified teachers) for lowest quartile students; MTSS teams progress monitors all students' progress; Data folders and ongoing data chats

Targeted Barriers to Achieving the Goal

- Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.
- Many students have skill deficits in one or more areas.
- Students whose performance in math is significantly below grade level expectations.

Plan to Monitor Progress Toward the Goal

Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Person or Persons Responsible

Teachers, Team Leaders, MTSS team,Administration

Target Dates or Schedule:

Weekly, monthly, quarterly and end of the year.

Evidence of Completion:

Improved student performance on math assessments; progress monitoring data collected monthly, bi-monthly and weekly for all students receiving Tier 2 & 3 services. 2014 FCAT results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.

G1.B1 Student performance in writing is significantly below grade level expectations.

G1.B1.S1 Students will use the writing process daily; district wide prompts administered 3 x a year.

Action Step 1

Daily Writing instruction -explicit, modeled, guided practice and independent practice.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples

Facilitator:

Alice Taylor, Writing Resource Teacher, Dr. Marsha Manley, LCRT

Participants:

All classroom teachers

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

Daily writing instruction

Person or Persons Responsible

Teachers, Writing resource teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G1.B1.S1

Writing Instruction

Person or Persons Responsible

Teachers; LCRT

Target Dates or Schedule

Monthly writing prompts

Evidence of Completion

Percentage of students scoring proficient (3.5) on a monthly expository or narrative writing prompt.

G1.B1.S2 Writing resource teacher provides instruction/modeling on a weekly basis in all fourth grade classrooms.

Action Step 1

Weekly instruction/modeling provided by the Writing Resource Teacher

Person or Persons Responsible

Teachers, Writing Resource teacher

Target Dates or Schedule

Writing Resource teacher will provide instruction/modeling weekly to all fourth grade students.

Evidence of Completion

Student writing samples

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

Writing Resource teacher providing weekly instruction/modeling

Person or Persons Responsible

Teacher, Writing Resource teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G1.B1.S2

Students will complete a monthly expository/narrative writing prompt that will be doubled scored. Percentage of students demonstrating proficiency (3.5) will be calculated for each class.

Person or Persons Responsible

Teachers, Writing Resource teacher, MTSS team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in the percentage of students demonstrating proficiency by class and grade level.

G2. Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

G2.B1 Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

G2.B1.S1 Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on 5th grade life and physical science benchmarks.

Action Step 1

Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on the 5th grade life and physical science.

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Early release days

Evidence of Completion

Grade level plans

Facilitator:

STEM committee members and district resource teacher.

Participants:

All classroom teachers

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

Early Release STEM days

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Early Release Days

Evidence of Completion

Grade level plans

Plan to Monitor Effectiveness of G2.B1.S1

Early Release STEM days

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Early Release Days

Evidence of Completion

Report of Team Leaders

G2.B1.S2 Utilization of core science curriculum in all grade levels. Continuity of science instruction at all grade levels.

Action Step 1

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series.

Person or Persons Responsible

Classroom teachers; Science Committee; Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; observation; Performance Matters Science Assessment 3x a year

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

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series.

Person or Persons Responsible

Classroom teachers; Science Committee;Administration

Target Dates or Schedule

Quarterly review of student progress

Evidence of Completion

Teacher Lesson plans; student grades; Performance Matters Science Assessment 3x a year

Plan to Monitor Effectiveness of G2.B1.S2

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series.

Person or Persons Responsible

Classroom teachers; Science Committee;Administration

Target Dates or Schedule

Quarterly review of student progress; Performance Matters Science Assessment

Evidence of Completion

Teacher Lesson plans; student grades; Performance Matters Science Assessment 3 x a year.

G3. Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

G3.B1 Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.

G3.B1.S1 Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Action Step 1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Formative assessments; Item analysis of weekly and unit reading assessments; lesson plans; Individual student's folder and progress monitoring data.

Facilitator:

LCRT, District Resource Teacher, Administration, Guidance Counselor

Participants:

All classroom teachers who teach reading.

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

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Person or Persons Responsible

Team Leader; LCRT, MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans; Student folder, observation, improved performance on reading assessments and progress monitoring data collected on students

Plan to Monitor Effectiveness of G3.B1.S1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Person or Persons Responsible

Teachers, Team Leaders, LCRT, MTSS team

Target Dates or Schedule

Progress report and report cards; progress monitoring schedule

Evidence of Completion

Teacher Lesson plans; individual student folders; improved performance on reading assessments, progress monitoring data collected, monthly, bi-monthly and weekly on all students receiving Tier 2 or Tier 3 services.

G3.B2 Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)

G3.B2.S1 Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Action Step 1

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Lesson Plans, Grade level team planning, Improved student performance on formative and reading assessments.

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

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person or Persons Responsible

Teachers, Team Leaders, LCRT

Target Dates or Schedule

Daily

Evidence of Completion

Improved student performance on formative and reading assessments. Improvement on progress monitoring data collected every 10 days.

Plan to Monitor Effectiveness of G3.B2.S1

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person or Persons Responsible

Teachers; MTSS team

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on formative and reading assessments. Improvement on progress monitoring data collected every 10 days.

G3.B3 Students' performance in reading is significantly below grade level expectations

G3.B3.S1 Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Action Step 1

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Person or Persons Responsible

Teacher; Reading Tutors

Target Dates or Schedule

Three times a week beginning in October

Evidence of Completion

Formative and reading assessments; Progress monitoring data collected be-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

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

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Person or Persons Responsible

Teacher, LCRT, MTSS team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Performance on formative and reading assessments; Progress monitoring data collected be-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Plan to Monitor Effectiveness of G3.B3.S1

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Person or Persons Responsible

Teachers, LCRT, MTSS team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Performance on formative and reading assessments; Progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

G4. Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

G4.B1 Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.

G4.B1.S1 Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Action Step 1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Person or Persons Responsible

Classroom teachers; Team Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Formative assessments; Item analysis of Harcourt Math assessments, Performance Matters assessment 3 x a year, lesson plans, individual progress monitoring data.

Facilitator:

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants:

All teachers who teach mathematics.

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

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Person or Persons Responsible

Team Leaders, MTSS team, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans; student folders, observation, improved performance on math assessments, and progress monitoring data collected on students.

Plan to Monitor Effectiveness of G4.B1.S1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Person or Persons Responsible

Teachers, Team Leaders, MTSS team

Target Dates or Schedule

Progress report and report cards; progress monitoring schedule

Evidence of Completion

Lesson plans; improved performance on math assessments, progress monitoring data collected monthly, bi-monthly and weekly on all students receiving Tier 2 and Tier 3 services

G4.B2 Many students have skill deficits in one or more areas.

G4.B2.S1 An additional thirty minutes for differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Action Step 1

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, Grade level team planning, improved student performance on formative and math assessments.

Facilitator:

Math Connect Team, District Resource Teacher, LCRT, Administration

Participants:

All teachers who teach mathematics.

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

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person or Persons Responsible

Teachers, Team Leaders, MTSS team

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on formative and math assessments. Performance Matters assessment - 3x a year. Improvement on progress monitoring data collected every 10 days.

Plan to Monitor Effectiveness of G4.B2.S1

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person or Persons Responsible

Teachers, Team Leaders, MTSS team

Target Dates or Schedule

Monthly , bi-monthly

Evidence of Completion

Improved student performance on formative and math assessments. Performance Matters assessment - 3x a year. Improvement on progress monitoring data collected weekly or bi-weekly for all students receiving Tier 2 or Tier 3 services.

G4.B3 Students whose performance in math is significantly below grade level expectations.

G4.B3.S1 Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Action Step 1

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person or Persons Responsible

Teachers, MTSS team

Target Dates or Schedule

Three times a week beginning in October.

Evidence of Completion

Formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Facilitator:

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants:

All teachers who teach mathematics.

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

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person or Persons Responsible

Team Leaders, MTSS team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Plan to Monitor Effectiveness of G4.B3.S1

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person or Persons Responsible

Team Leaders; MTSS team

Target Dates or Schedule

Bi-weekly, weekly

Evidence of Completion

Performance on formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

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, Part A :

Will provide funds to all district elementary schools and one middle school, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB.

Title I, Part C- Migrant:

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D:

Provides services to children who are delinquent or neglected.

Title II

Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III :

Supports activities to assist students to become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.

Title X- Homeless:

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs: LEA participates in the Federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs.

Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Violence Prevention Programs:

The district offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

VPK: These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Adult Education: Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses and community interest workshops are available.

Career and Technical Education: Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.

G1.B1 Student performance in writing is significantly below grade level expectations.

G1.B1.S1 Students will use the writing process daily; district wide prompts administered 3 x a year.

PD Opportunity 1

Daily Writing instruction -explicit, modeled, guided practice and independent practice.

Facilitator

Alice Taylor, Writing Resource Teacher, Dr. Marsha Manley, LCRT

Participants

All classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples

G2. Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

G2.B1 Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

G2.B1.S1 Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on 5th grade life and physical science benchmarks.

PD Opportunity 1

Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on the 5th grade life and physical science.

Facilitator

STEM committee members and district resource teacher.

Participants

All classroom teachers

Target Dates or Schedule

Early release days

Evidence of Completion

Grade level plans

G3. Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

G3.B1 Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.

G3.B1.S1 Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

PD Opportunity 1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Facilitator

LCRT, District Resource Teacher, Administration, Guidance Counselor

Participants

All classroom teachers who teach reading.

Target Dates or Schedule

Weekly

Evidence of Completion

Formative assessments; Item analysis of weekly and unit reading assessments; lesson plans; Individual student's folder and progress monitoring data.

G4. Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

G4.B1 Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.

G4.B1.S1 Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

PD Opportunity 1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Facilitator

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants

All teachers who teach mathematics.

Target Dates or Schedule

Weekly

Evidence of Completion

Formative assessments; Item analysis of Harcourt Math assessments, Performance Matters assessment 3 x a year, lesson plans, individual progress monitoring data.

G4.B2 Many students have skill deficits in one or more areas.

G4.B2.S1 An additional thirty minutes for differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

PD Opportunity 1

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Facilitator

Math Connect Team, District Resource Teacher, LCRT, Administration

Participants

All teachers who teach mathematics.

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, Grade level team planning, improved student performance on formative and math assessments.

G4.B3 Students whose performance in math is significantly below grade level expectations.

G4.B3.S1 Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

PD Opportunity 1

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Facilitator

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants

All teachers who teach mathematics.

Target Dates or Schedule

Three times a week beginning in October.

Evidence of Completion

Formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.	\$60,000
G2.	Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.	\$2,000
G3.	Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.	\$112,000
G4.	Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.	\$85,000
Total		\$259,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Evidence-Based Program	Total
Local	\$60,000	\$12,000	\$0	\$72,000
District/Local	\$0	\$2,000	\$0	\$2,000
District	\$0	\$59,000	\$86,000	\$145,000
Title I	\$40,000	\$0	\$0	\$40,000
Total	\$100,000	\$73,000	\$86,000	\$259,000

Budget Details

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

G1. Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.

G1.B1 Student performance in writing is significantly below grade level expectations.

G1.B1.S1 Students will use the writing process daily; district wide prompts administered 3 x a year.

Action Step 1

Daily Writing instruction -explicit, modeled, guided practice and independent practice.

Resource Type

Personnel

Resource

Writing Resource Teacher

Funding Source

Local

Amount Needed

\$30,000

G1.B1.S2 Writing resource teacher provides instruction/modeling on a weekly basis in all fourth grade classrooms.

Action Step 1

Weekly instruction/modeling provided by the Writing Resource Teacher

Resource Type

Personnel

Resource

Writing Resource Teacher

Funding Source

Local

Amount Needed

\$30,000

G2. Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

G2.B1 Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

G2.B1.S1 Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on 5th grade life and physical science benchmarks.

Action Step 1

Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on the 5th grade life and physical science.

Resource Type

Evidence-Based Materials

Resource

Reading Series, Reading Street

Funding Source

District/Local

Amount Needed

\$2,000

G3. Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

G3.B1 Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.

G3.B1.S1 Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Action Step 1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Resource Type

Evidence-Based Program

Resource

Reading Street Reading Series

Funding Source

District

Amount Needed

\$86,000

G3.B2 Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)

G3.B2.S1 Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Action Step 1

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Resource Type

Evidence-Based Materials

Resource

Remediation materials-Curriculum and Associates

Funding Source

Local

Amount Needed

\$6,000

G3.B3 Students' performance in reading is significantly below grade level expectations

G3.B3.S1 Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Action Step 1

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Resource Type

Personnel

Resource

Retired Certified Teachers used for tutoring

Funding Source

Title I

Amount Needed

\$20,000

G4. Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

G4.B1 Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.

G4.B1.S1 Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Action Step 1

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Resource Type

Evidence-Based Materials

Resource

Go Math and remediation materials

Funding Source

District

Amount Needed

\$59,000

G4.B2 Many students have skill deficits in one or more areas.

G4.B2.S1 An additional thirty minutes for differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Action Step 1

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Resource Type

Evidence-Based Materials

Resource

Go Math and Remedial materials

Funding Source

Local

Amount Needed

\$6,000

G4.B3 Students whose performance in math is significantly below grade level expectations.

G4.B3.S1 Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Action Step 1

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Resource Type

Personnel

Resource

Retired Certified Teachers used as Tutors

Funding Source

Title I

Amount Needed

\$20,000