



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Cedar Hills Elementary School

6534 ISH BRANT RD

Jacksonville, FL 32210

904-573-1050

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

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
63%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
67%

## School Grades History

**2013-14**  
C

**2012-13**  
B

**2011-12**  
A

**2010-11**  
D

**2009-10**  
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

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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

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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

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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

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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

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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

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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
Prevent	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Cedar Hills Elementary School

##### Principal

Marie Pierre Antoine I

##### School Advisory Council chair

Calli Lang-Mangram

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

Name	Title
Michelle Hinkley	Assistant Principal
Samantha Deffes	Reading Coach
Kathy Meeks	Math Coach

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Marie Antoine Principal  
 Calli Lang-Mangram, President  
 Bonnie Packham, Community Member and Secretary  
 Issac Mangram, Parent  
 Valerie Hayes-Barnes, Parent  
 Michelle Hinkley, AP  
 Samantha Deffes, Teacher  
 Leslie Stretch, Parent

#### Involvement of the SAC in the development of the SIP

Assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.  
 Assist in the development of educational goals and objectives.  
 Analyze data from district and state assessments

**Activities of the SAC for the upcoming school year**

Review the school improvement plan

Participate in planning and monitoring of the school building and grounds

Initiate activities or programs that generate greater cooperation between the community and the school

Recommend various support services for the school.

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

Book of the month = \$500

Supplies/Technology = \$1000

**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:**

**Marie Pierre Antoine I**

Principal

Years as Administrator: 13

Years at Current School: 2

**Credentials**

B.A in ESOL and M.Ed Educational Leadership  
 ESOL (Grades K-12), English (6-12), School Principal (All levels),  
 and Educational Leadership (K-12)

**Performance Record**

Principal 2012-13  
 School: Cedar Hills, Grade: B, School # 3097  
 57% Reading Mastery/ 68% Math Mastery/ 44% Science Mastery/  
 52% Writing Mastery  
 Principal 2011-12  
 School: Whitehouse, Grade: A, School # 3051  
 68% Reading Mastery/ 71% Math Mastery/ 86% Science Mastery/  
 82% Writing Mastery  
 Principal 2010-11  
 School: Whitehouse, Grade: B, School # 3051  
 AYP: No  
 78% Reading Mastery/ 82% Math Mastery/ 80% Science Mastery/  
 73% Writing Mastery  
 Principal 2009-10  
 School: Whitehouse, Grade: A, School # 3051  
 AYP: No  
 76% Reading Mastery/ 84% Math Mastery/ 63% Science Mastery/  
 79% Writing Mastery  
 Principal 2008-09  
 School: Whitehouse, Grade: A, School # 3051  
 AYP: Students with disabilities and black students did not make  
 AYP.  
 79% Reading Mastery/ 80% Math Mastery/ 45% Science Mastery/  
 80% Writing Mastery  
 Principal 2007-08  
 School: Whitehouse, Grade: A, School # 3051  
 AYP: Yes  
 82% Reading Mastery/ 82% Math Mastery/ 63% Science Mastery/  
 68% Writing Mastery



**Michelle Hinkley**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

B.A in Journalism and M.Ed Educational Leadership  
Elementary Education (K-6), School Principal (All levels), and  
Educational Leadership (K-12)  
National Board Certified Teacher

**Performance Record**

Assistant Principal 2012-2013 (January-July)  
School: Cedar Hills, Grade: B, School # 3097  
57% Reading Mastery/ 68% Math Mastery/ 44% Science Mastery/  
52% Writing Mastery  
Reading Coach 2011-2012  
School: Wayman Academy of the Arts, Grade: C School #3113  
55% Reading Mastery/ 62% Math Mastery/ 27% Science Mastery/  
60% Writing Mastery  
Reading Coach 2010-2011  
School: Wayman Academy of the Arts, Grade: C School #3113  
48% Reading Mastery/ 55% Math Mastery/ 10% Science Mastery/  
77% Writing Mastery

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Samantha Deffes**

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

B.A. in Elementary Education, Currently working on M.Ed in  
curriculum/instructional design (reading focus).  
Elementary Education (K-6), ESOL Endorsed (K-12)

**Performance Record**

S.P. Livingston Elementary (2011-2012)  
4th Grade  
• 71.43% student growth score on 11-12 CAST Rubric  
• Effective Rating score of 137.03 for 11-12 CAST Rubric  
S.P. Livingston Elementary (2012-2013)  
3rd Grade Self Contained/ELA  
• 66% of students scored a level 2.0 or higher on Reading FCAT  
2012-2013 at SP Livingston  
• 67% of students scored a 3.0 or higher on FCAT writes 2012-  
2013 at SP Livingston

**Kathy Meeks**

Full-time / School-based

Years as Coach: 9

Years at Current School: 0

**Areas**

Mathematics

**Credentials**BS Elementary Education and Early Childhood Education  
Elementary Education (1-6)**Performance Record**

Mrs. Meeks served in the capacity of a district math coach for the past 9 years and therefore has no student data.

**Classroom Teachers****# of classroom teachers**

31

**# receiving effective rating or higher**

13, 42%

**# Highly Qualified Teachers**

97%

**# certified in-field**

31, 100%

**# ESOL endorsed**

15, 48%

**# reading endorsed**

1, 3%

**# with advanced degrees**

9, 29%

**# National Board Certified**

0, 0%

**# first-year teachers**

6, 19%

**# with 1-5 years of experience**

8, 26%

**# with 6-14 years of experience**

13, 42%

**# with 15 or more years of experience**

7, 23%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

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

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 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. Hiring process will include a review of the applicant's Information, contacting references, and team and/or individual Interviews of candidates.
2. Professional Development Facilitator (PDF) will provide monthly meetings and on-going support to service MINT participants and mentors.
3. School Instructional Coaches will provide on-going support via observations, professional trainings, co-teaching, and modeling.
4. Teacher swill participate in weekly Professional Learning Communities with grade levels to plan instruction and analyze student work.
5. All teachers will participate in Early Release Wednesdays for Professional Development.

**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 new to the profession, school and district will be paired with a mentor. The mentor and mentee will meet twice a month minimally to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee, as well as time for feedback, coaching, and planning. Additionally, new teachers are enrolled in the MINT program.

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

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

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school-based Rtl Leadership Team meets regularly to discuss interventions to increase positive student behavior and overall student academic achievement. The interventions are monitored, and then reviewed to ensure that progress is being made. If there is no progress, the team looks at various alternatives to achieve the goal outlined for the students.

The Rtl Team will focus their meetings around two essential questions:

1. What do we expect our students to learn?
2. How will we respond when students do not learn as we expect?

The MTSS/Rtl leadership Team and the grade level instructional teams meet to review data. With input

from teachers the initial draft of the SIP was developed. After the draft was finalized it was taken back to the teachers for approval. The Leadership Team then finalized the plan. The SIP becomes the guiding document for the work of the school. The Leadership Team will bimonthly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school will use MTSS/RtI to guide instruction and make mid-course adjustments as data are analyzed.

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

The principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RTI implementation; and communicates with parents regarding school-based RTI plans and activities.

The assistant principal assists the principal by monitoring the school based MTSS/RtI team and monitoring the implementation of intervention support and documentation.

The instructional coaches develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk; "assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The school counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions, and conducts direct observation of student behavior.

The VE teacher participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The speech pathologist participates in collection, interpretation, and analysis of data; facilitates in development of intervention plans; provides support for intervention with fidelity and documentation; intervention planning; and program evaluation; facilitates data based decision making activities.

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

The MTSS/RtI leadership Team and the grade level instructional teams meet to review data. With input from teachers the initial draft of the SIP was developed. After the draft was finalized it was taken back to the teachers for approval. The Leadership Team then finalized the plan. The SIP becomes the guiding document for the work of the school. The Leadership Team will bimonthly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school will use MTSS/RtI to guide instruction and make mid-course adjustments as data are analyzed.

### **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**

Classroom Data Tracking Sheets: Used to monitoring weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group. Data Tracking sheets identify the bottom quartile

for the class and school.

CGAs, IOWA, I-ready, and DAR Inform Reports: Used as beginning, mid, and end of year progress monitoring of students on individual assessed benchmarks. Target Focus Calendars are created and updated in response to data. Data is summarized at the Mid-year SIP and Mid-Year Stakeholders Meetings using a template with guiding questions.

Tier 1 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

Tier 2 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

Tier 3 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

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

Professional Development will be offered to the MTSS/RtI Team by the district ESE support team, instructional coach, and administrators. MTSS/RTI professional development will be ongoing throughout the year: pre-planning, early dismissal, and faculty meetings, small study groups, webinars, etc.

### **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:** 1

The Cathedral Arts Project is an after school art class. The class meets on Mondays and Fridays from 3:00 p.m. until 5:00 p.m.

Class begins on Friday September 13th. The \$15.00 supply fee is due at the beginning of class on the 13th. The Cathedral Arts Project (CAP) mission is to enrich the quality of life in Northeast Florida through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower under served, school-aged children to succeed in all areas of their lives. More information can be found on [www.capkids.org](http://www.capkids.org).

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Weekly attendance logs will be kept.

**Who is responsible for monitoring implementation of this strategy?**

Cathedral Arts personnel and school administration

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

<b>Name</b>	<b>Title</b>
Marie Antoine	Principal
Michelle Hinkley	Assistant principal
Samantha Deffes	Reading Coach
Karen McCormick	School Counselor

**How the school-based LLT functions**

The Literacy Leadership Team meets monthly after school to analyze school, grade level, classroom, and individual student data collected weekly from ELA teachers. This data is desegregated and trends are analyzed. Subgroups and learning gains are tracked and interventions put into place and monitored as needed. All Literacy Leadership takes an active role in performing walk-throughs, modeling, training, and debriefing with ELA teachers to increase learning gains.

**Major initiatives of the LLT**

For the 2013-2014 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective gradual release and Tier 1 Core Instructional Practices that match the rigor of Common Core and 2.0 content expectations. To support the process, all teachers will attend and actively participate in grade level PLCs, early release trainings, and modeling by coaches. Our main goal is for Tier 1 instruction is to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

## **Every Teacher Contributes to Reading Instruction**

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

All teachers participate in the Book of the Month activities. Math and science teachers integrate reading and writing across subjects. All classrooms, including math and science classrooms, have extensive classroom libraries including a variety of non fiction literature. Read-alouds are conducted in every classrooms. Reading strategies are utilized by all teachers as a means to have students comprehend a variety of texts.

Each reading teacher will instruct students utilizing the gradual release model to ensure that each student is ready and prepared for independent and rigorous work. Teachers will also create center rotations based on student need using data provided from the district assessments.

We have a school-based RtI team to support teachers who have identified Tier 2 and 3 teachers. The team will assist the teacher in progress monitoring and suggest teaching strategies to support the 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**

Cedar Hills will hold an orientation and an Open House night for parents of children preparing to enter elementary school. We plan to offer tours to families of pre k students. During the summer, parents are welcome to visit and tour the school and meet the admisnitraton.

## **College and Career Readiness**

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

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

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

### **Strategies for improving student readiness for the public postsecondary level**

## 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	56%	57%	Yes	60%
American Indian				
Asian				
Black/African American	47%	41%	No	52%
Hispanic	64%	79%	Yes	68%
White	61%	68%	Yes	65%
English language learners				
Students with disabilities	31%	44%	Yes	38%
Economically disadvantaged	51%	55%	Yes	56%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	29%	32%
Students scoring at or above Achievement Level 4	45	26%	29%

### 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 %
Students making learning gains (FCAT 2.0 and FAA)	115	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	31	69%	75%



**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)	[data excluded for privacy reasons]		40%
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]		30%
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]		30%

**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	28	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	68%	Yes	51%
American Indian				
Asian				
Black/African American	42%	59%	Yes	48%
Hispanic	47%	93%	Yes	52%
White	49%	72%	Yes	54%
English language learners				
Students with disabilities	35%	56%	Yes	42%
Economically disadvantaged	43%	68%	Yes	49%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	29%	34%
Students scoring at or above Achievement Level 4	61	35%	38%

**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	118	67%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	65%	70%

**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	16	29%	38%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**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)	0		2
Participation in STEM-related experiences provided for students	0	0%	5%

**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			
Students retained, pursuant to s. 1008.25, F.S.	10	2%	2%
Students who are not proficient in reading by third grade	23	35%	30%
Students who receive two or more behavior referrals	12	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	5%	4%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school****Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets****Additional targets for the school**

In the 2013-2014 school year, all stakeholders will be knowledgeable of and implement the established Emergency Plan and Crisis Plan procedures. During pre-planning, a safety workshop was conducted to inform the faculty about the safety plan. A copy of the plan is available for all stakeholders for review. An Emergency Plan and Crisis Plan were developed to inform about the procedures and guidelines for emergency management such as safety drill. Monthly observations and monitoring of staff members occur.

Monthly emergency drill reports and information are forwarded to the appropriate department.

**Specific Additional Targets**

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

- G1.** The 2012-13 FCAT Science data shows that in 2013, 40% of the students reached proficiency or above. Based on the the 2013 data, we anticipate 58% of our students reaching proficiency or above.
- G2.** An analysis of 2012 and 2013 FCAT Reading data shows that in 2013 our scores increased 8% from the previous year. Based on 2013 data, 57% of all students achieved proficiency (level 3-only) in reading, and the expected level for 2013-14 is 60%.
- G3.** The 2012-13 FCAT reading data shows that in 2013 our school did not reach its target proficiency for Black students of 47%. In 2013, only 41% of our Black students achieved proficiency in reading. The expected level for 2013-14 is 52%.
- G4.** Based on 2013 data, 68% of students had proficiency (Level 3s and above) in math, and the expected level for 2013-14 is 70%.

## Goals Detail

**G1.** The 2012-13 FCAT Science data shows that in 2013, 40% of the students reached proficiency or above. Based on the the 2013 data, we anticipate 58% of our students reaching proficiency or above.

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Gizmos
- FCAT Explorer
- Pearson Interactive Science curriculum

### Targeted Barriers to Achieving the Goal

- Students have low proficiency for readability of science related texts.

## Plan to Monitor Progress Toward the Goal

Science instruction taught daily with reading components

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule:

Formal and Informal Observations

### Evidence of Completion:

Interactive Journals, Student Work, Lesson Plans

**G2.** An analysis of 2012 and 2013 FCAT Reading data shows that in 2013 our scores increased 8% from the previous year. Based on 2013 data, 57% of all students achieved proficiency (level 3- only) in reading, and the expected level for 2013-14 is 60%.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing

**Resources Available to Support the Goal**

- Houghton Mifflin curriculum
- Rigby Guided reading books
- FCRR Materials
- District novel studies
- Empowering teachers lesson plans
- Success Maker

**Targeted Barriers to Achieving the Goal**

- Students' lack of vocabulary and language skills.
- Student's lack of exposure to nonfiction texts.

**Plan to Monitor Progress Toward the Goal**

Students will increase their vocabulary and language skills. Students will gain understanding of nonfiction texts.

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule:**

During walk throughs, formal and informal evaluations Collaborative teaching with instructional coach

**Evidence of Completion:**

Walk throughs, formal and informal evaluations forms K-2 vocabulary assessments Agendas of vocabulary planning sessions with instructional coach and K-2 teachers Guided Reading Plans

**G3.** The 2012-13 FCAT reading data shows that in 2013 our school did not reach its target proficiency for Black students of 47%. In 2013, only 41% of our Black students achieved proficiency in reading. The expected level for 2013-14 is 52%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Instructional coach will conduct weekly planning sessions with teachers to promote student growth Instructional coach will provide professional development with teachers Rtl will be conducted in classrooms and data driven centers daily

**Targeted Barriers to Achieving the Goal**

- Students lack of vocabulary and language skills
- Students lack exposure to nonfiction text in K-5.

**Plan to Monitor Progress Toward the Goal**

Language and Vocabulary Skills

**Person or Persons Responsible**

Admin

**Target Dates or Schedule:**

Formal and informal observations Centers Guided Reading

**Evidence of Completion:**

Formal and informal observations K-2 Vocabulary Assessments

**G4.** Based on 2013 data, 68% of students had proficiency (Level 3s and above) in math, and the expected level for 2013-14 is 70%.

**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**

- Gizmos
- iReady
- envision and Investigation curriculum
- CPALMS lessons

**Targeted Barriers to Achieving the Goal**

- Implementation of instruction using the gradual release framework
- Students have holes in their learning from previous years causing deficiencies in foundational skills and concepts.

### Plan to Monitor Progress Toward the Goal

Increase in student achievement data (CGAs, i-ready, classroom assessments) as discussed in Data chats

**Person or Persons Responsible**

Marie Antoine, Michelle Hinkley, Kathy Meeks

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student Data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The 2012-13 FCAT Science data shows that in 2013, 40% of the students reached proficiency or above. Based on the the 2013 data, we anticipate 58% of our students reaching proficiency or above.

**G1.B1** Students have low proficiency for readability of science related texts.

**G1.B1.S1** 5th grade science teacher will implement FCIM lessons during daily instruction.

### Action Step 1

FCIM Science

#### Person or Persons Responsible

5th Grade Science Teacher

#### Target Dates or Schedule

Daily

#### Evidence of Completion

FCIM assessments Informal and formal observations

#### Facilitator:

District Science Coach

#### Participants:

5th Grade Science Teacher

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

FCIM Science

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

FCIM assessments Student work Informal and formal observations



## Plan to Monitor Effectiveness of G1.B1.S1

FCIM Science

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

FCIM assessments Student work Informal and formal observations

**G1.B1.S2** All K-5 teachers will implement hands on experiments with a reading component to increase understanding.

### Action Step 1

Experiments with reading components to increase understanding

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Student work Interactive Journals

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

Experiments with reading components to increase understanding

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Formal and Informal Observations

### Evidence of Completion

Student work Interactive Journals

## Plan to Monitor Effectiveness of G1.B1.S2

Experiments with reading components to increase understanding

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Formal and Informal Observations

### Evidence of Completion

Student work Interactive Journals

**G2.** An analysis of 2012 and 2013 FCAT Reading data shows that in 2013 our scores increased 8% from the previous year. Based on 2013 data, 57% of all students achieved proficiency (level 3- only) in reading, and the expected level for 2013-14 is 60%.

**G2.B1** Students' lack of vocabulary and language skills.

**G2.B1.S1** During PPLC, the instructional coach and the teachers will develop rigorous centers.

### Action Step 1

Centers

### Person or Persons Responsible

Instructional coach and teachers

### Target Dates or Schedule

PPLCs

### Evidence of Completion

PPLC agendas and student work

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

Students centers designed around vocabulary and language skills

### Person or Persons Responsible

Administration Classroom teachers

### Target Dates or Schedule

During formal and informal evaluations and talks with students

### Evidence of Completion

Informal and formal evaluation Student work from centers

## Plan to Monitor Effectiveness of G2.B1.S1

Students centers designed around vocabulary and language skills

### Person or Persons Responsible

Administration Classroom Teachers

### Target Dates or Schedule

During formal and informal evaluations and talks with students

### Evidence of Completion

Informal and formal evaluation Student work from centers

**G2.B1.S2** Teachers in K-2 will conduct vocabulary strategies designed by Isabel Beck.

### Action Step 1

Vocabulary Strategies designed by Isabel Beck

### Person or Persons Responsible

Instructional Coach K-2 Classroom teachers

### Target Dates or Schedule

Direct Vocabulary Instruction Daily

### Evidence of Completion

Vocabulary planning sessions with instructional coach and K-2 teachers K-2 Vocabulary assessments Formal and Informal Observations

### Facilitator:

Reading Coach

### Participants:

K-2 Teachers

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

Vocabulary Strategies designed by Isabel Beck

#### **Person or Persons Responsible**

Instructional Coach K-2 Classroom teachers

#### **Target Dates or Schedule**

Direct Vocabulary Instruction Daily

#### **Evidence of Completion**

Vocabulary planning sessions with instructional coach and K-2 teachers K-2 Vocabulary assessments  
Formal and Informal Observations

### **Plan to Monitor Effectiveness of G2.B1.S2**

Vocabulary Strategies designed by Isabel Beck

#### **Person or Persons Responsible**

Instructional Coach K-2 Classroom teachers

#### **Target Dates or Schedule**

Direct Vocabulary Instruction Daily

#### **Evidence of Completion**

Vocabulary planning sessions with instructional coach and K-2 teachers K-2 Vocabulary assessments  
Formal and Informal Observations

**G2.B1.S3** The instructional coach and classroom teachers will develop guided reading plans that incorporate vocabulary strategies.

#### **Action Step 1**

Guided Reading plans that incorporate language and vocabulary standards

#### **Person or Persons Responsible**

Administration Classroom Teachers

#### **Target Dates or Schedule**

During Small Group Instruction on a daily basis

#### **Evidence of Completion**

Guided Reading lesson plans Running Records

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Guided Reading plans that incorporate language and vocabulary standards

#### **Person or Persons Responsible**

Administration Classroom Teachers

#### **Target Dates or Schedule**

During Small Group Instruction on a daily basis

#### **Evidence of Completion**

Guided Reading lesson plans Running Records

### **Plan to Monitor Effectiveness of G2.B1.S3**

Guided Reading plans that incorporate language and vocabulary standards

#### **Person or Persons Responsible**

Administration Classroom Teachers

#### **Target Dates or Schedule**

During Small Group Instruction on a daily basis

#### **Evidence of Completion**

Guided Reading lesson plans Running Records

### **G2.B2 Student's lack of exposure to nonfiction texts.**

**G2.B2.S1** Teachers will utilize nonfiction texts in their centers, guided reading groups and in read alouds.

#### **Action Step 1**

Teachers will utilize nonfiction texts in their centers, guided reading groups and during read alouds.

#### **Person or Persons Responsible**

Classroom Teachers Instructional Coach

#### **Target Dates or Schedule**

Nonfiction texts will be used whenever possible in the classroom

#### **Evidence of Completion**

Centers Guided Reading plans Lesson plans

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Teachers will utilize nonfiction texts in their centers, guided reading groups and during read alouds.

#### **Person or Persons Responsible**

Leadership team

#### **Target Dates or Schedule**

Formal and Informal Observations

#### **Evidence of Completion**

Centers Guided Reading plans Lesson plans

### **Plan to Monitor Effectiveness of G2.B2.S1**

Teachers will utilize nonfiction texts in their centers, guided reading groups and during read alouds.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Formal and Informal Observations

#### **Evidence of Completion**

Centers Guided Reading plans Lesson plans Student work

**G3.** The 2012-13 FCAT reading data shows that in 2013 our school did not reach its target proficiency for Black students of 47%. In 2013, only 41% of our Black students achieved proficiency in reading. The expected level for 2013-14 is 52%.

**G3.B1** Students lack of vocabulary and language skills

**G3.B1.S1** During PPLC the instructional coach and teachers will develop rigorous centers designed around vocabulary and language

**Action Step 1**

Vocabulary and Language Skills

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

During formal and informal observations and talks with students

**Evidence of Completion**

Informal and formal observations K-2 vocabulary assessments

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

Vocabulary and language skills

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Formal and Informal Observations

**Evidence of Completion**

Formal and Informal Observations K-2 Vocabulary Assessments

## Plan to Monitor Effectiveness of G3.B1.S1

Language and Vocabulary

### Person or Persons Responsible

Admin

### Target Dates or Schedule

Formal and Informal Observations

### Evidence of Completion

Formal and Informal Observations K-2 Vocabulary Assessments

**G3.B2** Students lack exposure to nonfiction text in K-5.

**G3.B2.S1** Teachers will introduce nonfiction text within centers, guided reading and during read alouds.

### Action Step 1

Exposing students to nonfiction text

### Person or Persons Responsible

Admin and classroom teachers

### Target Dates or Schedule

Formal and Informal Observations Centers Guided Reading

### Evidence of Completion

Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.

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

Exposing students to nonfiction text

### Person or Persons Responsible

Admin and classroom teachers

### Target Dates or Schedule

Formal and Informal Observations Centers Guided Reading

### Evidence of Completion

Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.



## Plan to Monitor Effectiveness of G3.B2.S1

Exposure to nonfiction texts

### Person or Persons Responsible

Administration and classroom teachers

### Target Dates or Schedule

Formal and Informal Observations Centers Guided Reading

### Evidence of Completion

Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.

**G4.** Based on 2013 data, 68% of students had proficiency (Level 3s and above) in math, and the expected level for 2013-14 is 70%.

## G4.B1 Implementation of instruction using the gradual release framework

**G4.B1.S1** The math coach will provide regular professional development and support implementation of the gradual release framework. Support may include modeling, co-teaching, planning and observing math lessons to ensure fidelity of implementation.

### Action Step 1

Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum using the Gradual Release Model.

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Administrator's weekly planners and formal and informal observation forms.

## **Action Step 2**

Common planning opportunities provided by the math coach to support planning instruction using the Gradual Release Model

### **Person or Persons Responsible**

Math Coach

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

PLC Agendas, Coaches Logs, Lesson Plans

### **Facilitator:**

Kathy Meeks

### **Participants:**

All K-5 Math Teachers

## **Action Step 3**

Modeling and co-teaching of math lessons using the Gradual Release Model

### **Person or Persons Responsible**

Math Coach

### **Target Dates or Schedule**

As needed/requested.

### **Evidence of Completion**

Coaches Logs, Lesson Plans

### **Facilitator:**

Kathy Meeks

### **Participants:**

All K-5 Math teachers

#### **Action Step 4**

Professional Development Training on Gradual Release Model given to all math teachers.

##### **Person or Persons Responsible**

Math Coach

##### **Target Dates or Schedule**

September, 2013

##### **Evidence of Completion**

PLC Agendas, Coaches logs, Lesson Plans

##### **Facilitator:**

Kathy Meeks

##### **Participants:**

All K-5 Math teachers

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

PPLC meetings and professional development trainings.

##### **Person or Persons Responsible**

Marie Antoine, Michelle Hinkley, Kathy Meeks

##### **Target Dates or Schedule**

Weekly

##### **Evidence of Completion**

Leadership walkthroughs, formal and informal observations.

#### **Plan to Monitor Effectiveness of G4.B1.S1**

Implementation of the Gradual Release Model

##### **Person or Persons Responsible**

Marie Antoine, Michelle Hinkley, Kathy Meeks

##### **Target Dates or Schedule**

Weekly

##### **Evidence of Completion**

Lesson plans, formal and informal observations, coaches logs

**G4.B2** Students have holes in their learning from previous years causing deficiencies in foundational skills and concepts.

**G4.B2.S1** Provide additional learning opportunities for students needing remediation in foundational concepts and skills using i-Ready instruction.

**Action Step 1**

Provide all students with i-ready instruction during center time.

**Person or Persons Responsible**

All K-5 teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

i-Ready Data

**Action Step 2**

Provide additional opportunities for students to access i-ready lessons in the computer lab and select teachers from 8:00-8:30.

**Person or Persons Responsible**

All K-5 math teachers and math coach.

**Target Dates or Schedule**

Daily

**Evidence of Completion**

i-Ready Data

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

i-Ready data usage reports

**Person or Persons Responsible**

Marie Antoine, Michelle Hinkley, Kathy Meeks

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

i-Ready data

## **Plan to Monitor Effectiveness of G4.B2.S1**

I-Ready usage report and student response to instruction report

### **Person or Persons Responsible**

Marie Antoine, Michelle Hinkley, Kathy Meeks

### **Target Dates or Schedule**

Bi-weekly on Fridays

### **Evidence of Completion**

Increased student scores evidence of weekly program usage.

## 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

Services are provided to ensure students requiring additional remediation time built into every classroom teacher's instructional schedules for reading and math. Tier II and Tier III support are provided throughout the day by the teachers, school counselor and district support personnel.

#### Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

The district social worker will provide resources such as clothing, school supplies, and social serves referrals for students identified as homeless to eliminate barriers for a free and appropriate education. The parent liaison will help by coordinating Bright Holidays and other activities.

#### Violence Prevention Programs

In support of the Superintendent's goal to establish safe and secure schools, the district provides Foundations and CHAMPS training to our schools' Foundations team. All teachers are expected to participate in CHAMPS.

#### Nutrition Programs

The school participates in the Breakfast in the Classroom program, which provides a nutritious breakfast for all students free of charge.

#### Head Start

To transition other pre-k programs into the elementary setting, Cedar Hills Elementary will hold tours for families with students who will enter Cedar Hills Elementary as kindergarteners.

## 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.** The 2012-13 FCAT Science data shows that in 2013, 40% of the students reached proficiency or above. Based on the the 2013 data, we anticipate 58% of our students reaching proficiency or above.

**G1.B1** Students have low proficiency for readability of science related texts.

**G1.B1.S1** 5th grade science teacher will implement FCIM lessons during daily instruction.

### PD Opportunity 1

FCIM Science

#### Facilitator

District Science Coach

#### Participants

5th Grade Science Teacher

#### Target Dates or Schedule

Daily

#### Evidence of Completion

FCIM assessments Informal and formal observations

**G2.** An analysis of 2012 and 2013 FCAT Reading data shows that in 2013 our scores increased 8% from the previous year. Based on 2013 data, 57% of all students achieved proficiency (level 3- only) in reading, and the expected level for 2013-14 is 60%.

**G2.B1** Students' lack of vocabulary and language skills.

**G2.B1.S2** Teachers in K-2 will conduct vocabulary strategies designed by Isabel Beck.

**PD Opportunity 1**

Vocabulary Strategies designed by Isabel Beck

**Facilitator**

Reading Coach

**Participants**

K-2 Teachers

**Target Dates or Schedule**

Direct Vocabulary Instruction Daily

**Evidence of Completion**

Vocabulary planning sessions with instructional coach and K-2 teachers K-2 Vocabulary assessments Formal and Informal Observations



**G4.** Based on 2013 data, 68% of students had proficiency (Level 3s and above) in math, and the expected level for 2013-14 is 70%.

**G4.B1** Implementation of instruction using the gradual release framework

**G4.B1.S1** The math coach will provide regular professional development and support implementation of the gradual release framework. Support may include modeling, co-teaching, planning and observing math lessons to ensure fidelity of implementation.

**PD Opportunity 1**

Common planning opportunities provided by the math coach to support planning instruction using the Gradual Release Model

**Facilitator**

Kathy Meeks

**Participants**

All K-5 Math Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

PLC Agendas, Coaches Logs, Lesson Plans

**PD Opportunity 2**

Modeling and co-teaching of math lessons using the Gradual Release Model

**Facilitator**

Kathy Meeks

**Participants**

All K-5 Math teachers

**Target Dates or Schedule**

As needed/requested.

**Evidence of Completion**

Coaches Logs, Lesson Plans

### **PD Opportunity 3**

Professional Development Training on Gradual Release Model given to all math teachers.

#### **Facilitator**

Kathy Meeks

#### **Participants**

All K-5 Math teachers

#### **Target Dates or Schedule**

September, 2013

#### **Evidence of Completion**

PLC Agendas, Coaches logs, Lesson Plans

## Appendix 2: Budget to Support School Improvement Goals