



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Thomas Jefferson Elementary

8233 NEVADA ST

Jacksonville, FL 32220

904-693-7500

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 57%
Alternative/ESE Center No	Charter School No	Minority Rate 26%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Thomas Jefferson Elementary

Principal

Lori A Turner

School Advisory Council chair

Leslie Footman

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

Name	Title
Brett Ray	Assistant Principal
Teresa Gregson	Reading Coach
Dina Hull	Kindergarten Chair/ Primary Literacy Lead
Kimberly Morse	1st Grade Chair
Susan Junn	2nd Grade Chair
Kristy Vasquez	3rd Grade Chair
Holly Petrilla	4th Grade Chair
Selina Armstrong	5th Grade Chair
Jennifer Jones	Intermediate Literacy Lead
Katherine Kirkland	Intermediate Math Lead/PDF
Douglas Bailey	Intermediate Science Lead
Sandra Castiaux	Primary Literacy Lead
Joel Galloway	Intermediate Math Lead
Rebecca Rhoden	Primary Science Lead
Teresa Wilson	Primary Math Lead
Tracy Gallavan	Resource Chair
Michele Gesell	Primary Literacy Lead
Linda Wood	ESE Lead
Jane Pierce	Guidance

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

- Leslie Footman - Chair (Parent)
- Linda Bigbee - Secretary (Parent)
- Celita Wilson - Parent
- Melanie Lee - Parent
- Lori Turner - Principal
- Nicole Poland - Parent

Involvement of the SAC in the development of the SIP

The SAC Chair was present and participated in the discussion of barriers and strategies. The opportunity for parent input was made available through SAC and PTA meetings.

Activities of the SAC for the upcoming school year

- Monthly Meetings
- Sponsor Reading Celebration
- Support Career Day

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

Reading Celebration / Student Incentives \$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:

Lori A Turner		
Principal	Years as Administrator: 16	Years at Current School: 8
Credentials	BA in English MAT in Educational Leadership Dissertation Stage of Ph. D Program / English 6-12 Ed Leadership All Levels School Principal ESOL Endorsement Middle School Endorsement	
Performance Record	Thomas Jefferson earned a grade of "B" in 2012-2013, after earning a grade of "A" for the previous three years. The school achieved its Annual Measurable (proficiency) Objectives for the total group of students and for the black subgroup. Although we met our proficiency targets, the school fell short in learning gains for the bottom quartile in reading and math. With the change of the writing proficiency standard from 3.0 to 3.5, Thomas Jefferson dropped 20 points on the school grading scale. However, the school had actually grown 19 points in writing (from 44 to 63) when compared to the previous year's 3.5 performance. Thomas Jefferson has earned four "A's" and three "B's" since Lori Turner has been principal.	

Brett Ray		
Asst Principal	Years as Administrator: 13	Years at Current School: 1
Credentials	BS in Allied Health and Human Services Certified Health Teacher (K-12) M.Ed. in School Guidance and Mental Health Counseling Certified Guidance Counselor (PK-12) Educational Leadership Post Graduate Studies Certified School Principal (K-12)	
Performance Record	Served as Academy Administrator for Cosmetology and Culinary Programs at Frank H. Peterson Academies of Technology; both recognized with national credential reviews by the National Career Academies Coalition. Appointed Academic Administrator for Science, Grades 9-12, at Frank H. Peterson Academies of Technology, which doubled Biology End-of-Course scores from thirty-five (35) points in 2012 to seventy-two (72) points in 2013.	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Teresa Gregson

Full-time / School-based

Years as Coach: 3

Years at Current School: 15

Areas

Reading/Literacy

Credentials

B.S. in Elementary Ed
 Masters in Elementary Ed
 Certifications: PreK-3, K-6, Media Specialist

Performance Record

Thomas Jefferson earned a grade of "B" in 2012-2013, after earning a grade of "A" for the previous three years. The school achieved its Annual Measurable (proficiency) Objectives for the total group of students and for the black subgroup. Although we met our proficiency targets, the school fell short in learning gains for the bottom quartile in reading and math. With the change of the writing proficiency standard from 3.0 to 3.5, Thomas Jefferson dropped 20 points on the school grading scale. However, the school had actually grown 19 points in writing (from 44 to 63) when compared to the previous year's 3.5 performance.

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

29

receiving effective rating or higher

29, 100%

Highly Qualified Teachers

100%

certified in-field

29, 100%

ESOL endorsed

6, 21%

reading endorsed

1, 3%

with advanced degrees

5, 17%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

22, 76%

with 15 or more years of experience

7, 24%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

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

5

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. Principal will facilitate regular meetings with new teachers to provide guidance in instruction and management, to address their concerns, and to provide support where they perceive they are weak.
2. Professional Development Facilitator will connect teacher mentors to new teachers.
3. Principal and/or Assistant Principal will provide opportunities for new teachers to collaborate with veteran teachers during the work day.
4. Social Committee will host events for faculty and staff to build cohesiveness.

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 their grade levels are paired with effective veteran teachers with a history of high annual performance, student learning gains, and effective peer relationships. This includes teachers returning to the classroom after serving in a different role. Resource teachers who are new to their content area will be assigned a school mentor and are encouraged to collaborate with their colleagues from other schools.

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

Teachers will analyze the results from classroom and district assessments. The 80/20 rule (if less than 80% show mastery then the benchmark will be retaught during Tier I instruction) will be used to determine if students need Tier I or Tier II interventions. Tier II instruction will occur during the 30 minute content-related center time. Students who are not demonstrating adequate progress in Tier II will be referred to the MTSS team for consideration of Tier III or other interventions.

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

Lead teachers will attend district training and bring information back to the school to share in school-based training. Lead teachers will serve as model classrooms for subject area. Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their grade level. They will take information back to their grade level team. Guidance will meet with teachers monthly to monitor and discuss instructional needs and strategies.

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

Teacher/ Administrator Data Chats.
Monthly PLC Meetings on Early Dismissal Days

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

FCAT 2.0, IOWA, DAR, Curriculum Guide Assessments (CGAs), FLKRS, FAIR, iReady, Ready Common Core, FAA

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

Staff training through school-based professional development. Parent communication via school newsletter and parent meetings.

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: Weekend Program

Minutes added to school year: 7,020

Level 1 and 2 students will be offered 3 extra hours of FCAT prep instruction on the 13 Saturdays prior to FCAT.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre and Post Assessments

Who is responsible for monitoring implementation of this strategy?

Administration/teacher

Literacy Leadership Team (LLT)

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

Name	Title
Teresa Gregson	Reading Coach
Sandra Castiaux	K-2 Literacy Lead Teacher
Jennifer Jones	3-5 Literacy Lead Teacher
Linda Wood	ESE Literacy Lead Teacher

How the school-based LLT functions

Our Literacy Lead Team meets in conjunction with the school’s core leadership team, which includes a representative from each grade level and the resource department. As part of the larger group, the LLT discusses basic concerns regarding student literacy. The group meets separately on a monthly basis to discuss reading and writing behaviors, analyze data, and look at student work. They discuss such topics as the reciprocity between reading and writing, characteristics of text, how to match students to text levels, planning for instruction around assessments, and differentiating instruction.

Major initiatives of the LLT

This year the Literacy Lead Team will serve as models and mentors in the following areas:

- Effective reading instruction through the use of technology, videos, and live streaming (K-1Teacher Mate, Tutor Mate)
- Inquiry based teaching of reading through the research-based best practices
- Effective use of formative assessment and how to plan instruction based on analyzing assessment results
- How to meet the needs of students falling within the MTSS Tiers of Tier 2 and Tier 3 through systematic interventions and progress monitoring
- How to plan for interventions and progress monitoring for students who need additional support in Tiers 2 and 3

Every Teacher Contributes to Reading Instruction

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

Teachers in all content areas will focus instruction on using context clues and key details to support understanding of informational texts, including note-taking and underlining as evidenced in lesson plans.

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

Pre-screening to determine readiness levels, beginning in summer months.

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%	73%	Yes	74%
American Indian				
Asian				
Black/African American	62%	70%	Yes	66%
Hispanic				
White	73%	74%	Yes	75%
English language learners				
Students with disabilities	28%	39%	Yes	35%
Economically disadvantaged	60%	65%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	28%	31%
Students scoring at or above Achievement Level 4	115	44%	47%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	114	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	26	45%	50%

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]		100%
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]		100%
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]		100%

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	60	63%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

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	64%	65%	Yes	68%
American Indian				
Asian				
Black/African American	49%	55%	Yes	54%
Hispanic				
White	68%	66%	No	71%
English language learners				
Students with disabilities	38%	28%	No	44%
Economically disadvantaged	57%	53%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	27%	30%
Students scoring at or above Achievement Level 4	100	38%	41%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	278	51%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	70	35%	50%

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	25	28%	31%
Students scoring at or above Achievement Level 4	25	28%	31%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	500	89%	90%

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	60	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	24	4%	3%
Students who are not proficient in reading by third grade	21	25%	23%
Students who receive two or more behavior referrals	6	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

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

This year our goals are to increase the number of approved volunteers at our school and the number of volunteer hours logged in service to the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the ratio of approved volunteers to students (76 volunteers/585 students)	76	13%	16%
Increase the ratio of in-school volunteer hours to actual school hours (1908 volunteer hours/1,260 school hours)	1908	151%	154%

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

Increase the number of Code Red safety drills conducted during the school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the ratio of Code Red drills from 2 per 10 month school year to 4 per 10 month school year.	2	20%	40%

Goals Summary

- G1.** Increase the learning gains of our bottom quartile students to 50% in reading and math.
- G2.** At least 64% (64) of 4th Grade students will be proficient on the District's Final Timed Writing Prompts - Narrative/Expository.
- G3.** All AMO targets for the 2013-2014 school year will be met.
- G4.** 100% of students who take the FCAT will show proficiency (70% or higher) on quarterly Curriculum Guide Assessments (CGAs) in reading, math, and science.

Goals Detail

G1. Increase the learning gains of our bottom quartile students to 50% in reading and math.

Targets Supported

- Reading (Learning Gains)
- Math (Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Reading Resources - Making Words, Reading Counts, Great Leaps, district center activities
- Math Resources - iReady computer-based centers and consumables, enVision materials, Math Investigations, district center activities

Targeted Barriers to Achieving the Goal

- Reading Barriers - lack of fluency and intonation, lack of text interest due to limited variety
- Math Barriers - pacing of math curriculum, time management for departmentalized teachers who have three classes

Plan to Monitor Progress Toward the Goal

Regular monitoring of bottom quartile reading and math students

Person or Persons Responsible

Fourth and Fifth Grade Teachers, Reading Coach, Principal, Assistant Principal

Target Dates or Schedule:

Weekly monitoring by teacher-made assessments, data chats, and conferences

Evidence of Completion:

Performance on quarterly CGAs

G2. At least 64% (64) of 4th Grade students will be proficient on the District's Final Timed Writing Prompts - Narrative/Expository.

Targets Supported

- Writing

Resources Available to Support the Goal

- Making Words materials.
- District Writing Prompts (Narrative/Expository) Baseline student writings with rubric.
- 2012-2013 FCAT 2.0 Writing CD.

Targeted Barriers to Achieving the Goal

- Sixty (60) minutes of writing daily in course master schedule.

Plan to Monitor Progress Toward the Goal

District Writing Prompts

Person or Persons Responsible

4th Grade Teachers

Target Dates or Schedule:

quarterly

Evidence of Completion:

Data review documents.

G3. All AMO targets for the 2013-2014 school year will be met.

Targets Supported

- Reading (AMO's)
- Math (Elementary and Middle School, Elementary and Middle AMO's)

Resources Available to Support the Goal

- I-ready
- DAR
- parent volunteers
- district and school based coaches/lead teachers
- K-1 Teacher mate
- Great Leaps
- CGA information in Inform

Targeted Barriers to Achieving the Goal

- computer access

Plan to Monitor Progress Toward the Goal

Students will take a quarterly test to check for mastery of the benchmarks.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule:

At the end of each quarter.

Evidence of Completion:

Scores will be posted in Pearson Inform.

G4. 100% of students who take the FCAT will show proficiency (70% or higher) on quarterly Curriculum Guide Assessments (CGAs) in reading, math, and science.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach/Lead Teachers/District Specialist:
- Curriculum Guides:
- Common Core Teacher Editions (CCTEs):
- i-Ready software and materials:
- classroom novels:
- Diagnostic Assessment of Reading (DAR):
- Envision Common Core:
- Success Maker:
- Teacher Make technology:
- IOWA:

Targeted Barriers to Achieving the Goal

- Lack of training/knowledge with new benchmarks; lack of experience with district assessments; disaggregation of data.

Plan to Monitor Progress Toward the Goal

Quarterly Curriculum Guide Assessments.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach and teachers.

Target Dates or Schedule:

Quarterly.

Evidence of Completion:

Scores input into Inform/Insight.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the learning gains of our bottom quartile students to 50% in reading and math.

G1.B1 Reading Barriers - lack of fluency and intonation, lack of text interest due to limited variety

G1.B1.S1 Use IOWA and CGA baseline assessments to determine current proficiency levels of bottom quartile students (based on FCAT 2.0)

Action Step 1

Administer identified assessments

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

Weekly using multiple measures of progress, including written assessments, projects, and observations

Evidence of Completion

Performance on quarterly CGAs

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

Formal and informal classroom observations

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Documentation of classroom visits

Plan to Monitor Effectiveness of G1.B1.S1

Student Progress Monitoring

Person or Persons Responsible

Classroom Teachers Principal Assistant Principal Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student grades and performance on district assessments

G1.B2 Math Barriers - pacing of math curriculum, time management for departmentalized teachers who have three classes

G1.B2.S1 Use iReady diagnostic and CGA baseline assessment to determine current proficiency levels of bottom quartile students (based on FCAT 2.0)

Action Step 1

Provide small group instruction focusing on student math deficiencies.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of progress in small groups.

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

Formal and informal classroom observations.

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Documentation of classroom visits.

Plan to Monitor Effectiveness of G1.B2.S1

Student progress monitoring.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

Weekly

Evidence of Completion

Student grades and performance on district assessments.

G2. At least 64% (64) of 4th Grade students will be proficient on the District's Final Timed Writing Prompts - Narrative/Expository.

G2.B1 Sixty (60) minutes of writing daily in course master schedule.

G2.B1.S1 Reading center for writing conventions.

Action Step 1

Add writing conventions as a reading center rotation .

Person or Persons Responsible

4th Grade Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and student grades.

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

Check lesson plans and/or center rotation charts.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Schedules informal and formal observations.

Evidence of Completion

Informal and formal observation documentation.

Plan to Monitor Effectiveness of G2.B1.S1

District writing prompts checked for writing conventions.

Person or Persons Responsible

4th Grade Teachers

Target Dates or Schedule

Quarterly.

Evidence of Completion

Data chat review documents.

G3. All AMO targets for the 2013-2014 school year will be met.

G3.B1 computer access

G3.B1.S1 Add computer labs to the resource rotation schedule

Action Step 1

Add the computer lab as a 5th resource to the Resource Schedule. This will allow increased usage of district-adopted instructional software programs, such as iReady, Reflex Math, FCAT Explorer, and Gizmos.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Schedule created prior to Pre-planning (August 10, 2013)

Evidence of Completion

Resource Rotation Schedule will be posted to the school's share drive for all teachers to use.

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

Teachers will sign-in to the lab when they bring their class.

Person or Persons Responsible

School Technology Coordinator

Target Dates or Schedule

on-going

Evidence of Completion

sign-in log

Plan to Monitor Effectiveness of G3.B1.S1

computer software reports (I-ready, Successmaker, Destination Success, Reflex Math)

Person or Persons Responsible

teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Teachers will complete student/teacher or administration/teacher data chat forms analyzing students progress.

G4. 100% of students who take the FCAT will show proficiency (70% or higher) on quarterly Curriculum Guide Assessments (CGAs) in reading, math, and science.

G4.B2 Lack of training/knowledge with new benchmarks; lack of experience with district assessments; disaggregation of data.

G4.B2.S1 Reading Coach/Lead Teachers/District Specialist observing, conferencing/debriefing, and modeling lessons using Common Core and Next Generation Sunshine State benchmarks in the Curriculum Guides.

Action Step 1

Facilitate professional development with teachers based on teacher needs.

Person or Persons Responsible

Reading Coach/Math and Science Lead Teachers supported by Math and Science District Specialist

Target Dates or Schedule

Weekly, Early Dismissal days, and/or as needed.

Evidence of Completion

Coaching logs, feedback forms, data chat forms, etc.

Facilitator:

Reading Coach/Math and Science Lead Teachers supported by Math and Science District Specialist

Participants:

Classroom Teachers

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

Review Reading Coach and District Specialist logs.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Log reviewer comments.

Plan to Monitor Effectiveness of G4.B2.S1

Teachers implementation of newly acquired skills and benchmark knowledge in lessons.

Person or Persons Responsible

Principal and/or Assistant Principal.

Target Dates or Schedule

Informal and/or formal observations.

Evidence of Completion

CAST informal and/or formal observation documentation.

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

The district has allocated SAI funds for Saturday School, with a focus on FCAT preparation. Three teachers will teach three hours for thirteen Saturdays. Students will be referred to Saturday school based on their 2012-2013 FCAT performance and current district and classroom assessments. All students who scored at Level 1 or Level 2 on the 2012-2013 FCAT will be included, as they comprise our bottom quartile of performers.

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.

G4. 100% of students who take the FCAT will show proficiency (70% or higher) on quarterly Curriculum Guide Assessments (CGAs) in reading, math, and science.

G4.B2 Lack of training/knowledge with new benchmarks; lack of experience with district assessments; disaggregation of data.

G4.B2.S1 Reading Coach/Lead Teachers/District Specialist observing, conferencing/debriefing, and modeling lessons using Common Core and Next Generation Sunshine State benchmarks in the Curriculum Guides.

PD Opportunity 1

Facilitate professional development with teachers based on teacher needs.

Facilitator

Reading Coach/Math and Science Lead Teachers supported by Math and Science District Specialist

Participants

Classroom Teachers

Target Dates or Schedule

Weekly, Early Dismissal days, and/or as needed.

Evidence of Completion

Coaching logs, feedback forms, data chat forms, etc.