



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

S. D. Spady Elementary School

901 NW 3RD ST

Delray Beach, FL 33444

561-454-7800

www.edline.net/pages/s_d_spady_elementary_school

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 50%
Alternative/ESE Center No	Charter School No	Minority Rate 57%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

S. D. Spady Elementary School

Principal

Rona Tata

School Advisory Council chair

Katie Knight

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

Name	Title
Maria Roberts	Guidance Counselor
Rona Tata	Principal
Mazen Salah	Assistant Principal
Karen Danca	ESE Contact
Robin Bast	School Psychologist

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal, SAC chair and vice-chair, and an appropriately balanced number of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC reviewed school data at the end of the 2012/2013 school year as well as at the beginning of the current year to identify areas of need and targets. The members brainstormed resources as well as barriers to reaching those targets. Specific functions include the following:

1. Develop and oversee the implementation of the School Improvement Plan that will serve as a framework for School Improvement;
2. Enlist, promote, and support greater interaction between school and community;

3. Provide input in matters concerning disbursement of school improvement funds and other monies related to school improvement and to ensure that such expenditures are consistent with the School Improvement Plan;
4. Consult with peripheral constituency groups when making decisions concerning educational practices within the school;
5. Make decisions based on available data; and
6. Consult with people or departments needed to support the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will participate in training on SAC responsibilities and the School Improvement Plan process as well as Shared Decision Making. Training will also be offered on the School-wide Positive Behavior Support plan, the RtI process the Common Core State Standards as well as any new programs instituted school-wide. In addition information will be shared at each meeting regarding the school's budget and the school's data. The School Improvement Plan will be reviewed and monitored.

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

School Improvement funds will be used to fund the purchase of materials and salaries needed to provide remediation programs in reading and/or math daily in school and/or after school for targeted students in grades K - 6.

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:

Rona Tata		
Principal	Years as Administrator: 7	Years at Current School: 7
Credentials	BS Elementary Education and Special Education; MS Educational Leadership; ESOL, SLD, VE, Principal and Ed Leadership Certification, Leadership Delray, TEAM Training	
Performance Record	Assistant Principal at S. D. Spady 2012-2013 A Grade 2011-2012 A Grade 2010-2011 A Grade and did not meet AYP 2009-2010 A Grade and did not meet AYP 2008-2009 A Grade and met AYP 2007-2008 A Grade and did not meet AYP 2006-2007 A Grade and did not meet AYP	

Mazen Salah		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	BA International Business MEd Education Leadership 6-12 Math, 5-9 Math, and Ed Leadership Certification.	
Performance Record	Area 1 Math Specialist 2012-2013 A Rated District 2011-2012 A Rated District	

Classroom Teachers

# of classroom teachers	48
# receiving effective rating or higher	48, 100%
# Highly Qualified Teachers	100%
# certified in-field	45, 94%
# ESOL endorsed	31, 65%
# reading endorsed	3, 6%
# with advanced degrees	25, 52%

National Board Certified

4, 8%

first-year teachers

3, 6%

with 1-5 years of experience

9, 19%

with 6-14 years of experience

11, 23%

with 15 or more years of experience

25, 52%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

13, 93%

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

Teachers new to the school are given a full day workshop to introduce them to the processes and procedures of the school, the single school culture and the discipline system (Administration and Montessori Magnet Coordinator). Regular meetings are scheduled for teachers new to the school with the Assistant Principal and the Montessori Coordinator. New teachers are partnered with an experienced mentor teacher (Assistant Principal). Regular workshops are offered to all new teachers on Conscious Discipline and classroom management (Montessori Magnet Coordinator). Continued dialogue with the American Montessori Society, the Public School Montessorian and Montessori Teacher Training Centers to recruit quality certified teachers (Principal).

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

The mentor and mentee meet weekly in a Professional Learning Community to discuss data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and planning.

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

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

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

The school-based Rtl team (SBT) is comprised of the following members: Principal, Assistant Principal (also serves as the ELL contact), ESE Contact, School Psychologist, the appropriate classroom teachers and the Guidance Counselor.

The Principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing the Rtl processes
- assessment of Rtl skills by school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities occurs.

The ESE Coordinator, School Psychologist and Guidance Counselor will assist 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.

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

The school-based Rtl Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. The team will identify students who are not meeting identified academic targets.

The identified students will be referred to the school-based Rtl Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) 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, ESE coordinator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. evaluation 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.

The problem solving process is self-correcting, and, if necessary, cycles in order to achieve the best outcomes for all students.

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

Members of the school-based Rtl Team meet with the School Leadership Team and the School Advisory Council (SAC) to help develop the FY14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets, and deficit areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%, AYP and subgroups, strengths and weaknesses of intensive programs, mentoring, tutoring, and other services.

The ESE Coordinator, School Psychologist or Guidance Counselor will provide professional development for the SAC members on the Rtl process.

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

Baseline data: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measures, Florida Kindergarten Readiness Screener (FLKRS), Palm Beach County Fall Diagnostics, Palm Beach Writes, Fountas and Pinnell Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Comprehensive English Language Learning Assessment (CELLA), Office Discipline Referrals, Retentions, and Absences.

Midyear data: Palm Beach County Winter Diagnostics, Palm Beach Writes, Fountas and Pinnell Literacy Assessment System.

End of Year data: Florida Comprehensive Assessment Test (FCAT), FCAT Writes, Fountas and Pinnell Literacy Assessment System.

Frequency of required Data Analysis and Action Planning Days:
Once withing a cycle of instruction (12 weeks)

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

All instructional staff attend a one-hour workshop on the Rtl process in each school year. Professional development will be offered to the ESE Coordinator, School Psychologist or Guidance Counselor by district staff every Monday during FY14.

The school-based ESE Coordinator, School Psychologist or Guidance Counselor will provide in-service to the faculty at faculty meetings. These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model, Consensus Building, Positive Behavioral Intervention and Support (PBIS), data-based decision-making to drive instruction, progress monitoring selection and availability of research-based interventions, tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers as needed.

The school will follow District guidelines as provided by Safe Schools.

Literacy Leadership Team (LLT)

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

Name	Title
Rona Tata	Principal
Mazen Salah	Assistant Principal and ELL Contact
Teresa Thomas	Montessori Magnet Coordinator
Karen Danca	ESE Contact
Nancy Hodge	Early Childhood Teacher / Team Leader
Katie Knight	Early Childhood Teacher / Team Leader
Susan Beck	Lower Elementary Teacher / Team Leader
Hope Atchinson	Lower Elementary Teacher / Team Leader
Melissa Antonelli	Middle Elementary Teacher / Team Leader
Sarah Vollman	Upper Elementary Teacher / Team Leader
Linda Kunesh	Fine Arts Teacher / Team Leader
Donna Jean Morrison	SAI Teacher

How the school-based LLT functions

The school-based Literacy Leadership Team meets monthly to review reading data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. The agenda will include discussion of the School Improvement reading goals and progress as well as identification of new strategies/activities to implement. As additional needs and concerns arise, the Literacy Leadership Team will investigate the concern, study and plan a course of action, implement the action, analyze its effectiveness, and reflect on the process. This will be a continuous process throughout the school year.

Major initiatives of the LLT

The Literacy Leadership Team will help with implementation of initiatives to improve reading comprehension, vocabulary and oral language instruction. In addition they will review research-based strategies and progress monitoring tools for use with Tier 2 and Tier 3 students.

The Literacy Leadership Team will also plan staff development for the following:

Oral Language Instruction in Grades K - 2

Reading and Writing Workshop in Grades K - 6

Reading Comprehension Instruction including creating mental images, using background knowledge, asking questions, making inferences, determining the most important ideas or themes, synthesizing information and using "fix up" strategies in all grades.

Vocabulary Development in all grades.

Every Teacher Contributes to Reading Instruction

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

All teachers attended workshops for the new county-wide Literacy adoption for a workshop based reading program in the classroom. Cohorts have been selected from each grade level to attend district training that will provide information they can bring back and distribute to the teachers in their grade level. Teachers at all grade levels will participate in professional development and unit planning during staff and/or professional learning team meetings. During these planning sessions, teachers will analyze their students' strengths and weaknesses and plan their upcoming reading curriculum accordingly and brainstorm interventions for struggling readers.

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

Early childhood teachers will use the School-wide Positive Behavior Support lessons and universal matrix to teach incoming students the expectations of S. D. Spady Elementary School. If requested, a representative from Early Childhood will attend meetings four times a year at the Delray Full Service Center as a part of the Head Start Education Committee. The goal of the committee is to establish educational practices that will ensure success in the transition of the Head Start preschool students to kindergarten at surrounding public schools.

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	72%	68%	No	75%
American Indian				
Asian				
Black/African American	53%	44%	No	58%
Hispanic	65%	67%	Yes	69%
White	87%	78%	No	88%
English language learners	30%	0%	No	37%
Students with disabilities	38%	29%	No	45%
Economically disadvantaged	57%	54%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	32%	36%
Students scoring at or above Achievement Level 4	90	36%	39%

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>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	175	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	32	70%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		60%
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]		45%
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]		35%

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	43	54%	70%
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	68%	65%	No	71%
American Indian				
Asian				
Black/African American	54%	44%	No	59%
Hispanic	71%	70%	No	74%
White	77%	74%	No	79%
English language learners	34%	0%	No	41%
Students with disabilities	47%	35%	No	52%
Economically disadvantaged	54%	51%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	30%	33%
Students scoring at or above Achievement Level 4	88	35%	38%

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>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	197	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	69%	70%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	24%	40%
Students scoring at or above Achievement Level 4	22	33%	40%

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>		100%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	50		63
Participation in STEM-related experiences provided for students	390	60%	80%

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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	4	0%	1%
Students who are not proficient in reading by third grade	28	33%	20%
Students who receive two or more behavior referrals	25	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		0%
Students who fail a mathematics course	1	6%	5%
Students who fail an English Language Arts course	1	6%	5%
Students who fail two or more courses in any subject	1	6%	5%
Students who receive two or more behavior referrals	3	13%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	4%	4%

Area 9: Parent Involvement

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

Parental involvement targets for the school

85% of parents surveyed in 2014 will agree that they were provided homework help and information on how to help their child at home. This will be done through the following strategies:

- Adjust coverage to enable teachers to meet with every parent during or after the school day at Parent Conference Week. Teachers will notify parents of academic proficiency levels, attendance rates and provide strategies for parents to help their children at home.
- Open the Parent Resource Room daily with access to parenting materials, computers, Internet and notify parents of the opportunity to utilize.
- Provide curriculum nights, Grandparents as Parents Workshop and ESOL PLC meetings. Provide notices to parents in appropriate languages using Edline and Parent Link.
- Recruit parents to attend SAC and ESOL PLC meetings and provide child care during meetings so that parents can help to plan strategies, parent involvement, notification and evaluation of school-wide program and continue volunteer and business community partnerships.
- Work with students to build individual work portfolios and invite parents for a Portfolio Night after the 2nd trimester, when students present their portfolio of work to their parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents surveyed agree that they were provided information on how to help their child at home.	238	91%	85%

Area 10: Additional Targets

Additional targets for the school

S. D. Spady Elementary School will infuse the content required by Florida Statute 1003.42(2) and S. B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers as appropriate by grade level.	49	100%	100%

Goals Summary

- G1.** Based on the 2014 FCAT 2.0, 70% of the fourth grade student population will achieve a writing score at or above 3.5. This would be an increase of 16 percentage points.

- G2.** Based on the 2014 FCAT 2.0, 80% of the fifth grade student population will achieve a level 3 or above in Science. This would be an increase of 23 percentage points.

- G3.** Based on the 2014 FCAT 2.0, 80% of the tested student population will achieve a learning gain in math. This would be an increase of two percentage points.

- G4.** Based on the 2014 FCAT 2.0, 75% of the tested student population will achieve a learning gain in reading. This would be an increase of 6 percentage points.

Goals Detail

G1. Based on the 2014 FCAT 2.0, 70% of the fourth grade student population will achieve a writing score at or above 3.5. This would be an increase of 16 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- 1. Lucy Calkins Units of Study 2. Common Core Resources (websites, videos, etc.)

Targeted Barriers to Achieving the Goal

- Proper and consistent implementation of the writing curriculum across all grade levels.
- Lack of funding for tutoring and difficulty differentiating writing instruction for children who are not writing at grade level.

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs, on-demand student writing samples, student writing folders, district assessments, Marzano evaluation tool

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student achievement goal is met

G2. Based on the 2014 FCAT 2.0, 80% of the fifth grade student population will achieve a level 3 or above in Science. This would be an increase of 23 percentage points.

Targets Supported

- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- 1. SRA Science Labs 2. Science Journals 3. Waseca Biomes 4. Outdoor Learning Labs

Targeted Barriers to Achieving the Goal

- Students' lack of background knowledge prior to intense instruction along with the challenge of implementing new techniques and strategies as they are learned can make it difficult for students to connect real life situations to material learned in class.
- Time constraints and scheduling conflicts that arise from having only one science lab.

Plan to Monitor Progress Toward the Goal

Science notebooks, Core K-12, Science assessments

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student achievement goal is met

G3. Based on the 2014 FCAT 2.0, 80% of the tested student population will achieve a learning gain in math. This would be an increase of two percentage points.

Targets Supported

Resources Available to Support the Goal

- 1. Learning Village 2. Anchor charts 3. CCSS mathematical practice resources 4. Montessori manipulatives 5. Fastt Math program 6. Math Talk strategies

Targeted Barriers to Achieving the Goal

- Lack of fidelity of implementation of the new Common Core State Standards by the instructional staff and the increased performance expectations for students with the new CCSS.
- Limited time for math support / remediation since many students with math deficits also experience reading deficiencies.

Plan to Monitor Progress Toward the Goal

Student data and classroom walk-through data: Core K-12 assessments, Diagnostic data, other classroom assessments, Marzano evaluation tool

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Achievement Data

G4. Based on the 2014 FCAT 2.0, 75% of the tested student population will achieve a learning gain in reading. This would be an increase of 6 percentage points.

Targets Supported

Resources Available to Support the Goal

- 1. Common Core Resources (websites, videos, rigorous text) 2. The new Scholastic Core Reading adoption 3. Units of Study guide 4. Interactive Read-aloud guide and Mentor texts 5. Extensive classroom libraries for independent reading 6. Words Their Way resources

Targeted Barriers to Achieving the Goal

- Increased reading comprehension expectations and emphasis on reading complex texts with the Common Core State Standards.
- Identifying targeted needs of students and matching appropriate interventions. Support services for specific students are limited. Finding time to provide the interventions and remediation.
- Anticipated time constraints as teachers attempt to integrate vocabulary across subject areas, prioritize time to work with low performing students, administer assessments and prepare data to evaluate.

Plan to Monitor Progress Toward the Goal

Classroom walk-through data (Marzano evaluation tool) and Student data (RRRs, Diagnostic data, other classroom assessments)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student achievement goal is met

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the 2014 FCAT 2.0, 70% of the fourth grade student population will achieve a writing score at or above 3.5. This would be an increase of 16 percentage points.

G1.B1 Proper and consistent implementation of the writing curriculum across all grade levels.

G1.B1.S1 Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining, and sharing examples from literature in large and small group instruction as well as conferring daily. Writing contacts will take a leadership role in unpacking the units at LTP meetings and become model classrooms for Lucy Calkins. Teachers will analyze student writing at LTP meetings to determine instructional needs and provide guidelines for pacing of curriculum.

Action Step 1

Unit planning will take place prior to each new unit of study in LTP meetings and in conjunction with professional development workshops provided by the district writing staff.

Person or Persons Responsible

Classroom teachers, writing cohorts, district trainers

Target Dates or Schedule

Once a month at cohort training and scheduled days throughout the month.

Evidence of Completion

Agendas, sign-in sheets and minutes

Facilitator:

District Facilitator

Participants:

K - 6 Teachers

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

Agendas and sign-ins will be monitored for teacher attendance and participation after each session. Minutes will be reviewed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, sign-in sheets and minutes

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walk-throughs, on-demand student writing samples, student writing folders, district assessments, Marzano evaluation tool

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through data and student achievement data

G1.B2 Lack of funding for tutoring and difficulty differentiating writing instruction for children who are not writing at grade level.

G1.B2.S1 Writing instruction for fourth grade students will be departmentalized.

Action Step 1

Using district provided curriculum, fourth grade writing will departmentalized.

Person or Persons Responsible

Fourth Grade Writing Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

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

Writing teacher will analyze student writing and diagnostic data to determine instructional needs and pacing of curriculum.

Person or Persons Responsible

Fourth Grade Writing Teacher and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S1

Classroom walk-throughs, on-demand student writing samples, student writing folders, district assessments, Marzano evaluation tool

Person or Persons Responsible

Fourth Grade Writing Teacher and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-through data and student achievement data

G2. Based on the 2014 FCAT 2.0, 80% of the fifth grade student population will achieve a level 3 or above in Science. This would be an increase of 23 percentage points.

G2.B1 Students' lack of background knowledge prior to intense instruction along with the challenge of implementing new techniques and strategies as they are learned can make it difficult for students to connect real life situations to material learned in class.

G2.B1.S1 Students in grades K - 6 will apply newly acquired science skills in outdoor learning lab areas in order to build connections and deeper understanding. Each learning team will jointly plan and implement at least one appropriate science field trip for an identified area of need in the science curriculum. Fifth and sixth grade students will research, plan, implement and monitor science environmental initiatives throughout the campus.

Action Step 1

Planning will take place during LTPs to organize a rotating schedule for the Spady garden, implement weekly lessons in the garden, and analyze data from student work to identify areas of need that would benefit from field trips or initiatives around campus.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing during LTP meetings

Evidence of Completion

Agendas, sign-in sheets and minutes.

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

Administration will monitor through classroom walk-throughs, observations and lesson plans.

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedules created, lesson plans and field trip paperwork.

Plan to Monitor Effectiveness of G2.B1.S1

Student science notebooks and classroom observations.

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Science notebooks and student achievement data from classroom assessments.

G2.B2 Time constraints and scheduling conflicts that arise from having only one science lab.

G2.B2.S1 Teachers in grades K - 6 will use reciprocal teaching, differentiated instruction, science concept mapping, vocabulary and interactive word wall activities, Waseca Biomes curriculum, and service learning projects to allow integration of science throughout all subjects. Teachers in grades 4 - 6 will practice scientific thinking and apply knowledge and vocabulary through the use of Science Journals in which they will record SRA Science Labs and classroom investigations.

Action Step 1

Teachers will determine core instructional needs by reviewing assessment data and plan differentiated science instruction with particular focus on investigations involving physical and life sciences.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments and student data chats

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

Administration will monitor through classroom walk-throughs, observations, lesson plans and review of student data chats.

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data and science notebooks and classroom walk-through data

Plan to Monitor Effectiveness of G2.B2.S1

Student science notebooks and classroom observations.

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Science notebooks and student achievement data from classroom assessments.

G3. Based on the 2014 FCAT 2.0, 80% of the tested student population will achieve a learning gain in math. This would be an increase of two percentage points.

G3.B1 Lack of fidelity of implementation of the new Common Core State Standards by the instructional staff and the increased performance expectations for students with the new CCSS.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan for best practices for instruction, use of technology and assessment for each new unit. Best practices for instruction and use of technology will include (but not limited to): 1. Use of Go Math! "Essential Questions" 2. Eight standards for Mathematical Practices 3. Anchor charts and Graphic Organizers 4. Math Talk strategies and mathematical model drawing techniques 5. Incorporate the Spady Garden in studies involving measurement, estimation, prediction and geometry 6. Fastt Math

Action Step 1

Unit planning will be scheduled by administration and team leaders throughout the school year on a rotating basis with other subjects.

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

During grade level LTP meetings

Evidence of Completion

Agendas, minutes, sign-in sheets and instructional focus calendars

Facilitator:

Learning Team facilitator and Team Leaders

Participants:

Instructional Staff

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

Administration will participate in unit planning to monitor implementation and review minutes. Administration will assess implementation of the units through classroom walk-throughs and reviews of student assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes, agendas, sign-in sheets, classroom walk-through data and student achievement data

Plan to Monitor Effectiveness of G3.B1.S1

Classroom walk-throughs, Core K-12 assessments, Diagnostic data, Student work, Classroom Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of student achievement data and classroom walk-through data

G3.B2 Limited time for math support / remediation since many students with math deficits also experience reading deficiencies.

G3.B2.S1 Teachers will determine core instructional needs by reviewing assessment data and plan differentiated math instruction and when needed used evidence-based interventions to provide extra support and/or tutoring. Teachers will meet with selected Students with Disabilities to review their assessments each trimester.

Action Step 1

Data analysis of student assessment data will be done during learning team planning meetings and strategies will be discussed based on student needs. Referrals for in-class remediation or after-school tutoring will be made.

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data and meeting agendas and minutes

Facilitator:

Learning team facilitator and team leaders

Participants:

Instructional staff

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

Attendance will be taken at tutoring sessions and at in-class remediation

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of G3.B2.S1

Student data: Core K-12 Assessments, Diagnostic data, Student work, Classroom assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Achievement Data

G4. Based on the 2014 FCAT 2.0, 75% of the tested student population will achieve a learning gain in reading. This would be an increase of 6 percentage points.

G4.B1 Increased reading comprehension expectations and emphasis on reading complex texts with the Common Core State Standards.

G4.B1.S1 Teachers will attend training and implement Reading Workshop strategies including increased independent reading and individual student conferences.

Action Step 1

Training in how to implement the Reader's Workshop model will be provided during Professional Development Days, LTPs and Faculty Meetings.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Classroom walk-throughs, observations, discussion at LTPs and review of student documents such as classroom assessments, Fountas and Pinnell Reading Assessment, District Reading Diagnostic Assessment and SRI data.

Facilitator:

Principal, Assistant Principal, Magnet Coordinator, Team Leaders, Reading Cohorts and District Personnel.

Participants:

All classroom teachers.

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

Administration will participate in unit planning sessions to ensure process.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, sign-ins, completed unit plans

Plan to Monitor Effectiveness of G4.B1.S1

Classroom walk-throughs to see implementation of unit planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through data and student achievement data

G4.B1.S2 Targeted students in grades 3-6 will be involved in a tutorial reading program utilizing computer assisted technology or will be involved in a 30-minute Intensive Remediation program daily in-school.

Action Step 1

Tutorial reading program

Person or Persons Responsible

Targeted students in grades K-6.

Target Dates or Schedule

On-going throughout the school year as need arises.

Evidence of Completion

The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Attendance will be taken at tutoring sessions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of G4.B1.S2

Student data (RRRs, Diagnostic data, student work)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data

G4.B2 Identifying targeted needs of students and matching appropriate interventions. Support services for specific students are limited. Finding time to provide the interventions and remediation.

G4.B2.S1 Teachers will identify students' pattern of need, group students accordingly and plan targeted, differentiated instruction using evidence-based interventions for a minimum of 20 minutes in addition to the 90-minute reading block.

Action Step 1

Intervention data will be collected and monitored by the Rtl team to determine if interventions are meeting the areas of need.

Person or Persons Responsible

Rtl team, Principal, Assistant Principal and Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Based on the intervention being used, a research based assessment will be performed weekly for each III student.

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

Student iii assessment data will be reviewed

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment data sheets

Plan to Monitor Effectiveness of G4.B2.S1

Student data

Person or Persons Responsible

School Based Leadership Team, Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data (RRRs, Diagnostic data, iii assessment data, student work)

G4.B3 Anticipated time constraints as teachers attempt to integrate vocabulary across subject areas, prioritize time to work with low performing students, administer assessments and prepare data to evaluate.

G4.B3.S1 Teachers will integrate more extensive vocabulary experiences including interactive word walls, individual student glossaries, anchor charts, concept maps, etc. and promote critical thinking through higher-order questioning.

Action Step 1

Common Core and Units of Study

Person or Persons Responsible

District trainers

Target Dates or Schedule

Once a month at Cohort training and scheduled days throughout the month.

Evidence of Completion

Agendas and sign in sheets

Facilitator:

District Facilitator

Participants:

K - 6 Teachers

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

Agendas and sign ins will be monitored for teacher attendance after each session. Minutes will be reviewed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets and minutes

Plan to Monitor Effectiveness of G4.B3.S1

Classroom walk-throughs, RRRs, Diagnostic data, student work, classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Walk-through data and student achievement data

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

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

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. Based on the 2014 FCAT 2.0, 70% of the fourth grade student population will achieve a writing score at or above 3.5. This would be an increase of 16 percentage points.

G1.B1 Proper and consistent implementation of the writing curriculum across all grade levels.

G1.B1.S1 Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining, and sharing examples from literature in large and small group instruction as well as conferring daily. Writing contacts will take a leadership role in unpacking the units at LTP meetings and become model classrooms for Lucy Calkins. Teachers will analyze student writing at LTP meetings to determine instructional needs and provide guidelines for pacing of curriculum.

PD Opportunity 1

Unit planning will take place prior to each new unit of study in LTP meetings and in conjunction with professional development workshops provided by the district writing staff.

Facilitator

District Facilitator

Participants

K - 6 Teachers

Target Dates or Schedule

Once a month at cohort training and scheduled days throughout the month.

Evidence of Completion

Agendas, sign-in sheets and minutes

G3. Based on the 2014 FCAT 2.0, 80% of the tested student population will achieve a learning gain in math. This would be an increase of two percentage points.

G3.B1 Lack of fidelity of implementation of the new Common Core State Standards by the instructional staff and the increased performance expectations for students with the new CCSS.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan for best practices for instruction, use of technology and assessment for each new unit. Best practices for instruction and use of technology will include (but not limited to): 1. Use of Go Math! "Essential Questions" 2. Eight standards for Mathematical Practices 3. Anchor charts and Graphic Organizers 4. Math Talk strategies and mathematical model drawing techniques 5. Incorporate the Spady Garden in studies involving measurement, estimation, prediction and geometry 6. Fastt Math

PD Opportunity 1

Unit planning will be scheduled by administration and team leaders throughout the school year on a rotating basis with other subjects.

Facilitator

Learning Team facilitator and Team Leaders

Participants

Instructional Staff

Target Dates or Schedule

During grade level LTP meetings

Evidence of Completion

Agendas, minutes, sign-in sheets and instructional focus calendars

G3.B2 Limited time for math support / remediation since many students with math deficits also experience reading deficiencies.

G3.B2.S1 Teachers will determine core instructional needs by reviewing assessment data and plan differentiated math instruction and when needed used evidence-based interventions to provide extra support and/or tutoring. Teachers will meet with selected Students with Disabilities to review their assessments each trimester.

PD Opportunity 1

Data analysis of student assessment data will be done during learning team planning meetings and strategies will be discussed based on student needs. Referrals for in-class remediation or after-school tutoring will be made.

Facilitator

Learning team facilitator and team leaders

Participants

Instructional staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data and meeting agendas and minutes

G4. Based on the 2014 FCAT 2.0, 75% of the tested student population will achieve a learning gain in reading. This would be an increase of 6 percentage points.

G4.B1 Increased reading comprehension expectations and emphasis on reading complex texts with the Common Core State Standards.

G4.B1.S1 Teachers will attend training and implement Reading Workshop strategies including increased independent reading and individual student conferences.

PD Opportunity 1

Training in how to implement the Reader's Workshop model will be provided during Professional Development Days, LTPs and Faculty Meetings.

Facilitator

Principal, Assistant Principal, Magnet Coordinator, Team Leaders, Reading Cohorts and District Personnel.

Participants

All classroom teachers.

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Classroom walk-throughs, observations, discussion at LTPs and review of student documents such as classroom assessments, Fountas and Pinnell Reading Assessment, District Reading Diagnostic Assessment and SRI data.

G4.B3 Anticipated time constraints as teachers attempt to integrate vocabulary across subject areas, prioritize time to work with low performing students, administer assessments and prepare data to evaluate.

G4.B3.S1 Teachers will integrate more extensive vocabulary experiences including interactive word walls, individual student glossaries, anchor charts, concept maps, etc. and promote critical thinking through higher-order questioning.

PD Opportunity 1

Common Core and Units of Study

Facilitator

District Facilitator

Participants

K - 6 Teachers

Target Dates or Schedule

Once a month at Cohort training and scheduled days throughout the month.

Evidence of Completion

Agendas and sign in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Based on the 2014 FCAT 2.0, 80% of the fifth grade student population will achieve a level 3 or above in Science. This would be an increase of 23 percentage points.	\$500
G3.	Based on the 2014 FCAT 2.0, 80% of the tested student population will achieve a learning gain in math. This would be an increase of two percentage points.	\$4,000
G4.	Based on the 2014 FCAT 2.0, 75% of the tested student population will achieve a learning gain in reading. This would be an increase of 6 percentage points.	\$2,000
Total		\$6,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Professional Development	Total
SAC Funds	\$2,500	\$0	\$1,500	\$4,000
Grant	\$0	\$2,500	\$0	\$2,500
Total	\$2,500	\$2,500	\$1,500	\$6,500

Budget Details

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

G2. Based on the 2014 FCAT 2.0, 80% of the fifth grade student population will achieve a level 3 or above in Science. This would be an increase of 23 percentage points.

G2.B2 Time constraints and scheduling conflicts that arise from having only one science lab.

G2.B2.S1 Teachers in grades K - 6 will use reciprocal teaching, differentiated instruction, science concept mapping, vocabulary and interactive word wall activities, Waseca Biomes curriculum, and service learning projects to allow integration of science throughout all subjects. Teachers in grades 4 - 6 will practice scientific thinking and apply knowledge and vocabulary through the use of Science Journals in which they will record SRA Science Labs and classroom investigations.

Action Step 1

Teachers will determine core instructional needs by reviewing assessment data and plan differentiated science instruction with particular focus on investigations involving physical and life sciences.

Resource Type

Other

Resource

S. D. Spady Community Garden

Funding Source

SAC Funds

Amount Needed

\$500

G3. Based on the 2014 FCAT 2.0, 80% of the tested student population will achieve a learning gain in math. This would be an increase of two percentage points.

G3.B1 Lack of fidelity of implementation of the new Common Core State Standards by the instructional staff and the increased performance expectations for students with the new CCSS.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan for best practices for instruction, use of technology and assessment for each new unit. Best practices for instruction and use of technology will include (but not limited to): 1. Use of Go Math! "Essential Questions" 2. Eight standards for Mathematical Practices 3. Anchor charts and Graphic Organizers 4. Math Talk strategies and mathematical model drawing techniques 5. Incorporate the Spady Garden in studies involving measurement, estimation, prediction and geometry 6. Fastt Math

Action Step 1

Unit planning will be scheduled by administration and team leaders throughout the school year on a rotating basis with other subjects.

Resource Type

Evidence-Based Materials

Resource

Funds to purchase materials and pay salaries to support after school tutoring.

Funding Source

Grant

Amount Needed

\$2,500

G3.B2 Limited time for math support / remediation since many students with math deficits also experience reading deficiencies.

G3.B2.S1 Teachers will determine core instructional needs by reviewing assessment data and plan differentiated math instruction and when needed used evidence-based interventions to provide extra support and/or tutoring. Teachers will meet with selected Students with Disabilities to review their assessments each trimester.

Action Step 1

Data analysis of student assessment data will be done during learning team planning meetings and strategies will be discussed based on student needs. Referrals for in-class remediation or after-school tutoring will be made.

Resource Type

Professional Development

Resource

Funds to pay for substitutes to allow teachers to attend Common Core professional development in math.

Funding Source

SAC Funds

Amount Needed

\$1,500

G4. Based on the 2014 FCAT 2.0, 75% of the tested student population will achieve a learning gain in reading. This would be an increase of 6 percentage points.

G4.B2 Identifying targeted needs of students and matching appropriate interventions. Support services for specific students are limited. Finding time to provide the interventions and remediation.

G4.B2.S1 Teachers will identify students' pattern of need, group students accordingly and plan targeted, differentiated instruction using evidence-based interventions for a minimum of 20 minutes in addition to the 90-minute reading block.

Action Step 1

Intervention data will be collected and monitored by the Rtl team to determine if interventions are meeting the areas of need.

Resource Type

Other

Resource

Funds to purchase classroom materials such as easels, chart paper and sticky notes to support Readers and Writers Workshop.

Funding Source

SAC Funds

Amount Needed

\$2,000