2013-2014 SCHOOL IMPROVEMENT PLAN

San Mateo Elementary School

600 BAISDEN RD
Jacksonville, FL 32218
904-696-8750
http://www.duvalschools.org/sanmateo

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	46%

Alternative/ESE Center	Charter School	Minority Rate
No	No	44%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

San Mateo Elementary School

Principal

Deidra Johnson

School Advisory Council chair

Tim Sloan

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

Name	Title
Toni Horne	Assistant Principal
Antionette Chatmon	Reading Coach
Duane Monte	Guidance Counselor

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

Timothy Sloan - SAC Chair
Debbie Morris - Parent / PTA
Kristin Smith - Parent
Lynette Horne - Parent
Sharon Lauren - Parent
Bridget Tanchek - Parent
Holli Tamburro - Parent
Katherine Robinson - Parent
Keri Long - Parent
Lauren Jockimo - Parent/ SAC Vice Chair
Nadege Richards - Teacher
Deidra Johnson - Principal
Toni Horne - Assistance Principal

Involvement of the SAC in the development of the SIP

SAC committee will be given an opportunity to provide input to the SIP plan initially and provide input during the mid-year review of targets and goals. The SAC will meet on the last Tuesday of each month at 6:30 pm. An agenda will be provided for parents prior to meeting date. The meeting minutes will also be reviewed from the previous meeting for approval.

Activities of the SAC for the upcoming school year

Increase Parent Involvement at SAC meetings.
Establish quarterly student recognition programs for students meeting grading period goals.
Prioritize School Safety – dismissal procedures with car riders and walkers.
Review data and monitor the progress of the school improvement plan.
Monitor school wide attendance and create programs to decrease tardies.
Approve utilization of School Improvement allocation

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

Provide instructional support for the classrooms with tutoring and instructional materials.

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:

Deidra Johnson		
Principal	Years as Administrator: 11	Years at Current School: 1

Credentials	Mrs. Johnson has been an educator for 18 years. She has a Bachelors degree in Elementary Education and a Masters in School Leadership.
Performance Record	Kings Trail Elementary School, Principal July 2002 – March 2006 Title I / ESOL Designated School Plan, control, and direct the overall learning activities for elementary school with 500 students and 52 faculty members. School Yr. School Grade 02-03 456 A 03-04 450 A 04-05 430 A 05-06 369 C New Berlin Elementary, Founding Principal March 2006 – June 2009 Brand New School / Rapidly Growing Student Population Plan, control, and direct the overall learning activities for elementary school with 980 students and 82 faculty members. School Yr. School Grade 06-07 516 B 07-08 546 A 08-09 537 A Henry F. Kite Elementary (International Baccalaureate Magnet School) Principal June 2009 – Jun 2013 IB Candidate School / Increased Magnet Population (F&R Increased from 64% - 72% from 08/09 – 09/10) Plan, control, and direct the overall learning activities for elementary school with 352 students and 38 faculty members. School Yr. School Grade 09-10 412 D 10-11 463 C 11-12 406 D 12-13 446 C

Toni Horne		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelor in Elementary Education (1-6) Masters in Educational Leadership
Performance Record	Reading / Math Coach of New Berlin Elementary 2012-13 Grade A (559) Reading Proficiency 70% Math Proficiency 70% Writing Proficiency 64% Science Proficiency 79% Gains Reading 74% Gains Math 69% Bottom Quartile Reading 71% Bottom Quartile Math 62% 2011-12 Grade A (604) Reading Proficiency 67% Math Proficiency 73% Writing Proficiency 85% Science Proficiency 71% Gains Reading 73% Gains Math 84% Bottom Quartile Reading 75% Bottom Quartile Math 76%

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Antionette Chatmon		
Full-time / School-based	Years as Coach: 12	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Ms. Chatmon has earned the following: M.Ed. Curriculum and Instruction:Reading BA. Elem Ed (1-6) NBCT Early Literacy Reading K-12 Endorsed, ESOL Endorsed
Performance Record	Schools Performance: Year School Grade Reading Proficiency Gains BQ Gains Writing 2013 Justina F 36 42 51 18 2012 Justina D 38 61 69 77 2011 Justina C 68 59 52 74 2010 Justina B 65 66 67 87 2009 Justina D 49 59 63 77

Classroom Teachers

# of classroom teachers

40

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

250%

 # certified in-field

100, 250%

 # ESOL endorsed

18, 45%

 # reading endorsed

3, 8%

 # with advanced degrees

27, 68%

 # National Board Certified

9, 23%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

8, 20%

 # with 6-14 years of experience

27, 68%

 # with 15 or more years of experience

10, 25%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # 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

The administrative team will recruit new teachers by marking the school and creating a positive image in the community. The school will follow district procedures for interviewing new candidates and the hiring
process.
San Mateo Elementary supports new teachers with a mentor program. These staff members are paired with an experienced teacher who is CET trained and have proven results. In addition, teachers who are new to the building are assigned a mentor to help support them. The School Professional Development Coordinator, leads the school's mentor program and works closely with the principal with teacher mentor assignments.
In addition, leadership and growth opportunities are provided for teachers. Teachers have opportunities to participate in the school leadership team; participate in professional learning communities; and
participate in challenging and enriching activities, such as curriculum planning, mentoring, academic coaching, action research, and technology integration. This is lead by school administration,
Deidra Johnson - Principal and Toni Horne - assistant principal, and PLC Leads.
Other strategies include providing collaboration time during the school day; to give time for teachers to collaborate, reflect and develop plans to improve on daily; and to provide
teachers with an opportunity to provide feedback and solicit it in problem solving for the school. The school administration and coach monitor and support this process.

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

All new teachers participate in the district's MINT Program (Mentoring and Induction for Novice Teachers). This process is led at the school level by our PDF (Professional Development Facilitator). Teachers are assigned a mentor. These mentors are CET trained, have proven data that documents student growth, and have a desire to mentor new teachers. In addition, must have a minimum of three (3) years of successful teaching experience, hold a Professional Certificate, highly skilled with high expectations for students, evidence of
outstanding instructional practice, strong interpersonal skills, have strong knowledge of content, have methods that support high standards, and are willing to commit to personal professional growth and learning through participation in professional development activities.
Requirements of the program include for the beginning teacher(s) are:
* Complete Novice Teacher Self-Assessment.
* Conduct two observations of an effective teacher using the MINT Focus Observation Instrument (one each semester).
* Participate in the principal's Initial Screening (1st CAST) observation cycle which will be conducted within the first 45 days of hire.
* Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.
* Participate in two observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).
* Complete CHAMPS class and follow-up requirements.
* Complete DCPS Code of Ethics class.
* Attend school-based MINT meetings.
* Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements.
Beginning teachers will have an opportunity to observe in other classrooms, schools, and collaborate with their peers. Training will be provided in OnCourse (the school grade book program), Inform

(district data program), Teachers will also participate in professional learning communities to collaborate with their peers on lesson plans and teaching strategies.
In addition, teachers who are new to the school, but have classroom experience are paired with a peer to help provide support to acclimate them to the school and district procedures.

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

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

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

The MTSS Team will meet every monthly to engage in the following activities:
• Identify students at risk
• Share best practices
• Problem solve
• Identify professional development needs
• Work on building consensus and increasing infrastructure
• Evaluate implementation of RTI and Workshop Model
In addition the Administrative Leadership Team which includes the principal, assistant principal and reading coaches meet weekly to monitor the process of RTI, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.
An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
The MTSS Team will develop a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

Deidra Johnson, 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, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. General Education Teacher (Primary) - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Antoinette Chatmon, Instructional Coach - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The RtI/Inclusion Facilitator assists in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. Develops, leads, and evaluates school core content

standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.

Duane Monte, Guidance Counselor / Facilitator - 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. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Ronda Leach & Susan Hofrichter, ESE Liaison - 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.

Rachel Whorton, Speech Pathologist - 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.

Acoff, District ESE Rep. – Analyzes data collected from teachers regarding students. Provides student assessments for next steps for teacher and RTI team.

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

Data will be reviewed biweekly by the MTSS Leadership Team and this team will lead other groups in analyzing and using data to effective plan instruction. Each grade level will meet in CPST Teams to create intervention plans and look at data. The plans will be submitted to the MTSS Leadership team for review. Students will be tracked and if not making progress will be submitted to the MRT team for further analysis.

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

Florida Comprehensive Assessment Test (FCAT) - Pearson online services to print reports.
District Curriculum Guide Assessments (CGA's): The CGA's will be benchmark driven assessments that follow the newly designed and aligned Curriculum Guides. CGA;s will be given quarterly as an assessment to see if students are mastering the aligned benchmarks for their grade level.
IOWA Form E: The IOWA Assessment is a diagnostic assessment for Reading that measures reading grade level equivalency, and student grade level proficiency in vocabulary, explicit meaning, implicit meaning, key ideas, and author's craft.
Diagnostic Assessments of Reading (DAR): The DAR Assessment assesses all five components of an effective reading program: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. The DAR Assessment will be administered in the Fall to all 1st through 3rd grade students who score below the 40th percentile on the Fall administration of the IOWA Form E, all 4th and 5th grade students who received a level 1 or 2 on the 2013 FCAT 2.0 administration, and those 4th and 5th grade students 1.5 years or more below grade level on the Fall administration of the IOWA Form E.
Additionally, the DAR will be administered to all Kindergarten students in December who receive below a 70 on the kindergarten readiness score of the FLKRS and students in grades 1-5 who were tested in the Fall AND obtained below a 70% on CGA1. This provides an opportunity for students to show mastery of reading skills, thus eliminating the need for additional testing once mastery is evident.
I-Ready: I-Ready is a comprehensive and adaptive math diagnostic, by domain, that can differentiate instruction, has a blended instructional model, and places students into RtI Tiers.
Duval District Timed Writing Assessment: This assessment is offered twice a year for grades 4 and will be administered

CAST Pre/Post Tests - These assessments are a measure of the content mastered in a given course throughout the school year. The assessment team is continually working to improve these assessments. These assessments

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

The MTSS/RtI Leadership Team will participate in school and district level training. The Team will utilizes district information and materials to train the school community. Early release days, planning days, grade level meetings, as well as resource time will be dedicated to staff development. Professional development will be held on the first early release Wednesday of every month. The MTSS/RTI Team will attend district staff development and redeliver the training to the staff. MTSS/RTI professional development will take place on early release days by RTI Facilitator/district staff. In addition, workshops and district training will be provided after school or during the workday as well as during faculty meetings. The school's professional development plan supports continuous learning for all educators that result in increased student achievement. Each grade level will submit a plan on how they are going to implement MSTT/RTI.

Parent workshops will be offered to provide education on MTSS. The school website will provide information, and brochures will be available. Our Parent Resource Center will provide parents access to internet resources. MTSS/RTI leadership team will instruct and involve parents in the process and help parents understand that a referral to Exceptional Students Services can be an outcome of the RTI process. Teachers will conference with parents and use a MTSS checklist to ensure that parents are aware of the school plan and have covered the key components. Teachers will work together at gradelevel

meetings to strategize and discuss how to inform and involve parents. The MTSS Team will invite parent volunteers to participate in schoolwide RTI trainings and 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: Before or After School Program
Minutes added to school year: 120

Math Tutoring for extended day students as well as select 3-5 grade students based on data received. Certified teachers will use I-ready computer based assignments, Ready Common Core selected assignments in a small group, and center groups based on needed skills for 1 hour per week. Reading Tutoring for extended day students as well as select 3-5 grade students based on data received. Certified teachers will use Ready Common Core for small group instruction, SuccessMaker for computer based instruction and centers for specific skills needed for 1 hour per week. Extended Day also provides homework help for all students enrolled in the extended day program for 1 hour per day.

Strategy Purpose(s)

• Instruction in core academic subjects

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

Teachers will provide mini assessments to determine growth of students. Tutoring success and instructional next steps will be provided for the classroom teachers.

Who is responsible for monitoring implementation of this strategy?

Principal, tutoring teachers

Literacy Leadership Team (LLT)

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

Name	Title
Patricia Ansley	Media Specialist
Sara Thomas	Kinder Teacher
Rebecca Edwards	1st Grade Teacher
Mandy Bowman	2nd Grade Teacher
Tiffany Masters	3rd Grade Teacher
Katherine Toban	4th Grade Teacher
Karen Gardiner	5th Grade TEacher
Antionette Chatmon	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team is led by the Reading Coach and school administration. Each grade level will have one representative as part of the team to serve as decision makers about the curriculum practices in reading and writing. The focus is "best practices" that improve reading and writing performance for all students. They will ensure that text complexity along with close reading and rereading of
texts is central to lessons and teachers receive training in Common Core Reading.
The Literacy Team assesses faculty professional development needs and formulates plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to

continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across all content and grade levels. Next steps are established to improve reading achievement for all students.

The LLT meets monthly in a vertical team representing kindergarten-fifth grade teacher to;
• Establish a literacy vision for the school.
• Refine a shared language of literacy
• Deepen the team commitment to the achievement of all students
• Refine teaching practices in light of the needs of the students
• Develop professional development opportunities that match the school's literacy vision and needs.
• Support the administration by providing multiple voices that represent the staff.
• Create structures to assess and develop plans for cohesive curriculum across grades.
• Evaluate the curriculum
• Analyze all test data, including dis-aggregating CGA Data, IOWA results, and monitor subgroups not making AMO
• Discuss curriculum issues and strategies

Major initiatives of the LLT

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading of all students. Specific professional development for the staff will include: The implementation of Common Core Standards in K-5 grades, gradual release instruction, close reading/text complexity, focus on Common Core Writing, and training of new district reading initiatives. In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RtI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provide professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work, Professional Learning/Collaboration. In addition, the team will organize Literacy Week and plan activities for the Reading Celebration.

Every Teacher Contributes to Reading Instruction

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

All San Mateo teachers will implement and stress reading strategies across the curriculum. Teachers will utilize close reading strategies and text coding in science and social studies in order to improve comprehension. Resource teachers will support reading by allowing students to utilize speaking,listening,research and presentations skills in their classes. Teachers will also read aloud non-fiction texts to students and model read aloud thinking strategies. Teachers will utilize interactive journals to help teach and reinforce concepts and skills being taught.

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

Kindergarten teachers work closely with VPK teachers and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. When parents enroll their child, the student will be given a baseline assessment to determine their prerequisite skills coming into Kindergarten. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information

is sent home via newsletters and flyers to our VPK and neighboring child care center students and families announcing upcoming events and expectations for school. During the first forty-five days of school, Kindergarten students are screened using FLKRS, DAR, and CGAs. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

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	70%	64%	No	73%
American Indian				
Asian				
Black/African American	65%	54%	No	69%
Hispanic	64%	63%	No	68%
White	73%	70%	No	76%
English language learners				
Students with disabilities	48%	36%	No	53%
Economically disadvantaged	60%	57%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	29%	35%
Students scoring at or above Achievement Level 4	120	34%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	224	64%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	207	59%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[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	69	40%	65%
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	71%	56%	No	74%
American Indian				
Asian				
Black/African American	70%	42%	No	73%
Hispanic	58%	56%	No	63%
White	72%	69%	No	75%
English language learners				
Students with disabilities	43%	35%	No	49%
Economically disadvantaged	62%	45%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	33%	40%
Students scoring at or above Achievement Level 4	86	24%	36%

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	203	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	179	51%	61%

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	38	31%	40%
Students scoring at or above Achievement Level 4	21	17%	35%

Florida Alternate Assessment (FAA)

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

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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	49	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	49	21%	10%
Students who receive two or more behavior referrals	9	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

The Parental Involvement Targets at San Mateo include increasing the parent involvement and academic awareness of all parents. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings, as well as all Parent Involvement meetings throughout the year. SAC meetings are monthly and general PTA meetings will be held bi-monthly.
Our goal is to increase participation by all parent support groups. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Participation in PTA	231	32%	45%
Increase Volunteer Participation	166	23%	40%
Increase Participation in SAC	5	25%	60%

Area 10: Additional Targets

Additional targets for the school

To reduce the number of students who were absent 10 or more days absent by 10% and reduce the number of students tardy 10 or more days by 5 %.
For the safety of students, adults from walking up to pick up car rider students at dismissal by 90% by utilizing a number system for car riders.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To reduce the number of students who are absent 10 or more days by 5%	172	24%	14%
To reduce the number of tardy students by 3%	70	9%	4%
Reduce the number of adults walking up to pick up students.	120	40%	10%

Goals Summary

G1. Increase proficiency rate from 56% to 74% on FCAT 2.0 Reading Assessment.

G2. To have 74% of students in grades 3-5 to score at or above proficiency on the FCAT 2.0 Mathematics Assessment..

G3. Increase the number of FCAT Writes student scores of 3.5 proficiency from 40% to 45%.

G4. Increase proficiency percentage in 5th grade by 5% to 53% at level 3 or above on the FCAT Science.

Goals Detail

G1. Increase proficiency rate from 56% to 74% on FCAT 2.0 Reading Assessment.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Classroom Teachers;
- I Ready Diagnostic
- School Reading Coach; District Reading Specialists
- Curriculum guides
- NGSSS, CCSS

Targeted Barriers to Achieving the Goal
- Students reading below grade level.
- No differentiation of instruction for students needs.
- Instruction not rigorous.

Plan to Monitor Progress Toward the Goal

Teachers will administer regular assessments, as well as CGA's Quarterly to analyze and determine additional instruction needed. Administration will monitor lesson plans and gradebooks.

Person or Persons Responsible
Teachers, Coaches, Admin

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student Grades, Lesson Plans, student work

G2. To have 74% of students in grades 3-5 to score at or above proficiency on the FCAT 2.0 Mathematics Assessment..

Targets Supported

Resources Available to Support the Goal
- District Math Coach
- Bi-weekly PLC Meetings
- Curriculum Guides
- FCAT Test Specifications
- Common Planning Time
- Curriculum Materials

Targeted Barriers to Achieving the Goal
- Teachers unfamiliar with gradual release model and higher order questioning
- Lack of Differentiation of work

Plan to Monitor Progress Toward the Goal

Student CGA's will reflect mastery of standards taught, teacher lesson plans will reflect implementation of the gradual release model of teaching.

Person or Persons Responsible
Administration, Coaches, Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Insight/Inform Data, lesson plans, gradebooks

G3. Increase the number of FCAT Writes student scores of 3.5 proficiency from 40% to 45%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach

- District Specialist

- Curriculum Guides

- Write Score

- CCSS, NGSSS

Targeted Barriers to Achieving the Goal

- Students find the process of writing difficult.

- Lack of explicit grade level appropriate writing instruction across all grade levels.

Plan to Monitor Progress Toward the Goal

Consistent monitoring and implementation of writing across curriculum.

Person or Persons Responsible

Teachers, Administration, Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Portfolios, Classroom Walkthroughs, District Timed Writing Prompts

G4. Increase proficiency percentage in 5th grade by 5% to 53% at level 3 or above on the FCAT Science.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- - Science Curriculum Guides with embedded Performance Tasks & Monitoring Assessments (To help guide science instruction) - Quarterly Curriculum Guide Assessment (To help guide science instruction) - Gradual Release Model used within Five E's Science Lesson Planning within Teachers Common Planning Time Weekly (The GRM will help aid in planning direct, discovery, and inquiry based learning experiences with in the classroom. Also, collaboration with colleagues during common planning will help in the development of inquiry based science planning and data driven instruction throughout the school year.) - Science Gizmo -Explorer Learning Online (Students will have access to virtual learning labs that can be completed at home or during school in class or in computer lab.) - Science Level Readers (Using science leveled readers will help increase comprehension skills and higher level thinking with informational text.) - Science Professional Learning Community (Teachers will be provided professional development to help increase in conceptual, direct, discovery and inquiry based instruction within their classroom as well as be able to collaborate between grade levels in order to share ideas and learning strategies throughout the school year.) - School Wide Science Fair (Teachers will teach the scientific process weekly with the completion of a class science fair project in grades K-5. Fourth grade students will complete group projects. Fifth grade students will complete individual projects.)

Targeted Barriers to Achieving the Goal

- Students enter 5th grade lack knowledge of the scientific process.

- Teacher understanding of student data in science to be able to differentiate instruction.

- Teachers lack of instructional rigor that promotes high level thinking. (Teachers struggling with planning inquiry based instruction and developing higher level thinking questions within lessons. As well as, learning to implement the "Gradual Release Model" effectively within the "Five E's Instructional Model" to plan lessons that provide rigorous and meaningful learning experiences for students.

Plan to Monitor Progress Toward the Goal

1) Science Curriculum Guide Assessment Data 2) Performance Tasks 3) Teacher Data Notebooks 4) Teacher Lesson Plan Books 1) Common Planning 2) Professional Learning Communities

Person or Persons Responsible
Administration; Classroom Teachers; District Science Specialist

Target Dates or Schedule:
Common Planning; Observations; PLC's

Evidence of Completion:
End of Year CGA; Science FCAT Scores of 3 or above in Grade 5

Action Plan for Improvement

Problem Solving Key

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

G1. Increase proficiency rate from 56% to 74% on FCAT 2.0 Reading Assessment.

G1.B1 Students reading below grade level.

G1.B1.S1 Teachers will use district assessments as well as DRA to form groups to meet with below level students during reading time and RtI. Students below level will meet with teacher daily during RtI to increase proficiency.

Action Step 1

Teachers will use SuccessMaker online reading program to students during their reading center time.

Person or Persons Responsible

Classroom Teachers; Reading Coach, Admin

Target Dates or Schedule

Daily

Evidence of Completion

Progress monitoring of the program through online resources.

Action Step 2

Analysis of Data to continually identify our at risk students and enrichment students for small group instruction and RtI time.

Person or Persons Responsible

Teachers, Coach, Admin.

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebooks, Lesson Plans, RtI, and student work

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 4

Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension.. Teachers will work to build comprehension strategies using the gradual release model. Guided Reading will take place on a daily basis. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books.Teachers will be using the gradual release model to provide modeling of reading skills and strategies. Students will participate in novel students and literature circles.

Person or Persons Responsible

Reading Coach, Admin., District Specialists

Target Dates or Schedule

Daily during RtI and Reading Instruction time

Evidence of Completion

Lesson plans, CAST observations, focus walks,

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

Focus Walks, monitoring of data using Inform and Insight, RtI/MTSS lesosn plans, and and evidence of progress monitoring through regular Data Chats, weekly checks of lesson plans and gradebook.

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebooks, lesson plans, Inform, FAIR data for Kinder, CGA Results

Plan to Monitor Effectiveness of G1.B1.S1

Observations, progress monitoring using CGA's, DRA, and classroom assessments

Person or Persons Responsible

Teachers, coaches, and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data from CGA's, DRA's, and gradebook

G1.B1.S2 Teachers will implement guided reading and novel studies in their classrooms.

Action Step 1

Teachers will have effective reading instruction utilizing fiction and non fiction literature. Students will be able to comprehend complex literature as well as informational text independently and proficiently. All teachers will use close reading to expose students to these texts and higher order questioning to cite evidence in a text. Training will be provided on Close Reading and Text Complexity.

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

Daily during reading time and RtI

Evidence of Completion

Lesson Planning and Observations

Facilitator:

Reading Coach, AP, Principal

Participants:

All Classroom teachers

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

Teachers will plan close reading lessons and differentiated instruction. Observations and focus walks will also be in place.

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Increased proficiency level of students on DAR, CGA and FCAT.

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 No differentiation of instruction for students needs.

G1.B2.S1 All teachers will implement the DCPS Instructional Framework Model with fidelity. Implement reader's block daily with an emphasis on tiering support based on student needs.

Action Step 1

Teachers will participate in ongoing professional development on the implementation of DCPS Instructional Framework, which is inclusive of differentiated instruction practices. They will also have common planning time availble during the school day

Person or Persons Responsible

Teachers, Coaches, Admin.

Target Dates or Schedule

Ongoing during planning time and ER days

Evidence of Completion

Lesson plans, CAST observations and focus walks

Facilitator:

Participants:

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Literacy Coach. The school-based Literacy Coach will record minutes from Common Planning sessions and debrief with administration following each session as well as provide support on the implementation of the Instructional Framework Model as needed. Administration will review teachers' lesson plans each week to check for the implementation of the DCPS Instructional Framework Model as well as conduct classroom walk-throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Meeting Minutes, Agendas, Data Chats

Plan to Monitor Effectiveness of G1.B2.S1

Lesson Plans (to include DCPS Instructional Framework Model), Classroom Walk-Throughs ,Formal/ Informal Observations, Quarterly Data Chats, Common Planning Time Meeting Minutes

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Lesson Plans will be reviewed weekly, Data chats will begin in October 2013 and continue bi-monthly.

Evidence of Completion

Lesson Plans, focus walks, and data

G2. To have 74% of students in grades 3-5 to score at or above proficiency on the FCAT 2.0 Mathematics Assessment..

G2.B1 Teachers unfamiliar with gradual release model and higher order questioning

G2.B1.S1 Provide ongoing support for teachers through structured PLC's, and district support specialist visits.

Action Step 1

Planned PLC's will be implemented on a bi-weekly basis with a structured focus from principal in collaboration with School based leadership and school-based coach.

Person or Persons Responsible

School based leadership and school-based coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedules, student data, lesson planning, sign in sheets meeting minutes.

Action Step 2

Provide tiered focus by district math specialist to monitor teachers on a weekly basis. This will allow for timely feeback and support.

Person or Persons Responsible

School-based Leadership, School coaches, District Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedules, agendas, weekly monitored assessments, Student data, lesson planning, debriefing with teachers.

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

PLC's with sign in sheets, professional development within early release PLC's with implementation, ongoing observations

Person or Persons Responsible

School based administration, coaches and district coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes, implementation within the classroom, CAST observations

Plan to Monitor Effectiveness of G2.B1.S1

CAST, Classroom walkthroughs

Person or Persons Responsible

School based administration, school and district coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, CAST summary

G2.B4 Lack of Differentiation of work

G2.B4.S1 Provide continuous PD on data driven differentiated instruction during ER days, and as requested during common grade level meetings

Action Step 1

Create a calendar of PD opportunities for teachers to attend during common planning, PLC's and/or early release days.

Person or Persons Responsible

School based personnel, administration, and district coaching staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, agendas, data notebooks, lesson plans

Facilitator:

Reading Coach; Administration

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Ensure PD translates into effective Classroom instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Data Notebook, Classroom Observation

Plan to Monitor Effectiveness of G2.B4.S1

Effective teaching strategies will be monitored to provide differentiated instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook, Classroom Walkthroughs, Lesson Plans

G3. Increase the number of FCAT Writes student scores of 3.5 proficiency from 40% to 45%.

G3.B2 Students find the process of writing difficult.

G3.B2.S1 Teachers will provide a literate learning environment teaching needed writing skills and strategies, through writer's workshop with fidelity in all grade levels, conferencing with students, and providing students early interventions. Expect each child will learn to write.

Action Step 1

1. Teachers will provide daily writing instruction during the workshop period and content areas. 2. Deliver appropriate instruction that allow all students to practice higher level writing skills and strategies. 3. Tailor writing instruction to meet the needs of the students. 4. Supplemental handwriting instruction to boost compositional fluency. 5. Teachers will intervene early to improve the writing skills. 6. Students will write daily. Students will be asked to write a baseline narrative.

Person or Persons Responsible

Classroom Teachers, Reading Coach, District Specialists

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Student portfolios that shows growth over time compared with their writing baseline,and published pieces that are aligned with the Common Core genres. Classroom bulletin boards & word walls to show evidence of a literacy rich environment.

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

Teachers will meet in grade level content areas weekly to review writing and student work. Teachers will also meet vertically in a monthly Writing PLC to look at student work and discuss writing strategies across all grade levels. Administration will review lesson plans and check portfolios.

Person or Persons Responsible

All classroom teachers, Reading Coach, District Specialist

Target Dates or Schedule

Focus Walks, Cast Observations, and PLC meetings

Evidence of Completion

Meeting minutes, student work in writing portfolios

Plan to Monitor Effectiveness of G3.B2.S1

Student portfolios will be monitored to look for evidence of conferences and the editing process. Student journals will be reviewed, writing folders, and supports to scaffold their learning such as word banks, use of word walls, dictionaries, planning sheets. This will be reviewed during focus walks, and conferences with students and teachers.

Person or Persons Responsible

Administration, coaches and teachers

Target Dates or Schedule

Data review during focus walks, data chats, and CAST observations

Evidence of Completion

Published student writing, focus walks results, lesson plans, checklists, and data collected by teachers to show progress monitoring and growth over time in the portfolios.

G3.B3 Lack of explicit grade level appropriate writing instruction across all grade levels.

G3.B3.S1 Teachers will implement writing with fidelity across the content areas in all grade levels as well as incorporate writing performance task where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses.

Action Step 1

Deliver appropriate and quality writing instruction with support and scaffold instruction. Teachers will instruct using a predictable writing routine where students are encourage to think, reflect, revise and model the process of writing and integrate writing across the content areas.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Conference Notes, Focus Walks, and Portfolio content

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

Lesson Plans, Portfolios, District Writing Prompts

Person or Persons Responsible

Administration, Reading Coach, District Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Published writing that meets the standard, Increased scores on the district writing prompt, FCAT Writes scores

Plan to Monitor Effectiveness of G3.B3.S1

Portfolios that show growth overtime and evidence of teacher conferences and the editing process. Differentiated lesson plans that show early interventions A literate classroom that shows writing prominently displayed.

Person or Persons Responsible

Classroom Teachers, Administrators and Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Published writing that meets the standards. Increased scores on the district writing prompts as well as FCAT Writes.

G4. Increase proficiency percentage in 5th grade by 5% to 53% at level 3 or above on the FCAT Science.

G4.B3 Students enter 5th grade lack knowledge of the scientific process.

G4.B3.S1 Consistent use of interactive science textbook and hands on analysis of laboratory experiences through science interactive journals to help students analyze and clear up misconceptions.

Action Step 1

Students will be able to accurately read and analyze data and draw conclusions through performance tasks and progress monitoring assessments.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Common Planning; Rigorous Science Instruction

Evidence of Completion

Performance Tasks; CGA Assessments

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

Science Curriculum Guide Assessment Data in Grades K-4; Performance Tasks in Grades K-4; Teacher Lesson Plan Books in Grades K-4

Person or Persons Responsible

Administration; District Science Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

CGA Data; End of Year Data K-4

Plan to Monitor Effectiveness of G4.B3.S1

Science Curriculum Guide Assessment Data in Grades K-4; Performance Tasks in Grades K-4; Teacher Lesson Plan Books in Grades K-4

Person or Persons Responsible

Administration; District Science Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Final/End of Year CGA Science Data in Grades K-4

G4.B4 Teacher understanding of student data in science to be able to differentiate instruction.

G4.B4.S1 Training to effectively analyze and track student data will be provided during PLC's for each subject area and on ER days.

Action Step 1

Teachers effective use of their data notebooks to show individual student data analysis; Teachers effectively planning lessons that address students individual learning needs. Increase student data scores on district curriculum guide assessments throughout the school year and higher achievement scores on the 2014 FCAT.

Person or Persons Responsible

Admin; PLC Leads; Science Lead Teacher; District Science Specialist

Target Dates or Schedule

PLC meetings; ER days

Evidence of Completion

Data Notebooks, Lesson Plans, Meeting minutes

Facilitator:

PLC Lead/Science Lead Teacher

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Data Notebooks; Science CGA; Insight and Inform data

Person or Persons Responsible

Administration; School based coach

Target Dates or Schedule

Data Chats; Observation; Focus Walks; PLC Meetings

Evidence of Completion

CGA Data; 2014 FCAT scores

Plan to Monitor Effectiveness of G4.B4.S1

Data Notebooks; CGA Data; Insight/Inform information

Person or Persons Responsible

Administration; Classroom Teachers

Target Dates or Schedule

PLC Meetings; Observations; Focus Walks; Data Chats

Evidence of Completion

CGA Data; 2014 FCAT Scores

G4.B5 Teachers lack of instructional rigor that promotes high level thinking. (Teachers struggling with planning inquiry based instruction and developing higher level thinking questions within lessons. As well as, learning to implement the "Gradual Release Model" effectively within the "Five E's Instructional Model" to plan lessons that provide rigorous and meaningful learning experiences for students.

G4.B5.S1 Consistently use the Gradual Release Model effectively within 5E's instruction, through use of hands-on laboratory experiments that promote higher level thinking/questioning. Teachers will collaborate with colleagues during their common planning time weekly to expand their knowledge of content in science teaching as well as effectively plan rigorous science lessons that include, higher level questions and data analysis.

Action Step 1

Focus Walks Looking for Evidence of Science Investigations and GRM/5E Models. Increase scores on Quarterly Curriculum Guide Assessments. Effective use of Science Interactive Journals

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Common Planning Time

Evidence of Completion

Performance Tasks; CGA's

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Curriculum Guide Assessment Data in K-2; Lesson plans in grades K-5

Person or Persons Responsible

Admin; School Based Coach

Target Dates or Schedule

Weekly

Evidence of Completion

CGA Data; Science FCAT data

Plan to Monitor Effectiveness of G4.B5.S1

CGA Data; Lesson Plans

Person or Persons Responsible

Administration; School Based Coach

Target Dates or Schedule

Weekly

Evidence of Completion

CGA Data; 2014 FCAT Scores

Coordination and Integration

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

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

The San Mateo will utilize magnet school allocated funds to support instruction. The annual magnet funds allocated will be utilized to hire part time paraprofessionals for kindergarten classroom support and cafeteria duty. The magnet funds allocated is approximately $28,000 this school year.

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. Increase proficiency rate from 56% to 74% on FCAT 2.0 Reading Assessment.

G1.B1 Students reading below grade level.

G1.B1.S2 Teachers will implement guided reading and novel studies in their classrooms.

PD Opportunity 1

Teachers will have effective reading instruction utilizing fiction and non fiction literature. Students will be able to comprehend complex literature as well as informational text independently and proficiently. All teachers will use close reading to expose students to these texts and higher order questioning to cite evidence in a text. Training will be provided on Close Reading and Text Complexity.

Facilitator

Reading Coach, AP, Principal

Participants

All Classroom teachers

Target Dates or Schedule

Daily during reading time and RtI

Evidence of Completion

Lesson Planning and Observations

G1.B2 No differentiation of instruction for students needs.

G1.B2.S1 All teachers will implement the DCPS Instructional Framework Model with fidelity. Implement reader's block daily with an emphasis on tiering support based on student needs.

PD Opportunity 1

Teachers will participate in ongoing professional development on the implementation of DCPS Instructional Framework, which is inclusive of differentiated instruction practices. They will also have common planning time availble during the school day

Facilitator

Participants

Target Dates or Schedule

Ongoing during planning time and ER days

Evidence of Completion

Lesson plans, CAST observations and focus walks

G2. To have 74% of students in grades 3-5 to score at or above proficiency on the FCAT 2.0 Mathematics Assessment..

G2.B4 Lack of Differentiation of work

G2.B4.S1 Provide continuous PD on data driven differentiated instruction during ER days, and as requested during common grade level meetings

PD Opportunity 1

Create a calendar of PD opportunities for teachers to attend during common planning, PLC's and/or early release days.

Facilitator

Reading Coach; Administration

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, agendas, data notebooks, lesson plans

G4. Increase proficiency percentage in 5th grade by 5% to 53% at level 3 or above on the FCAT Science.

G4.B4 Teacher understanding of student data in science to be able to differentiate instruction.

G4.B4.S1 Training to effectively analyze and track student data will be provided during PLC's for each subject area and on ER days.

PD Opportunity 1

Teachers effective use of their data notebooks to show individual student data analysis; Teachers effectively planning lessons that address students individual learning needs. Increase student data scores on district curriculum guide assessments throughout the school year and higher achievement scores on the 2014 FCAT.

Facilitator

PLC Lead/Science Lead Teacher

Participants

All classroom teachers

Target Dates or Schedule

PLC meetings; ER days

Evidence of Completion

Data Notebooks, Lesson Plans, Meeting minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase proficiency rate from 56% to 74% on FCAT 2.0 Reading Assessment.	$2,000
	Total	$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Magnet Funding	$1,000	$0	$1,000
Magnet Funds	$0	$1,000	$1,000
Total	$1,000	$1,000	$2,000

Budget Details

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

G1. Increase proficiency rate from 56% to 74% on FCAT 2.0 Reading Assessment.

G1.B1 Students reading below grade level.

G1.B1.S1 Teachers will use district assessments as well as DRA to form groups to meet with below level students during reading time and RtI. Students below level will meet with teacher daily during RtI to increase proficiency.

Action Step 4

Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension.. Teachers will work to build comprehension strategies using the gradual release model. Guided Reading will take place on a daily basis. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books.Teachers will be using the gradual release model to provide modeling of reading skills and strategies. Students will participate in novel students and literature circles.

Resource Type

Evidence-Based Program

Resource

PD books on Gradual Release Model: Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey

Funding Source

Magnet Funds

Amount Needed

$1,000

G1.B1.S2 Teachers will implement guided reading and novel studies in their classrooms.

Action Step 1

Teachers will have effective reading instruction utilizing fiction and non fiction literature. Students will be able to comprehend complex literature as well as informational text independently and proficiently. All teachers will use close reading to expose students to these texts and higher order questioning to cite evidence in a text. Training will be provided on Close Reading and Text Complexity.

Resource Type

Evidence-Based Materials

Resource

Book Study on Text Complexity: Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey and Diane Lapp

Funding Source

Magnet Funding

Amount Needed

$1,000