2013-2014 SCHOOL IMPROVEMENT PLAN

Rock Springs Elementary
2400 ROCK SPRINGS RD
Apopka, FL 32712
407-884-2242

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	58%

Alternative/ESE Center	Charter School	Minority Rate
No	No	51%

School Grades History

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

SIP Authority and Template

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

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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
Rock Springs Elementary

Principal
Brian Burns

School Advisory Council chair
Cynthia Facchini

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

Name	Title
Brian Burns	Principal
Brenda Ruddell	Assistant Principal
Tanya Varela	CRT
Tamara Barton-Buggs	Dean/Reading Coach
Louise Schulz	Staffing Specialist

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

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

Membership of the SAC

Cynthia Fachini - Chairperson
Mary Kelly - Co Chairperson
Annie Ortiz - Secretary
Beth Roda-Harcombe
Tamara Barton-Buggs
Apryl Cooke
Tanya Varela
Jannea England
Brian Burns
Brenda Ruddell
Six members are parents and four members are school employees
Ethnic Break Down
20% Black

20% Hispanic
10% Other
50% White

Involvement of the SAC in the development of the SIP

In May the SAC meets to plan next years SIP. During the meeting we discuss the barriers that we must overcome for each subject area. The SAC creates multiple strategies that we can use to overcome the barriers. The SAC debates which strategies will be most effective in helping our students learn.
In August we send out flyers to all parents inviting them to members of our SAC. This flyer goes home in English and Spanish. We hold our first SAC meeting in September to select the SAC chairperson and other officers.

Activities of the SAC for the upcoming school year

The SAC meets monthly to discuss the progress the school is making in accordance to our SIP. In May the SAC hold our annual SIP retreat. During this retreat subcommittees present new ideas to add to our SIP. The SAC discusses each new idea and decides if it should be included in next year's SIP. We also look at the strategies that did not work and determine what needs to be done to improve results.

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

We will be using $11,000 to support a before school tutoring program for students who have been identified as needing much improvement in math in grades 3, 4, and 5. The money will be used to purchase supplies, materials, and the salaries of the teachers.
We will be using $700 to add a site license of FASTTMATH to our school computers to help all students build fluency in basic math skills of addition, subtraction, multiplication, and division.
We will be using $1600 to add a site licences of SuccessMaker to our school computers to help all students increase their reading and math skills in preparation for the FCAT.

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:

Brian Burns		
Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Bachelor of Arts Certifications: Master of Science Physical Education K-12 Educational Specialist Health 6-12 Middle School Science 6-8 Mentally Handicapped K-12 Computer Science K-12 Educational Leadership
Performance Record	Year: 2008-2009 (PWE),2009-2010 (PWE),2010-2011 (WES), 2011-2012 (RSE), 2012-1013 (RSE) School Grade:C, C,D,B,C Proficiency R:65,62,43,67,61 Proficiency M:59,62,47,57,63 Proficiency W:88,81,100,73,63 Proficiency S:26,41,16,52,42 Learning Gains R:67,62,67,62,46,71,55 Learning Gains M:65,67,59,62,53,70,62 Lowest 25% R:60,60,60,55,55 Lowest 25% M:62,80,61,61,62 AYP:90,74,92,77,77

Brenda Ruddell		
Asst Principal	Years as Administrator: 16	Years at Current School: 0

Credentials	Bachelor of Arts Certifications: Master of Science Physical Education K-12 Educational Specialist Health 6-12 Middle School Science 6-8 Mentally Handicapped K-12 Computer Science K-12 Educational Leadership
Performance Record	Lake Silver Elementary 2012 -2013 School Grade: B Reading Proficiency : 62.4% Reading Learning Gains: 57.8% Reading Lowest 25%: 55.9% Math Proficiency: 53.4% Math Learning Gains: 59.5% Math lowest 25%: 65.9% 2011 -2012 School Grade: A Reading Proficiency : 68.4% Reading Learning Gains: 81.8% Reading Lowest 25%: 82.9% Math Proficiency: 57.9% Math Learning Gains: 75.6% Math Lowest 25%: 70.3% 2010 -2011 School Grade: B Reading Proficiency : 67.6% Reading Learning Gains: 50.3% Reading Lowest 25%: 19.2% Math Proficiency: 60.2% Math Learning Gains: 32.5% Math Lowest 25%: 3.3% 2009 -2010 School Grade: A Reading Proficiency : 76% Reading Learning Gains: 61% Reading Lowest 25%: 60% Math Proficiency: 75% Math Learning Gains: 69% Math Lowest 25%: 67% 2008 -2009 School Grade: A Reading Proficiency : 82% Reading Learning Gains: 75% Reading Lowest 25%: 71% Math Proficiency: 71% Math Learning Gains: 72% Math Lowest 25%: 87% 2007 -2008 School Grade: A Reading Proficiency : 78% Reading Learning Gains: 74% Reading Lowest 25%: 83%

Math Proficiency: 78%
Math Learning Gains: 85%
Math Lowest 25%:83%
2006 -2007 School Grade: A
Reading Proficiency : 76%
Reading Learning Gains: 77%
Reading Lowest 25%: 80%
Math Proficiency: 75%
Math Learning Gains: 75%
Math Lowest 25%: 75%
2005 -2006 School Grade: C
Reading Proficiency :66%
Reading Learning Gains: 60%
Reading Lowest 25%: 50%
Math Proficiency: 53%
Math Learning Gains: 58%
2004 -2005 School Grade: D
Reading Proficiency : 64%
Reading Learning Gains: 51%
Reading Lowest 25%: 43%
Math Proficiency: 51%
Math Learning Gains: 62%
Clay Springs Elementary
2001 -2002 School Grade: A
Reading Proficiency : 67%
Reading Learning Gains: 72%
Reading Lowest 25%: 74%
Math Proficiency: 61%
Math Learning Gains: 76%
2000 -2001 School Grade: C
Reading Proficiency : 64%
Math Proficiency: 61%
1999 – 2000 School Grade: A
Reading Proficiency: 72%
Math Proficiency: 61%
1998 – 1999 School Grade: C

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Tamara Barton-Buggs		
Full-time / School-based	Years as Coach: 2	Years at Current School: 8
Areas	Reading/Literacy, RtI/MTSS, Other	
Credentials	Bachelors of Business Administration Certifications: K-6 Elementary Ed. Masters Educational Leadership Educational Leadership K-12	
Performance Record	Year 2011-2012 School Grade B Points 515 Proficiency R 67 Proficiency M 57 Proficiency W 73 Proficiency S 52 Learning Gains R 71 Learning Gains M 70 Lowest 25% R 55 Lowest 25% M 61 AYP Year 2012-2013 School Grade C Points ? Proficiency R 61 Proficiency M 63 Proficiency W 63 Proficiency S 42 Learning Gains R 55 Learning Gains M 62 Lowest 25% R 55 Lowest 25% M 62 AYP	

Tanya Varela		
Full-time / School-based	Years as Coach: 0	Years at Current School: 7
Areas	Other	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

46

 # receiving effective rating or higher

46, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

45, 98%

 # ESOL endorsed

38, 83%

 # reading endorsed

7, 15%

 # with advanced degrees

18, 39%

 # National Board Certified

2, 4%

 # first-year teachers

18, 39%

 # with 1-5 years of experience

11, 24%

 # with 6-14 years of experience

11, 24%

 # with 15 or more years of experience

6, 13%

Education Paraprofessionals

# of paraprofessionals

18

 # Highly Qualified

18, 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

1)Interview candidates to determine their strength of teaching and passion to support student learning and
development
2)Mentor Program for beginning teachers with Highly Effective veteran Instructors
3)Support beginning teachers with their concerns by meeting with CRT, Reading Coach/Dean and in Grade Level PLCs
4)Meet monthly with beginning teachers and mentors by dicusssing concerns and effective teaching strategies

5)Provide school-wide professional development through PLCs, instructional trainings, curriculum collaboration

6)Provide mentees with opportunities to observe other highly qualified teachers using effectice teaching strategies

7)Provide mentors, instructional and behavioral coaches opportunities to observe mentees

8)Provide opportunities for mentors and mentees to meet on a regular basis to discuss behavior concerns and effective teaching strategies

9)Develop a school culture of collaboration

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

Our mentoring program will introduce new and beginning teachers to the culture, expectations, and vision of Rock Springs Elementary and Orange County Public Schools. CRT and Reading Coach/ Dean will meet bi-weekly or as needed with beginning teachers and mentors to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. Monthly meetings with beginning teachers and mentors will also address progress and concerns. Beginning teachers will be paired with highly qualified mentors that have taken Clinical Educator and Coaching and Mentoring Online Course. Mentors will have a proven track record of effective teaching and professionalism.

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 Multi-tiered System of Supports (MTSS) Leadership Team has developed an action plan to assist teachers and to provide a step by step plan of support for students based on data. Students with remediation or enrichment needs are identified based on baseline data. Teachers begin the interventions/enrichment, document progress, and meet with the MTSS team during data meetings or on an as needed basis to discuss student progress. The MTSS team then assists the teacher in fine tuning the resources or intervention to meet the needs of the student.

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

The Leadership Team members were in attendance in developing the SIP with the staff and community. The MTSS Leadership Team provides guidance to teachers as we work through the process of identifying students and interventions/enrichment needed to enhance student achievement. The team will then disseminate the information to the staff, coordinate resources for interventions/enrichment and monitor the progress of the students.

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

The Leadership Team uses Progress Monitoring reporting to determine fidelity. The Leadership Team will attend Team meetings to discuss Progress Monitoring results and to ensure that each student is being

served and monitored. The Leadership Team will observe intervention groups and meet with the teachers providing the interventions to ensure that the interventions are being taught with fidelity.

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

Each teacher must complete a data notebook and will load their Progress Monitoring data on the Sharepoint. Students who are part of the MTSS process are documented within the notebook and on the Sharepoint. Students are identified with baseline data from FAIR and prior FCAT scores. Additional assessment tools are utilized to develop evidence-based interventions and focus instruction. Students needing interventions are tracked on a biweekly basis and their growth is plotted on a chart. Data sources include but not limited to prior year FCAT, FAIR, Performance Matters, Houghton Mifflin "Progress Monitoring" subject area tests and quizzes, writing samples, and discipline referrals.

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

During preplanning the MTSS leader will review the problem-solving model approach to develop and evaluate intervention plans. In addition, members of each grade level team that have previously participated in a MTSS PLC will review the school MTSS process with their teams. Data notebooks, the use of the Sharepoint, and their role in the process will also be shared. The MTSS Leader will then meet individually with each grade level to address specific questions regarding the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,800

After school Math tutoring program to focus on students who are in the lowest 30%, ELL, ESE, or in any ethnic subgroup.

Strategy Purpose(s)

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

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

Students will be assessed after each math benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.

Who is responsible for monitoring implementation of this strategy?

Teachers that are selected for the tutoring program will collect the data. This data will be uploaded to the collaboartion site so administration can monitor student growth.

Literacy Leadership Team (LLT)

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

Name	Title
Brian Burns	Principal
Brenda Ruddell	Assistant Principal
Tamara Barton-Buggs	Reading Coach
Tanya Varela	CRT
Louise Schulz	Staffing Speicalist
Carissa Savage	Fourth Grade Teacher

How the school-based LLT functions

The Literacy Team will meet once a month to discuss data gathered from Performance Matters, Journeys testing, Fair, and recent reports from SuccessMaker.

The Reading Coach's main goal is to support teachers in using interventions based on current student data, model lessons for teachers, and update teachers on research-based strategies. Reading Coach will pull appropriate reports to inform the administration and teachers of current student academic progress.

The Media Specialist will work with teachers to implement AR. The Media Specialist will work with the PTA in recognizing AR goals set by the teacher for the students. She will also encourage the reading of Sunshine State Books and conduct a voting of the best book at the end of the school year. The Media Specialist will assist students in selecting books that are on the appropriate level for student reading.

Writing Contact will support teachers by keeping them informed of current trends and information from the district about writing. She will also work with the writing team to implement school wide writing standards in response to reading.

Grade Level Representatives will meet with their teams on Tuesdays during Common Collaborative Planning to review current data and share ideas as to how to meet the needs of students both remediation and enrichment.

Assistant Principal and Principal will monitor data from various sources and meet with grade levels and teachers bi-weekly to discuss the needs of the teachers and students. Data Meetings are held to analyze the data collected by the teacher, of student's academic progress and to provide strategic support to the teacher.

Major initiatives of the LLT

The major initiatives of Rock Springs will be to implement high yield strategies from Marzano - The Art and Science of Teaching to help increase student success with the Common Core benchmarks. Essential Questions, Learning Goals and Scales will be a factor for teachers in improving their teaching skills. Rock Springs will focus on Marzano's DQ2, DQ3, and DQ4 for student learning. Teachers will use these strategies: Interacting with New Knowledge, Practice and Deepen Knowledge, Generate and Test Hypotheses.

We will continue to use Write Track Strategies across the curriculum to help students organize their thoughts and understanding of concepts in each subject area. The Writing Team will establish written response questions for each grade level to use with Journeys.

Teachers will use the collaboration site to document student achievement on grade level data charts. Students will continue to use data notebooks to monitor their achievement. Adjustments in student notebooks will be made to fit the needs of each grade level and student.

Formal Lesson Study will be conducted by third grade teachers to focus on mathematics objectives. Informal Lesson Study will be conducted by K,1,2,4 and 5 grade levels to focus on mathematics objectives.. Informal Lesson Study encompasses teachers meeting on a regular basis to develop a

lesson including learning goal, thinking activity, doing activity and writing activity. Ideas of how to teach a lesson will be shared in order for a synergized lesson to be developed and used by all teachers on the grade level.

The Professional Development will focus on Grade Level PLCs and the implementation of Marzano, Writing Expectations, Continuous Improvement Model, and NGSSS(3-5) and Common Core Standards, utilizing the Core instructional material Journey and Go Math.

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

All kindergarten students are screened with FLKRS and interventions are put in place to meet the individual needs.

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%	60%	No	74%
American Indian				
Asian	73%		No	75%
Black/African American	73%	57%	No	76%
Hispanic	58%	48%	No	62%
White	75%	67%	No	78%
English language learners	47%	28%	No	52%
Students with disabilities	38%	23%	No	45%
Economically disadvantaged	58%	50%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	24%	29%
Students scoring at or above Achievement Level 4	135	35%	40%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	152	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	37	60%	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)	40	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	22%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	21%	26%

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	49	63%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	17	46%	36%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	55%	No	66%
American Indian				
Asian	73%		No	75%
Black/African American	49%	39%	No	54%
Hispanic	54%	40%	No	59%
White	65%	66%	Yes	69%
English language learners	42%	30%	No	48%
Students with disabilities	35%	28%	No	42%
Economically disadvantaged	49%	44%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	25%	30%
Students scoring at or above Achievement Level 4	110	29%	34%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	169	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	66%	71%

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	53	41%	46%
Students scoring at or above Achievement Level 4	18	14%	19%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	1	35%	

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	64	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	17	1%	1%
Students who are not proficient in reading by third grade	50	38%	33%
Students who receive two or more behavior referrals	16	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our first goal will be to increase our PTA enrollment to 300 members.
Our Second Goal is to increase our SAC membership to 15 members with 10 members being parents or community members representing our ethnic diversity.
Our third goal is to increase parent participation in after school activities on campus. Examples would be Curriculum Nights, Report Card Conference, Music and Art Performances, and PTA events.
Our fourth goal is to increase parent participation from our ELL parents.
Our fifth goal wil be to support our parents that have students with ASD.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase PTA enrollment			
Increase SAC Membership			
Increase parent involvement in after school activities			
Increase ELL parent involvement			
Increase ASD parent involvement			

Goals Summary

G1. Rock Springs Elementary will increase the number of students who score at proficient levels on FCAT Math 2013-2014.

G2. Rock Springs Elementary will increase the number of students who score proficient levels on the FCAT Writing for 2013-2014.

G3. Rock Springs Elementary will increase the number of ELL students reading at a proficient level of reading on the FCAT Reading for 2013-2014

G4. Rock Springs Elementary will increase the number of students who achieve a proficient level of reading on the FCAT Reading for 2013-2014.

G5. Rock Springs Elementary will increase the number of students who score at proficient levels on the FCAT Science for 2013-2014.

Goals Detail

G1. Rock Springs Elementary will increase the number of students who score at proficient levels on FCAT Math 2013-2014.

Targets Supported

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

Resources Available to Support the Goal

- Computer Labs

- Smart Boards, Doc Cameras, and technology

- Math Night

- Math Tutoring Program

- Crosswalks and IMS

- Wednesday Collaboration Time

Targeted Barriers to Achieving the Goal

- Teachers understanding the specific standards and benchmarks that are going to be tested on the FCAT and the depth of knowledge the students must reach

Plan to Monitor Progress Toward the Goal

During data meetings the team and administration will analyze the students assessment data o determine if students are making progress in mastering the NGSSS

Person or Persons Responsible
Administrative Team Leader, Team Leader, Prinicpal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Increased student scores on grade level math assessments.

G2. Rock Springs Elementary will increase the number of students who score proficient levels on the FCAT Writing for 2013-2014.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing Committee - This committee has a representative from each grade level
- Write Track - resource that provide strategies to help students organize their writing
- Monthly Writing Prompts

Targeted Barriers to Achieving the Goal
- Limited knowledge of conventions, grammar and syntax of spoken and written language.

Plan to Monitor Progress Toward the Goal

The Writing Committee has created grade level expectations for each grading period for language conventions.

Person or Persons Responsible
Teachers, MTSS Coach, CRT, Media Specialist, Reading Coach, Assistant Principal, and Principal.

Target Dates or Schedule:
Once a month beginning in September 2013 to May 2014.

Evidence of Completion:
Increased use of language conventions in student writing will be evident in the monthly writing prompts.

G3. Rock Springs Elementary will increase the number of ELL students reading at a proficient level of reading on the FCAT Reading for 2013-2014

Targets Supported

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

Resources Available to Support the Goal

- CCT , ESOL Paraprofessional and Teachers

- Parent Leadership Council

- Bilingual Dictionaries

- After school tutoring

Targeted Barriers to Achieving the Goal

- ELL students do not have a strong and diverse vocabulary.

- Students home language is in not English. Students do not have support at home to assist them with homework or reading in English.

Plan to Monitor Progress Toward the Goal

Student assessments will be tracked on spreadsheets to show growth of the students' reading skills over time.

Person or Persons Responsible

CCT/Reading Coach CRT Assistant Principal Prinipal

Target Dates or Schedule:

Bi- weekly during (October 2013-April 2014)

Evidence of Completion:

Teachers' data and progress monitoring should show increase scores on unit exam, benchmark , Fair and all other progress monitoring tools.

G4. Rock Springs Elementary will increase the number of students who achieve a proficient level of reading on the FCAT Reading for 2013-2014.

Targets Supported

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

Resources Available to Support the Goal

- Blackbelt Reading teachers
- Researched based technology reading programs: Successmaker and FCAT Explorer
- LLT
- Accelerated Reader
- Grade level collaborative planning in reading
- Reading Coach

Targeted Barriers to Achieving the Goal

- Students lack reading skills and strategies to to be proficient in reading complex informational text independently in a variety of content areas.

Plan to Monitor Progress Toward the Goal

Rock Springs is using a variety of tools to monitor our students progress in reading. Write in Reader from Journeys for all Tier II students will utilized during intervention time with biweekly monitoring STAR reading assessments every four weeks to determine IRL and growth. Journey lesson assessments uploaded to the school Collaboration Site Performance Matters reports to find trends in reading scores

Person or Persons Responsible

Teachers are responsible for progress monitoring. Administration and instructional coaches are responsible for reviewing the data with the teachers during our grade level data meetings..

Target Dates or Schedule:

Data meetings are held biweekly

Evidence of Completion:

All student assessment data will be uploaded to the school's collaboration site. Notes form the data meetings will be uploaded to the collaboration site.

G5. Rock Springs Elementary will increase the number of students who score at proficient levels on the FCAT Science for 2013-2014.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Teachers

- Science Virtual Labs

- Professional Development

- Science Bins/Supplies

- Progress Monitoring

- Inquiry Based lesson Plans/Teacher Editions

Targeted Barriers to Achieving the Goal

- Students lack exposure to inquiry based science.

Plan to Monitor Progress Toward the Goal

Progress Monitoring - Weekly science assessments will be used to track students' progress. Lesson plans form Common lesson planning time will be monitored for depth of knowledge in science lessons.

Person or Persons Responsible

CRT, Reading Coach/Dean, Staffing Specialist, Assistant Principal and Principal

Target Dates or Schedule:

On-going

Evidence of Completion:

Scores from Formative and Summative Science Assessments, Mini-science benchmarks, Science Benchmarks and FCAT Science

Action Plan for Improvement

Problem Solving Key

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

G1. Rock Springs Elementary will increase the number of students who score at proficient levels on FCAT Math 2013-2014.

G1.B1 Teachers understanding the specific standards and benchmarks that are going to be tested on the FCAT and the depth of knowledge the students must reach

G1.B1.S1 Teachers will attend a staff training on deconstructing the Common Core math standards to identify the specific skills the students must learn and the depth of knowledge they must achieve

Action Step 1

Provide staff training to teachers to show them how to deconstruct the math standards.

Person or Persons Responsible

CRT, Classroom Teachers

Target Dates or Schedule

September

Evidence of Completion

Teachers will deconstruct the standard they are teaching and compare it to their lesson plans. Teachers will complete a reflection question on what they learned from the training.

Facilitator:

CRT, Intermediate Teachers

Participants:

All classroom teachers

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

The strategy will be evident in the lesson plans that are created during common planning time. Administration will monitor progress of Common Core deconstruction during teacher common planning time.

Person or Persons Responsible

The administration team will verify the strategy is being used used during common planning time

Target Dates or Schedule

Once a week during the teams common planing time

Evidence of Completion

Admin team member will use checklist to evaluate common planning time objectives

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans will clearly identify how the students will learn the math standard

Person or Persons Responsible

Administrative Team Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans uploaded to the collaboration site will match the daily observations by the Administrative Team Leader

G1.B1.S2 Teachers will use the Crosswalk to identify the Common Core standards and the NGSS that will tested on the FACT

Action Step 1

Provide training to classroom teachers on how to use the Crosswalk when they are creating their weekly lesson plans

Person or Persons Responsible

Intermidiate Classroom Teachers

Target Dates or Schedule

September

Evidence of Completion

Teachers will have the "Crosswalk" and be using it during common planning time

Facilitator:

CRT, Intermediate Teacher

Participants:

Intermediate Teachers

Action Step 2

Provide the teachers with the "Crosswalk" to identify what NGSSS will be tested on FCAT

Person or Persons Responsible

Administration will provide the materials

Target Dates or Schedule

September

Evidence of Completion

Teachers will have the "Crosswalk" and be using it during common planning time

Facilitator:

CRT, Intermediate Teachers, Prinicpal, Assistant Principal

Participants:

All classroom teachers

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

Administrative Team Leader will attend the common planning time to monitor the use of the crosswalk material

Person or Persons Responsible

Administrative Team Leader and the Team Leader

Target Dates or Schedule

During weekly common planning time

Evidence of Completion

Administrative Team Leader will monitor the use of the crosswalk during common planning time and record use in team meeting minutes.

Plan to Monitor Effectiveness of G1.B1.S2

Lesson plans will identify the NGSSS standard along with the CCSS that is being taught for the lesson

Person or Persons Responsible

Administrative Team Leader and grade level teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans on the collaboration site will include the NGSSS and CCSS

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Rock Springs Elementary will increase the number of students who score proficient levels on the FCAT Writing for 2013-2014.

G2.B1 Limited knowledge of conventions, grammar and syntax of spoken and written language.

G2.B1.S1 Update expectations for language conventions for each grade level.

Action Step 1

Teachers will evaluating monthly writing prompts using a standard writing scale to determine the effectiveness of student's use of conventions.

Person or Persons Responsible

All grade levels K-5 will participate in the monthly writing prompt.

Target Dates or Schedule

Every Month starting in September 2013 and ending in May 2014

Evidence of Completion

Copy of scales used to evaluate the student writing. Student writing scores recorded on spreadsheets to track progress.

Action Step 2

Establish a writing committee with a representative from each grade level to review and develop new expectations for language conventions and a scope and sequence to accomplish the goals

Person or Persons Responsible

Writing Committee which represents administration and one teacher from each grade level

Target Dates or Schedule

The new expectations will be created and established in the first thirty days of school.

Evidence of Completion

The Writing Committee's new expectation form for conventions and grammar.

Facilitator:

Principal and Writing Committee Chairperson

Participants:

All teacher grades K-5

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

Notes from monthly writing committee meetings will be used to monitor the progress of our new writing plan. Spreadsheets that will document the student's scores on the monthly writing assessments.

Person or Persons Responsible

Teachers, MTSS Coach, CRT, Media Specialist, Reading Coach, Assistant Principal, and Principal.

Target Dates or Schedule

Once a month starting in September 2013 and ending May 2014

Evidence of Completion

Notes from the Writing Committee meetings and the spreadsheets used to track the students' writing scores.

Plan to Monitor Effectiveness of G2.B1.S1

Administrative team will evaluate reading scores with teams during data biweekly data meetings

Person or Persons Responsible

Grade Level Teachers, MTSS Coach, CRT, Media, Reading Coach, Assistant Principal, and Principal.

Target Dates or Schedule

After each monthly writing prompt.

Evidence of Completion

The spreadsheets used to track the students' writing scores and the notes from the data meetings.

G3. Rock Springs Elementary will increase the number of ELL students reading at a proficient level of reading on the FCAT Reading for 2013-2014

G3.B1 ELL students do not have a strong and diverse vocabulary.

G3.B1.S2 Enroll students in after school tutoring programs to increase phonics, fluency and comprehension skills.

Action Step 1

Implement Minority Achievement Tutoring services and Rock Springs Elementary After-School tutoring will be provided to our ELL students.

Person or Persons Responsible

CCT/Reading Coach CRT Assistant Principal Prinicpal

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Students scores on unit exams, benchmarks, FAIR and FCAT will increase.

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

Weekly observations and meetings with tutors and teachers

Person or Persons Responsible

CRT CCT/Reading Coach Assistant Principal Prinicpal

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting/observation notes

Plan to Monitor Effectiveness of G3.B1.S2

Students scores on unit exams, benchmarks, FAIR and FCAT will increase.

Person or Persons Responsible

CRT CCT/Reading Coach Assistant Principal Principal

Target Dates or Schedule

Data will be evaluated bi-weekly during data meetings.

Evidence of Completion

Students scores on unit exams, benchmarks, FAIR and FCAT will increase.

G4. Rock Springs Elementary will increase the number of students who achieve a proficient level of reading on the FCAT Reading for 2013-2014.

G4.B2 Students lack reading skills and strategies to to be proficient in reading complex informational text independently in a variety of content areas.

G4.B2.S1 Utilize Collaborative Team Meetings to research , analyze and discuss strategies to improve reading skills.

Action Step 1

Collaborative Team meetings will be conducted to research, analyze and discuss strategies to help assist teachers in improving students skills to read and comprehend more complex text.

Person or Persons Responsible

Reading Coach CRT Assistant Principal Prinicpal

Target Dates or Schedule

Weekly Collaborative Team meetings starting September 2013 to May 2014

Evidence of Completion

Walk through and observation notes of teachers applying strategies. Students reading unit exams, benchmarks, and Fair scores will be evaluated.

Facilitator:

Reading Coach CRT Assistant Principal Prinicpal

Participants:

Teachers

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

Weekly walk throughs will occur to evaluate teaching strategies and student learning.

Person or Persons Responsible

Reading Coach CRT Assistant Principal Prinicipal

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation notes in conjunction with collecting and analyzing student that will show student growth in reading.

Plan to Monitor Effectiveness of G4.B2.S1

Walk through/ observation notes in conjunction with collecting and analyzing student data that will show student growth in reading. If there isn't any growth in student scores (benchmarks, FAIR and reading unit exams) teachers will be asked to reevaluate their teaching and strategies that are being implemented and develop a new plan of instruction.

Person or Persons Responsible

Reading Coach CRT Assistant Principal Prinicpal

Target Dates or Schedule

Weekly

Evidence of Completion

Student data will be evaluated bi-weekly based on the information that teachers post on SharePoint. Data will also be discussed in further detail during bi-weekly grade level meetings.

G5. Rock Springs Elementary will increase the number of students who score at proficient levels on the FCAT Science for 2013-2014.

G5.B1 Students lack exposure to inquiry based science.

G5.B1.S1 Vertically align science standards.

Action Step 1

Initial meeting - Vertical Alignment of Science Standards (VASS) - review and identify critical standards and align by grade levels.

Person or Persons Responsible

Science Team (1 or 2 teachers from each grade level and a Science Team Chair)

Target Dates or Schedule

by October 16, 2013

Evidence of Completion

Compiled List of Vertically Aligned Science Standards (VASS) submit to Science Team Chair for review.

Action Step 2

2nd Meeting - VASS - Make recommended changes and improvements to compiled list.

Person or Persons Responsible

Science Team

Target Dates or Schedule

October 23, 2013

Evidence of Completion

Final Draft submitted to Science Chair and Principal

Action Step 3

3rd Meeting - VASS - review final draft and make final changes.

Person or Persons Responsible

Science Team

Target Dates or Schedule

October, 30 2013

Evidence of Completion

Final Draft of Compiled List of VASS submitted to Principal

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

Maintain VASS meeting schedule and remind Science Team of meetings and expectaions

Person or Persons Responsible

Science Team Chair and CRT

Target Dates or Schedule

October 16, 23, and 30, 2013

Evidence of Completion

Schedule on Sharepoint, The Launch (school newsletter) - Reminders via emails and school PA system

Plan to Monitor Effectiveness of G5.B1.S1

Monitoring Science Team Meetings and reviewing of VASS Compiled List

Person or Persons Responsible

Science Team Chair, CRT, Reading Coach/Dean, Staffing Specialist, Assistant Principal, Principal

Target Dates or Schedule

October 16, 23, and 30, 2013

Evidence of Completion

Visiting/observing VASS meetings and reviewing VASS Compiled List

G5.B1.S2 Provide professional development - POD Cast/Virtual Labs and model lesson of science inquiry based learning.

Action Step 1

Watch POD Cast/Virtual Lab of inquiry based science lesson

Person or Persons Responsible

Teachers

Target Dates or Schedule

November 5, 2013 during grade level planning time.

Evidence of Completion

Reflection/Exit Slip/Learning Scale Tracking Sheet

Facilitator:

CRT

Participants:

Teachers

Action Step 2

Professional Development - Model lesson of inquiry based science

Person or Persons Responsible

Teachers

Target Dates or Schedule

November 6, 2013 2:30 -3:30 PM

Evidence of Completion

Reflection/Exit Slip/Tracking Slip

Facilitator:

Science Expert - Science Team Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Professional Development - POD Cast/Virtual Lab of inquiry based science lesson

Person or Persons Responsible

CRT, Reading Coach/Dean, Staffing Specialist, Assistant Principal, Principal

Target Dates or Schedule

November 5, 2013

Evidence of Completion

Visit and observe grade levels as they watch POD Cast/Virtual lab

Plan to Monitor Effectiveness of G5.B1.S2

Professional Development - POD Cast/Virtual Lab of inquiry based science lesson

Person or Persons Responsible

CRT, Reading Coach/Dean, Staffing Specialist, Assistant Principal, Principal

Target Dates or Schedule

November 5, 2013

Evidence of Completion

Collect and complie responses of Teacher's Reflection/Exit Slip

G5.B1.S3 Initiate collaborative planning by grade level for inquiry based science lessons.

Action Step 1

Collaborative Planning of Science Inquiry Based Lessons

Person or Persons Responsible

Teachers, by grade level

Target Dates or Schedule

Wednesdays, 2:30-3:30 PM, 2 to 3 times per month

Evidence of Completion

Grade Level Science Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Collaborative Planning of Science Inquiry Based Lessons

Person or Persons Responsible

CRT, Reading Coach/Dean, Staffing Specialist, Assistant Principal and Principal

Target Dates or Schedule

Wednesdays, 2:30-3:30 PM, 2 to 3 times per month

Evidence of Completion

Visit and observe Planning Times and review of Grade Level Science Lesson Plans posted on Sharepoint

Plan to Monitor Effectiveness of G5.B1.S3

Observe Science Lessons and conduct Science Data Meetings

Person or Persons Responsible

CRT, Reading Coach/Dean, Staffing Specialist, Assistant Principal and Principal

Target Dates or Schedule

Tuesday Data Meetings

Evidence of Completion

Data Sheets that include science assessment scores

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

Moniey from this project will be used to provide substitutes for fifth grade teachers working on the project Lesson Study. It is expected that substitutes will be provided three cycles of lesson development for the six fifth grade teachers. The teachers will develop a lesson with essential question, learning goal, thinking, doing and writing activities, and assessment of the learning goal. The teachers will then observe one of the teachers teach the lesson. The observing teachers will note the strengths and weaknesses of the lesson as to its impact on student learning. Then the teachers will debrief about the lesson presented as to its strength and weaknesses and how to improve upon lesson development.
Title III
At this time, we have not been informed if we will receive these funds. If we should receive these funds, most likely we will conduct tutoring for ELL students in reading and math.
Supplemental Academic Instruction (SAI)
Funds for this program are used to support student learning. This year the tutoring of students will focus on math as our teachers are strong in teaching reading. Student selection will be made by teachers based on math skills and growth needed in math.
Violence Prevention Programs
Anti-bully week will be conducted the last week in October. The intent of this week is to bring awareness to students about bullying and how to make a better choice in interacting with their peers.
Nutrition Programs
The following goals are from our School Wellness Program:
Goal #1: increase the number of after school activities that support exercise and healthy decision making
Area of Weakness Addressed: Need to have staff members volunteer to run after school activities that will focus on exercise and healthy decision making.
Goal #2: Increase the amount of community support for the healthy school activities.
Area of Weakness Addressed: Need to increase community support for healthy school activities.
Actions:Reach out to school's new Partner of Education company's to support/promote healthy school activities by providing goods, services, or donations to the school.
Goal #3: Promote the implementation of the OCPS Health Education benchmarks.
Area of Weakness Addressed: Need to expand resources.
Actions:Encourage staff professional development opportunities including coordination between health and physical education teacher.

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. Rock Springs Elementary will increase the number of students who score at proficient levels on FCAT Math 2013-2014.

G1.B1 Teachers understanding the specific standards and benchmarks that are going to be tested on the FCAT and the depth of knowledge the students must reach

G1.B1.S1 Teachers will attend a staff training on deconstructing the Common Core math standards to identify the specific skills the students must learn and the depth of knowledge they must achieve

PD Opportunity 1

Provide staff training to teachers to show them how to deconstruct the math standards.

Facilitator

CRT, Intermediate Teachers

Participants

All classroom teachers

Target Dates or Schedule

September

Evidence of Completion

Teachers will deconstruct the standard they are teaching and compare it to their lesson plans. Teachers will complete a reflection question on what they learned from the training.

G1.B1.S2 Teachers will use the Crosswalk to identify the Common Core standards and the NGSS that will tested on the FACT

PD Opportunity 1

Provide training to classroom teachers on how to use the Crosswalk when they are creating their weekly lesson plans

Facilitator

CRT, Intermediate Teacher

Participants

Intermediate Teachers

Target Dates or Schedule

September

Evidence of Completion

Teachers will have the "Crosswalk" and be using it during common planning time

PD Opportunity 2

Provide the teachers with the "Crosswalk" to identify what NGSSS will be tested on FCAT

Facilitator

CRT, Intermediate Teachers, Prinicpal, Assistant Principal

Participants

All classroom teachers

Target Dates or Schedule

September

Evidence of Completion

Teachers will have the "Crosswalk" and be using it during common planning time

G2. Rock Springs Elementary will increase the number of students who score proficient levels on the FCAT Writing for 2013-2014.

G2.B1 Limited knowledge of conventions, grammar and syntax of spoken and written language.

G2.B1.S1 Update expectations for language conventions for each grade level.

PD Opportunity 1

Establish a writing committee with a representative from each grade level to review and develop new expectations for language conventions and a scope and sequence to accomplish the goals

Facilitator

Principal and Writing Committee Chairperson

Participants

All teacher grades K-5

Target Dates or Schedule

The new expectations will be created and established in the first thirty days of school.

Evidence of Completion

The Writing Committee's new expectation form for conventions and grammar.

G4. Rock Springs Elementary will increase the number of students who achieve a proficient level of reading on the FCAT Reading for 2013-2014.

G4.B2 Students lack reading skills and strategies to to be proficient in reading complex informational text independently in a variety of content areas.

G4.B2.S1 Utilize Collaborative Team Meetings to research , analyze and discuss strategies to improve reading skills.

PD Opportunity 1

Collaborative Team meetings will be conducted to research, analyze and discuss strategies to help assist teachers in improving students skills to read and comprehend more complex text.

Facilitator

Reading Coach CRT Assistant Principal Prinicpal

Participants

Teachers

Target Dates or Schedule

Weekly Collaborative Team meetings starting September 2013 to May 2014

Evidence of Completion

Walk through and observation notes of teachers applying strategies. Students reading unit exams, benchmarks, and Fair scores will be evaluated.

G5. Rock Springs Elementary will increase the number of students who score at proficient levels on the FCAT Science for 2013-2014.

G5.B1 Students lack exposure to inquiry based science.

G5.B1.S2 Provide professional development - POD Cast/Virtual Labs and model lesson of science inquiry based learning.

PD Opportunity 1

Watch POD Cast/Virtual Lab of inquiry based science lesson

Facilitator

CRT

Participants

Teachers

Target Dates or Schedule

November 5, 2013 during grade level planning time.

Evidence of Completion

Reflection/Exit Slip/Learning Scale Tracking Sheet

PD Opportunity 2

Professional Development - Model lesson of inquiry based science

Facilitator

Science Expert - Science Team Chair

Participants

Teachers

Target Dates or Schedule

November 6, 2013 2:30 -3:30 PM

Evidence of Completion

Reflection/Exit Slip/Tracking Slip

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Rock Springs Elementary will increase the number of ELL students reading at a proficient level of reading on the FCAT Reading for 2013-2014	$11
	Total	$11

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
SAI funds and General Funds	$11	$11
Total	$11	$11

Budget Details

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

G3. Rock Springs Elementary will increase the number of ELL students reading at a proficient level of reading on the FCAT Reading for 2013-2014

G3.B1 ELL students do not have a strong and diverse vocabulary.

G3.B1.S2 Enroll students in after school tutoring programs to increase phonics, fluency and comprehension skills.

Action Step 1

Implement Minority Achievement Tutoring services and Rock Springs Elementary After-School tutoring will be provided to our ELL students.

Resource Type

Evidence-Based Materials

Resource

The tutoring program will be using reading instructional materials from the Think Central. We will be using resources from the PMRN site to monitor student progress.

Funding Source

SAI funds and General Funds

Amount Needed

$11