2013-2014 SCHOOL IMPROVEMENT PLAN

Sawgrass Bay Elementary School

16325 SUPERIOR BLVD
Clermont, FL 34714
352-243-6110
http://lake.k12.fl.us/sbe

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	77%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	66%

School Grades History

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

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
Sawgrass Bay Elementary School

Principal
Dr. Julio Valle, Jr

School Advisory Council chair
Matt Fisher

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

Name	Title
Katherine Falcon	Assistant Principal
Winston Simon	Assistant Principal

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

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

Classified - Maria Cruz
Teacher - Shivone Alphonso
Teacher - Cheri Block
Teacher - Patricia Fulton
Parent - Nancy Clark
Classified - Diana McLean
Literacy Coach - Bianca Williams
Teacher - Christina Lees
Parent - Cecilia Vargas Perez
Parent - Lisbet A. Caraballo
Parent - Kati Pearson
Parent - Andrea Steenken
Parent - Matt Fisher
Parent - Denise LaPierre
Parent - David Fuente
Parent - Seleana Hobbs

Business Partner - Douglass Garcia
Parent - Angel Munoz

Involvement of the SAC in the development of the SIP

The school improvement plan is addressed in every SAC meeting throughout the year. Goals and progress are discussed with SAC members, and any questions or concerns are addressed. When developing our school's Title I Plan, SAC members were present to help guide us in our budgeting and planning. Much of that information is used when developing our school improvement plan.

Activities of the SAC for the upcoming school year

SAC Meetings are held the 1st Monday of each month at 6:30pm.

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

Appropriate lexiled books for students
Approximate amount $500

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
3

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

Administrator Information:

Dr. Julio Valle, Jr		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	B.A Mathematics and Secondary Education M.S. Educational Leadership Ed.D. Higher Education Leadership/ Curriculum Development Florida Professional Certification in Math (5-9), Math (6-12), School Principal (All Levels)
Performance Record	2004-2005 East Ridge High School - C 2005-2006 East Ridge High School - C 2006-2007 Pine Ridge Elementary - B 2007-2008 Seminole Springs Elementary - A and AYP 2008-2009 Seminole Springs Elementary - A and AYP 2009-2010 Sawgrass Bay Elementary - A 2010-2011 Sawgrass Bay Elementary - B 2011-2012 Sawgrass Bay Elementary - A 2012-2013 Sawgrass Bay Elementary - B

Katherine Falcon		
Asst Principal	Years as Administrator: 9	Years at Current School: 6

Credentials	B. A. Elementary Education M. Ed. Educational Leadership Florida Professional Certification in Elementary Education (1-6), Educational Leadership (K-12), and School Principal (All Levels)
Performance Record	2004-2005 Lost Lake Elementary - A and AYP 2005-2006 Lost Lake Elementary - A and AYP 2006-2007 Lost Lake Elementary - A and Provisional AYP 2007-2008 Sawgrass Bay Elementary - A 2008-2009 Sawgrass Bay Elementary - A and AYP 2009-2010 Sawgrass Bay Elementary - A 2010-2011 Sawgrass Bay Elementary - B 2011-2012 Sawgrass Bay Elementary - A 2012-2013 Sawgrass Bay Elementary - B

Winston Simon		
Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	B.Sc. Psychology, Teacher Certification M.A. Management & Human Resource Department Ed. S. Educational Leadership Florida Professional Certification in Business Education (6-12), Educational Leadership (All Levels)
Performance Record	2008-2009 Oak Park Middle School - B and AYP 2009-2010 Leesburg Elementary School - C 2010-2011 Leesburg Elementary School - C and AYP 2011-2012 Sawgrass Bay Elementary School - A 2012-2013 Sawgrass Bay Elementary School - B

Instructional Coaches

# of instructional coaches
7

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

Instructional Coach Information:

Valnea Pumariega		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	

Credentials	Bachelors in Education minor in Early Childhood National Board Certified in Reading and Literacy ESOL Endorsed Reading Endorsed Elementary Education Certified
Performance Record	2003-2004 Pine Ridge Elementary-B 2004-2005 Pine Ridge Elementary-B 2005-2006 Pine Ridge Elementary-B 2006-2007 Pine Ridge Elementary-B 2007-2008 Grassy Lake Elementary-A 2008-2009 Grassy Lake Elementary-A 2009-2010 Grassy Lake Elementary-A 2010-2011 Grassy Lake Elementary-A 2011-2012 Sawgrass Bay Elementary-A 2012-2013 Sawgrass Bay Elementary-B

Jennifer Thomas

Full-time / School-based	Years as Coach: 1	Years at Current School: 6

Areas	Mathematics
Credentials	Bachelor of Arts in History Bachelor of Arts in Early Childhood Education Master of Education in Early Childhood
Performance Record	2007-2008 Sawgrass Bay Elementary-A 2008-2009 Sawgrass Bay Elementary-A and AYP 2009-2010 Sawgrass Bay Elementary-A 2010-2011 Sawgrass Bay Elementary-B 2011-2012 Sawgrass Bay Elementary-A 2012-2013 Sawgrass Bay Elementary-B

Tyler Adams

Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Science
Credentials	Bachelors of Science in Business Elementary Education K-6 Middle Grades Integrated 5-9 Alternative Certification Program
Performance Record	2006-2007 Carver Middle School-A 2007-2008 Carver Middle School-A 2008-2009 Carver Middle School-A 2009-2010 Carver Middle School-B 2010-2011 Carver Middle School-B 2011-2012 Carver Middle School-C 2012-2013 Sawgrass Bay Elementary School-B

Cintia Muller-Barber

Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Reading/Literacy, Other
Credentials	Bachelors Degree in English ESOL Endorsed
Performance Record	2012-2013 Sawgrass Bay Elementary-B

Lindsay Messner

Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other
Credentials	B.S. in Child Development/Psychology Master of Arts in Teaching-Elementary Education Educational Specialist Degree in Educational Leadership Elementary K-6 Certified ESOL Endorsed
Performance Record	2005-2006 Pine Ridge Elementary-B 2006-2007 Pine Ridge Elementary-B 2007-2008 Grassy Lake Elementary-A 2008-2009 Grassy Lake Elementary-A 2009-2010 Grassy Lake Elementary-A 2010-2011 Grassy Lake Elementary-A 2011-2012 Sawgrass Bay Elementary-A 2012-2013 Sawgrass Bay Elementary-B

Catherine Friedrich

Full-time / School-based	Years as Coach: 2	Years at Current School: 4

Areas	Other
Credentials	Bachelors in Journalism/ Communications M.Ed.-Education Teacher Certification K-6 ESOL Endorsed
Performance Record	2009-2010 Sawgrass Bay Elementary-A 2010-2011 Sawgrass Bay Elementary-B 2011-2012 Sawgrass Bay Elementary-A 2012-2013 Sawgrass Bay Elementary-B

Bianca Williams

Full-time / School-based	Years as Coach: 0	Years at Current School: 4

Areas	Reading/Literacy, Mathematics, Science, Other
Credentials	Bachelors Degree Reading Endorsed ESOL Endorsed
Performance Record	Sawgrass Bay Elementary School 2009-2010-A Sawgrass Bay Elementary School 2010-2011-B Sawgrass Bay Elementary School 2011-2012-A Sawgrass Bay Elementary School 2012-2013-B

Classroom Teachers

# of classroom teachers
91

 # receiving effective rating or higher
89, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
79, 87%

 # ESOL endorsed
79, 87%

 # reading endorsed
23, 25%

 # with advanced degrees
26, 29%

 # National Board Certified
4, 4%

 # first-year teachers
5, 5%

 # with 1-5 years of experience
43, 47%

 # with 6-14 years of experience
33, 36%

 # with 15 or more years of experience
8, 9%

Education Paraprofessionals

# of paraprofessionals
24

 # Highly Qualified
24, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
25

 # receiving effective rating or higher
25, 100%

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

Strategies to recruit highly qualified, certified-in-field, effective teachers to Sawgrass Bay Elementary School

Person responsible: Dr. Julio Valle, Principal

1. Hire ESOL endorsed teachers
2. Hire Teachers having taught in Title I schools
3. Hire bi-lingual teachers that represent student population

Strategies to retain highly qualified, certified-in-field, effective teachers to Sawgrass Bay Elementary School

Persons responsible: Kathy Falcon, Assistant Principal and Lindsay Messner, CRT

1. Provide mentors for all new hires
2. New teachers district training for non-educational majors called TOP
3. Provide new teachers orientation at Sawgrass Bay
4. Peer Observations
5. Create meaningful Professional Learning Communities
6. Provide ongoing professional development
7. Access to Instructional Coaches for modeling lessons, instructional support
8. Provide New Teacher Committee that meets as needed

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 teachers new to Sawgrass Bay are paired with a mentor. Each mentor is a member of the Leadership Team; either a Content Area Instructional Coach, CRT, or ESE School Specialist. The mentor is responsible for answering questions, modeling lessons, providing resources and feedback, checking periodically for needs/concerns, and helping to orient them to the school. The CRT provides monthly meetings, as needed, for all new teachers to disseminate information, train teachers on data systems and data analysis, and to update on policies and procedures. Meetings are scheduled at the new teacher's request on an individual basis with all coaches.

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 MTSS Leadership Team will meet twice per week to discuss progress monitoring data, screening data, and interventions. Based on the above data, the MTSS team will identify professional development activities and resources conducive to the learning environment. The MTSS Leadership Team will identify students who are not meeting academic goals and begin the MTSS process. They will also discuss students making academic progress and make decisions on whether to continue MTSS or implement new instructional strategies.
• Morning instructional labs are offered for students in MTSS level 2 and 3. An instructional coach monitors tailored interventions that are computer-based in subject area content. This will support what interventions that classroom teacher is providing for these MTSS students.
• Articulation meetings are held at the end of the school year with feeder schools within our learning zone. Throughout the school year, MTSS coordinators meet bimonthly for training and professional development.

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

The Sawgrass Bay Elementary School MTSS/RtI team includes the following members:
• Principal: Dr. Julio Valle, Jr.
• Assistant Principal: Katherine Falcon
• Assistant Principal: Winston Simon
School administration, under the direction of the principal, will provide leadership in the implementation and monitoring of data driven decisions, ensure that relevant academic programs are in place, monitor and assess RtI skills of school staff and ensure adequate professional development of RtI team, as well as, ensure that the RtI team is effectively implementing the RtI process.
• Curriculum Resource Teacher: Lindsay Messner
• Math Coach: Jennifer Thomas
• Reading Coaches: Valnea Pumariega and Bianca Williams
• Writing Coach: Catherine Friedrich
The instructional coaches will lead in the development and implementation of core curriculum. They will identify intervention strategies that are evidenced and scientific-based, assist with the school's overall MTSS program implementation and monitoring. This will include, but not be limited to, data collection, progress monitoring and professional development of school personnel.
• ESE School Specialist: Veda Barr
Assist with data collection for students with IEP's and assist with implementing tier 3 instruction, as well as other tiers, if needed. Work in partnership with general education teachers at all levels/tiers of instructional activities.
• School Psychologist: Kindal Chappell
Participate in the data collection, analysis of data, evaluation of programs and intervention planning. Provide support for the development of interventions and assist with problem solving activities.
• Guidance Counselor: Michelle Blair
• Guidance Counselor: Jennifer Ardizone
Organize, schedule, chair and record meeting data. Assist with development, monitoring and implementation of interventions and data collection. Provide training to school staff on RtI procedures and implementation.
• Speech/Language Pathologist-Angel Tory and Maureen Krurnowski
Participate in data collection, educates the team on the role language plays in curriculum and instruction. Assist in screening and identifying deficits in students who exhibit language difficulties.
• Classroom Teachers
The general education teachers will deliver Tier I instruction and intervention as well as, collaborate with the other instructional personnel with the implementation of Tier 2 and Tier 3 instruction. They will also assist with data collection and the identification of at-risk students.

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

-Administrators are present in MTSS meetings to participate in the problem-solving process and the choosing of interventions based on data.
-Teachers are required to complete all necessary graphs/data on Lake County's new MTSS-STAR system. This will streamline paperwork and allow teachers to monitor their completion of the MTSS paperwork. Leadership team members have access to all of these files to monitor fidelity as well.
-Classroom walk-throughs, evaluations, and observations will monitor fidelity of interventions within the classroom.
-Mini-Achieves assessments, Chapter tests, unit assessments, STAR Reading, FCAT Explorer, Fasst Math and other programs will chart student progress within the MTSS tiers.

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

Reading Data:
-Florida Assessment for Instruction in Reading (FAIR)
-STAR Reading
-Weekly Reading Tests
-Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Reading
-Quarterly Benchmark Assessments in Reading
-Mini-Achieves Assessments in Reading
-Performance Tasks in Reading
-Fluency Passages
Math Data:
-Weekly Math Tests
-Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Math
-Quarterly Benchmark Assessments in Math
-Mini-Achieves Assessments in Math
-Performance Tasks in Math
Science Data:
-Weekly Science Tests
-Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Science
-Quarterly Benchmark Assessments in Science
-Mini-Achieves Assessments in Science
Writing Data:
-Weekly Writing Samples
-Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Writing
-Quarterly Benchmark Assessments in Writing
Behavior Data:
-Positive Behavior Support (PBS)
-Behavior Frequency Chart
-Absences/referrals/AS400
-Retentions
-Suspensions in and out of school

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

The RtI team will evaluate professional development needs in the Leadership Team Meetings. Teams will attend district wide professional development when offered by district staff and professional education consultants.
School based RtI team will provide school-based professional development during the school year to the faculty. Individual professional development will also be provided to teachers, as needed.
Parents are, and will continue to be invited to MTSS meetings and included in the decision making process as a member of the MTSS team.

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: 2,400

We will offer before/after school, Title I funded tutoring in Reading, Science, Writing and Math once a week. One session will be offered in the morning, and one in the afternoon.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre and post tests will be administered, and all data will be submitted to the Title I department. Attendance will be taken and information will be submitted to the Title I department.

Who is responsible for monitoring implementation of this strategy?

Kathy Falcon, Assistant Principal
Lindsay Messner, CRT

Strategy: Extended Day for All Students

Minutes added to school year: 3,300

Students will work on FASTT Math to increase fluency for math facts. Students in this program are currently Tier 2 in the RTI process.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected by pulling weekly FASTT Math reports.

Who is responsible for monitoring implementation of this strategy?

Jennifer Thomas, Math Coach

| **Strategy:** Extended Day for All Students |
| **Minutes added to school year:** 1,200 |

STEM Club: Students will participate in STEM activities. The problem based learning activities will incorporate science, math, engineering, and technology.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Club Sponsors will monitor activities and outcomes for effectiveness. Students will compete in county STEM Bowl.

Who is responsible for monitoring implementation of this strategy?

Club Sponsors: Jennifer Basta- 3rd Grade
Michelle Work- 4th Grade
Imali Kent-5th Grade

| **Strategy:** Before or After School Program |
| **Minutes added to school year:** 3,300 |

Students will work on FCAT Explorer daily during morning lab.

Strategy Purpose(s)
""

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

Data is collected by identifying 4th and 5th grade students that scored a level 1 or 2 on the FCAT as well as students that have been placed in the remedial reading claas for 3rd grade.

Who is responsible for monitoring implementation of this strategy?

Val Pumariega, Literacy Coach

Literacy Leadership Team (LLT)

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

Name	Title
Val Pumariega	Literacy Coach
Bianca Williams	K-2 Literacy Coach
Cintia Muller-Barber	ELL Specialist
Amy Nichols	Media Specialist
Dana Smith	Kindergarten teacher
Jackie Richards	First grade teacher

Name	Title
Antonia Marino	Second grade Teacher
Laura Gosnell	Third grade teacher
Randi Meinhart	Fourth grade teacehr
Leslie Maxson	Fifth grade teacher
Cathy Friedrich	Writing Coach

How the school-based LLT functions

Our LLT meets monthly. We implement school literacy activities for the year as well as discuss ways to improve literacy for our students. We also discuss student needs as well as look at data and brainstorm ideas in order to improve student achievement. The topic of Text complexity and text based questions are discussed in order to gain feedback on how it is implemented in each grade level as well as including Kagan's structures so students have time for collaborative discussion.

Major initiatives of the LLT

This year our major initiatives will include our school taking part in the Superintendent's Reading Challenge, Literacy Week, Snuggle UP and Read night as well as students publishing their own book. We also will be promoting AR reading through Ice Cream socials for our top producers. Another initaitive is to focus on improving remedial reading for 3rd grade and providing professional development for teachers that use Junior Great books in their classroom in order to challenge our students. After looking at our data our goal is to raise proficiency as well as move 4s to 5s.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are imbedded in each of the content areas. We provide all teachers with an Instructional Focus Calendars in order to guide their instruction. We closely monitor our lower quartile as well as student assessments in order to identify strenghts and weaknesses within students. We also provide all teachers with capabilities to access Renaissance Place to continually promote reading.

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

We currently have a Title I Pre-K program and Summer VPK program which enables students to have a smoother transition into kindergarten. Sawgrass Bay Elementary offers a Kindergarten round-up where parents can come and find out information about what Kindergarten offers and what is expected of their children. Children visit with Kindergarten classrooms while parents attend an informational session. Parents also sign-up for a pre-screening evaluation to be done before their child enters Kindergarten. This pre-screening is used to help place students according to their ability and level into the appropriate Kindergarten classroom. We also partner with Aquarelle Kids Academy (VPK provider). They visit the school with their VPK students to introduce them to the kindergarten setting.

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	60%	59%	No	64%
American Indian				
Asian	58%	78%	Yes	63%
Black/African American	61%	54%	No	65%
Hispanic	50%	52%	Yes	55%
White	73%	67%	No	75%
English language learners	41%	33%	No	47%
Students with disabilities	34%	29%	No	41%
Economically disadvantaged	53%	54%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	26%	28%
Students scoring at or above Achievement Level 4	180	35%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	335	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	314	61%	66%

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)	109	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	23%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	43	20%	25%

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	182	57%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		72%

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	61%	57%	No	65%
American Indian				
Asian	83%	78%	No	85%
Black/African American	54%	41%	No	59%
Hispanic	53%	49%	No	57%
White	70%	68%	No	73%
English language learners	47%	31%	No	52%
Students with disabilities	38%	36%	No	44%
Economically disadvantaged	55%	52%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	29%	32%
Students scoring at or above Achievement Level 4	155	30%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		68%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	343	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	286	55%	60%

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	50	28%	33%
Students scoring at or above Achievement Level 4	62	35%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

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)	3		4
Participation in STEM-related experiences provided for students	460	40%	50%

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	82	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	46	4%	4%
Students who are not proficient in reading by third grade	68	37%	29%
Students who receive two or more behavior referrals	72	20%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	47	13%	9%

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

Sawgrass Bay Elementary school actively supports and encourage parent involvement. Based on our understanding of the value of parent involvement, we plan to increase the level of involvement. We would like to see an overall increase in the number of parents attending functions and activities sponsored by the school. Our plans includes increased attendance to both academic and non-academic events. Presently parents show up at a rate of approximately 67% for Meet the Teacher. Our goal is increase parent attendance to school sponsored events to 75%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal is increase parent attendance to 75%.	3423	67%	75%

Area 10: Additional Targets

Additional targets for the school

Sawgrass Bay Elementary School would like to become a completely bully free school. Based on last years data we would like to reduce the number of bullying occurences on our campus. Through a county wide training that our AP, Counselor and Media Specialist attended we have returned to school and started to train our staff and implement the interventions on campus. We have hung the bully free posters, put bully boxes in the offices and taught about bullying on the school news. There are also bully free kits in the media center for teachers to check out and teach in whole group instruction.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of bullying referrals written at school.	4	1%	0%

Goals Summary

G1. Sixty-two percent of our students will score a level 3 or higher on the FCAT 2.0 Math Test.

G2. Our goal is increase parent attendance to school sponsored events to 75%.

G3. Sixty-four percent of our students will score a level 3 or higher on the FCAT 2.0 Reading Test.

G4. Sixty-nine percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.

G5. Sixty-three percent of our students will score a level 3.5 or higher on the 4th grade FCAT Writes 2.0.

G6. We will decrease the number of students who miss 10 percent or more of instructional time from 7 to 5 percent.

G7. The goal is to reduce the number of bullying referrals that are written at school to zero.

Goals Detail

G1. Sixty-two percent of our students will score a level 3 or higher on the FCAT 2.0 Math Test.

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

Resources Available to Support the Goal
- Fastt Math, Thinking Maps, 8 Mathematical Practices, Weekly planning with each grade level for content

Targeted Barriers to Achieving the Goal
- The students have not mastered the prerequisite skills from prior grade levels.
- The students have not mastered basic multiplication facts.
- The students lack the necessary reading skills needed to break down word problems in the math curriculum.
- There is a high ELL population at our school.
- Lack of parent involvement and resources at home.

Plan to Monitor Progress Toward the Goal

Classroom Walkthoughs

Person or Persons Responsible
Jennifer Thomas (Math Coach) Lindsay Messner (CRT) Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Pull data from Edusoft FCAT Data Mini-Benchmark Midyear Benchmark Exams

G2. Our goal is increase parent attendance to school sponsored events to 75%.

Targets Supported
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- The Family School Liaison, Parent Resource Room, PTO, Parents as Educational Partners, volunteer opportunities, and FSL visits to local area apartment complexes.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Sixty-four percent of our students will score a level 3 or higher on the FCAT 2.0 Reading Test.

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

Resources Available to Support the Goal
- Resources that we have made available for students in order to help them achieve goals are being implemented through morning lab, which focuses on reading comprehension. We include Rosetta Stone for our ELLs for the development of their listening skills. We also have hired additional personnel to assist with remediation of skills. We have a family liason specialist and a parent resource room. In addition, we now have an ELL Specialist who mainly concentrates on lower performing students. Our school has also implemented the Read PAWS program to work with students on fluency as well as Vocabulary Word of the Day. Teachers will also be utilizing the Junior Great books program in order to help increase reading comprehension and challenge students. Coaches and teachers utilize the Lake County C2 Connection Cards and Task Cards when planning and teaching daily.

Targeted Barriers to Achieving the Goal
- Some of the barriers that we identified include lack of professional development to implement Junior Great Books. We have below grade level performing students who lack vocabulary and background knowledge as well as basic foundational reading skills. We also have a large ESOL population consisting of over 225 students. We find our students lack parental support at home, in some cases due to language barriers and/or their socioeconomic status.

Plan to Monitor Progress Toward the Goal

Our school has prescription pads for teachers to utilize so parents can gain access to resources in our Parent Resource Room. We offer parents PEP (Parents as Educational Partners) classes to educate the limited English speaking parents on how American school systems work, and how to better help the needs of their children.We have also hired a K-2 reading coach to implement research based strategies such as Discover Intensive Phonics in order to remediate foundational skills. We also have Sustained Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for our upper grades to assist with remediation. Intsructional Focus Calendars have been created for teachers in order to guide instruction and provide them with various resources. We also utilize county Connection and Task cards. To assist with vocabulary, we display word walls, visuals and introduce Tier 2 and 3 grade level specific vocabulary words each day. In addition, students utilize AR, Earobics and Headsprout as an additional layer of support.

Person or Persons Responsible
Val Pumariega (Literacy Coach) Cintia Muller-Barber (ELL Literacy Coach) Bianca Williams (K-2 Literacy Coach) Lindsay Messner (CRT) Sherry Augle (3rd grade Remedial Reading) Maria Quintana (4th and 5th grade Remedial Reading) Maria Cruz (Family Liason)

Target Dates or Schedule:
During daily instruction.

Evidence of Completion:
Analyzing Mid Year benchmark assessments Cella Tests Mini Achieves Analyzing FAIR data CWTs Data chats PLCs

G4. Sixty-nine percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science Coach, LBA Assessments, CPALMS, FCAT Explorer, Science Boot Camp, Classroom Walkthrough Data, weekly planning in Science content with Science teachers

Targeted Barriers to Achieving the Goal
- Inadequate professional development geared towards inquiry-based teaching and learning.

- Insufficient resources for labs.

- Student misunderstanding and teacher comfort level with instruction of the scientific method.

- Student's ability to comprehend higher-level science concepts, including the scientific method.

- Students lack prior scientific experiences.

Plan to Monitor Progress Toward the Goal

Monitor instruction in classroom and look at data throughout the year to make sure that we are progressing towards our goal.

Person or Persons Responsible
Tyler Adams (Science Coach)

Target Dates or Schedule:
Throughout the Year

Evidence of Completion:
Classroom Walkthroughs Lesson Plans LBA Mini Data Teacher-led Conversations LBA Assessments Progress Monitoring

G5. Sixty-three percent of our students will score a level 3.5 or higher on the 4th grade FCAT Writes 2.0.

Targets Supported
- Writing

Resources Available to Support the Goal
- Resources to help our students achieve their goal of writing proficiency include: (1) School-wide implementation of Write from the Beginning Writing Curriculum with a focus on Repsonse to Literature. (2) Rosetta Stone for our ELL students to development of vocabulary and language, and an ELL Specialist who assists non-English speaking and limited-English speaking students. (3) Targeted instruction writing support groups (with Writing Coach) to remediate and enrich students with their writing skills based on writing data. (4) Writing Exemplars and rubrics

Targeted Barriers to Achieving the Goal
- Lack of emphasis in direct instruction (and teacher knowledge) in the writing process and proficient writing skills, as well as real world application of writing skills.

- Lack of direct instruction in the area of grammar and regular review of grammar skills.

- Lack of vocablary and language skills (ELL: language acquisition).

Plan to Monitor Progress Toward the Goal

Benchmark and Progress Monitor Writing Assessments

Person or Persons Responsible
Catherine Friedrich, Writing Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Track Student Mastery and Growth. Identify areas of mastery and content areas in which students need remediation in writing subcategories of: Focus, Organization, Support, and Conventions

G6. We will decrease the number of students who miss 10 percent or more of instructional time from 7 to 5 percent.

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- School Social Worker is available for home visits with families whose children start to show a pattern of poor attendance. Monthly attendance meetings will occur with Administration, Teacher, Parent and School Social Worker to discuss concerns with parents.

Targeted Barriers to Achieving the Goal
- Elementary students are dependent upon on their parents/guardians to ensure that they come to school. Some parents do not understand the importance of their child attending school every day.

Plan to Monitor Progress Toward the Goal

Attendance meetings RtI meetings Home Visits Student and family interviews

Person or Persons Responsible
Guidance Administration School Social Worker Data Clerk Leadership Team

Target Dates or Schedule:
weekly

Evidence of Completion:
Required paperwork for Attendance meetings Updated Attendance records Meetings with School Social Worker

G7. The goal is to reduce the number of bullying referrals that are written at school to zero.

Targets Supported

Resources Available to Support the Goal
- There are many programs on the SBE campus to help prevent bullying. These include the Steps to Respect, Second Step and school wide PBS system. The county provided Bully Proofing your School training to the AP, Counselor and Media Specialist who in turn, returned to train the staff. We have hung the bully proofing posters around the school as well. The bully proofing information learned at the training will also be presented at the PTO and SAC meetings. The counselors will also present on the school news monthly information about bullying and do skits about what bullying is and how to handle it.

Targeted Barriers to Achieving the Goal
- Unstructured time on the bus or during recess. Limited number of parent attendance at meetings.

Plan to Monitor Progress Toward the Goal

Monitor referrals

Person or Persons Responsible
Counselors and Assistant Principals

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Documented in PBS report

Action Plan for Improvement

Problem Solving Key

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

G1. Sixty-two percent of our students will score a level 3 or higher on the FCAT 2.0 Math Test.

G1.B1 The students have not mastered the prerequisite skills from prior grade levels.

G1.B1.S1 We will use benchmark assessments to identify gaps in learning and provide lessons to close the achievement gap. Teachers will participate in collegial planning. The teachers will work together to plan lessons that will implement best practices. Connection Cards, focus calendars, and curriculum blueprints will be used to guide planning. The Eight Mathematical Practices will be implemented in the classroom. Manipulatives will be utlitized frequently within classroom instruction. Teachers will use manipulative flip charts to ensure they are using manipulatives as intended. After school tutoring will be offered to the students that are lacking skills.

Action Step 1

We will progress monitor through student tests, benchmark assessments, and mini-benchmarks. Students in the lowest 25% will be monitored by a leadership team member along with the classroom teacher.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Lindsay Messner (CRT) Administration

Target Dates or Schedule

We will monitor throughout the school year.

Evidence of Completion

Mini-benchmark assessments Mid-year Benchmark assessments FCAT results

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

We will look at the mini-benchmark tests.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Lindsay Messner (CRT) Administration

Target Dates or Schedule

We will pull reports from Edusoft weekly to ensure mini-benchmark tests are being given and the neccessary steps are being taken to reteach the students who are struggling.

Evidence of Completion

The evidence of completion will be the data pulled from Edusoft.

Plan to Monitor Effectiveness of G1.B1.S1

Ensure teachers are looking at data collected from mini-benchmark tests and re-teaching as needed. Students should be re-tested.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Lindsay Messner (CRT) Administration

Target Dates or Schedule

Weekly

Evidence of Completion

The math coach will meet with the teachers weekly to ensure mini benchmarks are being given. The teachers will bring data to show that they have tested and retested as needed.

G1.B2 The students have not mastered basic multiplication facts.

G1.B2.S1 We will us FASTT Math for Basic Facts to help students master their basic multiplication facts.

Action Step 1

Students will use the FASTT Math Program within their classrooms.

Person or Persons Responsible

Jennifer Thomas (Math Coach)

Target Dates or Schedule

Teachers will e-mail student information and it will be imported into the FASTT Math program.

Evidence of Completion

The math coach will pull weekly reports pulled from FASTT Math.

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

Fastt Math

Person or Persons Responsible

Jennifer Thomas (Math Coach)

Target Dates or Schedule

Weekly

Evidence of Completion

Pull reports weekly from Fastt Math

Plan to Monitor Effectiveness of G1.B2.S1

Give weekly fluency tests to ensure students can quickly and accurately multilpy basic facts.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will document student success from the fluency tests.

G1.B3 The students lack the necessary reading skills needed to break down word problems in the math curriculum.

G1.B3.S1 Teachers will use thinking maps to organize word problems. "Think Aloud" strategy will be implemented in the classroom to model how to read for understanding in a word problem. Students will participate in "accountable talk" to effectively solve word problems.

Action Step 1

Provide trainings to teachers on how to incorporate thinking maps into daily math lessons.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Cathy Friedrich (Thinking Maps School Trainer) Bianca Williams (Thinking Maps School Trainer) Val Pumariega (Literacy Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Authentic Student Work.

Facilitator:

Participants:

Jennifer Thomas (Math Coach) Cathy Friedrich (Thinking Maps School Trainer) Bianca Williams (Thinking Maps School Trainer) Val Pumariega (Literacy Coach)

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Model lessons to ensure teachers have a clear understanding of how to implement thinking maps into the classroom.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Bianca Williams (Thinking Maps Train the Trainer) Cathy Friedrich (Thinking Maps Train the Trainer)

Target Dates or Schedule

Ongoing

Evidence of Completion

Authentic Student Work Student grades

Plan to Monitor Effectiveness of G1.B3.S1

Classroom walkthroughs to ensure teachers are implementing the use of thinking maps in math.

Person or Persons Responsible

Jennifer Thomas (Math Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Authentic Student Work Test Grades

G1.B4 There is a high ELL population at our school.

G1.B4.S1 Teachers will efficiently use ELL teacher assisants to guide small groups. ESOL strategies will be implemented within classroom instruction. Students will use Rosetta Stone. Vocabulary picture cards will be utllized for ELL students. Thinking Maps will be used to help studenst organize their thoughts. Students will use manipulatives to help solve problems.

Action Step 1

Model lessons in the classrooms that involve using the Kagan Cooperative Learning Strategies.

Person or Persons Responsible

Jennifer Thomas (Math Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs to ensure teacher implementation.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Ensure teachers are implementing Kagan structures in their classroom everyday. Monitor the use of the vocabulary cards in small groups.

Person or Persons Responsible

Jennifer Thomas

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of G1.B4.S1

Complete walkthroughs to see student motivation levels within the classroom.

Person or Persons Responsible

Jennifer Thomas

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Benchmark Tests Student Grades

G1.B5 Lack of parent involvement and resources at home.

G1.B5.S1 Parents who do not have resources readily available at home can check items out from our Parent Resource Room. Students can also come to media nights and receive help with their homework. ELL family nights will also be provided for parents who speak limited English.

Action Step 1

Parent Resource Room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Mueller.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Maria Cruz (Family School Liason) Cintia Mueller (ELL Literacy Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work FCAT Scores Mini-Benchmark Tests

Plan to Monitor Fidelity of Implementation of G1.B5.S1

GRIP room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Mueller.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Cintia Mueller (ELL Literacy Coach) Mariz Cruz (Family School Liason)

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Student Grades Mini Benchmark Tests

Plan to Monitor Effectiveness of G1.B5.S1

GRIP room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Mueller.

Person or Persons Responsible

Jennifer Thomas (Math Coach) Maria Cruz (School Family Liason) Cintia Mueller (ELL Literacy Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Mini-Benchmark Tests Student Grades

G3. Sixty-four percent of our students will score a level 3 or higher on the FCAT 2.0 Reading Test.

G3.B1 Some of the barriers that we identified include lack of professional development to implement Junior Great Books. We have below grade level performing students who lack vocabulary and background knowledge as well as basic foundational reading skills. We also have a large ESOL population consisting of over 225 students. We find our students lack parental support at home, in some cases due to language barriers and/or their socioeconomic status.

G3.B1.S1 In order to overcome our barriers we implemented various tools for teachers and parents. Our school has prescription pads for teachers to utilize so parents can gain access to resources in our Parent Resource Room. We offer parents PEP (Parents as Educational Partners) classes to educate the limited English speaking parents on how American school systems work, and how to better help the needs of their children. We have also hired a K-2 reading coach to implement research based strategies such as Discover Intensive Phonics in order to remediate foundational skills. We also have SIPPS for our upper grades to assist with remediation. Intsructional Focus Calendars have been created for teachers in order to guide instruction and provide them with various resources. We also utilize county Connection and Task cards. To assist with vocabulary, we display word walls, visuals and introduce Tier 2 and 3 grade level specific vocabulary words each day. In addition, students utilize AR, Earobics and Headsprout as an additional layer of support. Our Coaches meet and plan content area lessons weekly with every grade level.

Action Step 1

Implement Junior Great Books for students in grades 3, 4 and 5.

Person or Persons Responsible

Literacy Coaches ELL Specialist Curriculum Resource Teacher Classroom Teachers in grades 3, 4, 5

Target Dates or Schedule

weekly, during Reading instruction

Evidence of Completion

Professional Development sign-in sheets Classroom walk-throughs Weekly planning with grade levels Mini-Achieves assessments

Facilitator:

Junior Great Books presenter Val Pumariega, Literacy Coach

Participants:

John Ardizone, Katie Self, Leslie Maxson (5th grade Reading Teachers) Randi Meinhart, Anne Reynders, Christine Palmer (4th grade Reading Teachers) Dana Haass, Jennifer Crowley, Dianne Lewis, Laura Gosnell (3rd grade Reading Teachers)

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

Mini-Achieves Assessments Lesson Plans Walk Throughs

Person or Persons Responsible

Classroom Teachers Administration Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Reports from Edusoft

Plan to Monitor Effectiveness of G3.B1.S1

Mini-Achieves Assessments

Person or Persons Responsible

Classroom Teachers Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Reports from Edusoft

G4. Sixty-nine percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.

G4.B1 Inadequate professional development geared towards inquiry-based teaching and learning.

G4.B1.S1 The Science Coach will provide more science-based professional development opportunities to all teachers, including the lower grade levels. The professional developlment will be geared towards inquiry-based teaching and labs. The Science Coach will also provide professional development of the "Science Boot Camp" series to all new teachers.

Action Step 1

Implement more inquiry-based professional development in the classroom

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom Walkthroughs Lesson Plans Teacher-led Conversations

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

Monitor this professional development to make sure that it is being implemented in the classroom.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom Walkthroughs Lesson Plans

Plan to Monitor Effectiveness of G4.B1.S1

Monitor the effectiveness of this professional development and adapt it to any state or county changes (as needed)

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans Teacher-led Conversations

G4.B2 Insufficient resources for labs.

G4.B2.S1 The Science Coach will help gather resouces for labs to check-out throughout the year. These materials will help the teachers incorporate "hands-on" activities in their classroom.

Action Step 1

Gather resources so the teachers can incorporate "hands-on" activities in their classroom.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans Assistance in the Classroom

Action Step 2

Gather resources so the teachers can incorporate "hands-on" activities in their classroom.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans Assistance in the Classroom

Action Step 3

Gather resources so the teachers can incorporate "hands-on" activities in their classroom.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans Assistance in the Classroom

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

Monitor that the materials are being used and that labs are taking place in the classroom.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans

Plan to Monitor Effectiveness of G4.B2.S1

Ensure that the materials are being used appropriately.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans

G4.B3 Student misunderstanding and teacher comfort level with instruction of the scientific method.

G4.B3.S1 The Science Coach will be available to assist the teachers with classroom instruction of the scientific method. Students will be completing their Science Fair Boards in correlation with learning the scientific method. Rubrics will be used to assess understanding. This should provide them with a better understanding of this process. Teachers also have the opportunity to observe other teachers through "peer observations" to assist them with their comfort level of the content. Our school also has a STEM Committee that meets monthly. It's purpose is to provide each grade level with ways of integrating science, technology, engineering, and math in the classrooom.

Action Step 1

The Science Coach will assist the teachers in the classroom to help with their comfort level and student understanding.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

October/November

Evidence of Completion

Classroom Walkthroughs Lesson Plans Science Fair Boards Observations

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

Ensure that the instruction of the scientific method is taught with fidelity and that students are understanding this process.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

October/November

Evidence of Completion

Classroom Walkthroughs Lesson Plans Observations Science Fair Boards

Plan to Monitor Effectiveness of G4.B3.S1

Monitor the instruction of this content and make adjustments as needed.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

October/November

Evidence of Completion

Classroom Walkthroughs Lesson Plans

G4.B4 Student's ability to comprehend higher-level science concepts, including the scientific method.

G4.B4.S1 We will raise the rigor in the classroom by using "higher-level" resources and lesson plans. Students will create a Science Fair board in class using the scientific method. We will reinforce the scientific method throughout the year by doing labs in class that model this scientific process. We will use more "inquiry-based" instruction and less textbook instruction. We will also bring in interactive resources such as Safari Montage and Brain Pop into the classroom when applicable.

Action Step 1

Bring more "hands-on" resources to the table and implement by planning with each grade level.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans Hands-on Activities Progress Monitoring

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

Monitor the classrooms to make sure that these activities are taking place on a regular basis.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans Progress Monitoring

Plan to Monitor Effectiveness of G4.B4.S1

Monitor these activities to make sure they are to the appropriate rigor.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Classroom Walkthroughs Lesson Plans

G4.B5 Students lack prior scientific experiences.

G4.B5.S1 We will try to expose students to more scientific experiences in the classroom. We will also relate the scientific concepts learned in class to "real-world" situations.

Action Step 1

Bring in more "hands-on" activities in Grades K-5 so that students are exposed to more scientific experiences.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Lesson Plans Classroom Walkthroughs

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

Monitor the types of resources being used to make sure they are relevant and meet our level of rigor.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Lesson Plans Classroom Walkthroughs

Plan to Monitor Effectiveness of G4.B5.S1

Monitor these resources to make sure they are being effectively used in class.

Person or Persons Responsible

Tyler Adams (Science Coach)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Lesson Plans Classroom Walkthroughs

G5. Sixty-three percent of our students will score a level 3.5 or higher on the 4th grade FCAT Writes 2.0.

G5.B1 Lack of emphasis in direct instruction (and teacher knowledge) in the writing process and proficient writing skills, as well as real world application of writing skills.

G5.B1.S1 Implementation of Write from the Beginning and Beyond Writing Curriculum to build foundational writing skills in primary grade and extended writing skills in upper elementary grades. Sharing Lessons (Collaboration in lesson planning), modeled lessons (by writing coach), and mentoring new teachers. Teacher and student instruction in writing rubrics and scoring. Direct student instruction in focus, organization, support, and conventions. Teacher modeling of writing and students given independent practice. Use of Thinking Maps as organizational strategy. Teacher and Peer writing conferences. Application of student writing to School-wide Book Publishing project, wherein students become published authors.

Action Step 1

Teachers will implement Write from the Beginning and Beyond Curriculum, with Response to Literature component

Person or Persons Responsible

Schoolwide

Target Dates or Schedule

Professional Development Training in Write from the Beginning at start of school year with ongoing support throughout the year

Evidence of Completion

Lesson Plans; Classroom Observations; Writing Assessments

Facilitator:

Catherine Friedrich, Writing Coach

Participants:

Schoolwide

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

Benchmark Assessments and Monthly Progress Monitor of Student Writing with Data Chats; Lesson Plans Check; Classroom Walk Throughs

Person or Persons Responsible

Catherine Friedrich, Writing Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans; Classroom Observations; Writing Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Benchmark Assessments and Monthly Progress Monitor of Student Writing with Data Chats

Person or Persons Responsible

Catherine Friedrich, Writing Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Assessments

G5.B2 Lack of direct instruction in the area of grammar and regular review of grammar skills.

G5.B2.S1 Incorporation of explicit grammar skills into writing instruction weekly. Daily use of "Daily Language Review" or "Daily Skills Review" (grades Kindergarten through 5) to review and practice explicitly taught grammar skills.

Action Step 1

Monitor Student Mastery of Grammar Skills with Data Chats; Lesson Plans Check; Classroom Walk Throughs

Person or Persons Responsible

Catherine Friedrich, Writing Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans; Classroom Observations; Grammar Assessments

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Monitor Student Mastery of Grammar Skills with Data Chats; Lesson Plans Check; Classroom Walk Throughs

Person or Persons Responsible

Catherine Friedrich, Writing Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans; Classroom Observations; Grammar Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Grammar Assessments

Person or Persons Responsible

Catherine Friedrich, Writing Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Track Student Mastery. Identify areas of mastery and content areas in which students need remediation.

G5.B3 Lack of vocablary and language skills (ELL: language acquisition).

G5.B3.S1 Use of Rosetta Stone for ELL students to acquire English languge skills. Use of word walls, visual aids, and oral language development. Scaffolded rubrics and Thinking Maps.

Action Step 1

Use of Word Walls, Visual Aids, and Oral Language Development to improve student mastery and application of Engligh language

Person or Persons Responsible

Catherine Friedrich, Writing Coach and Cintia Muller, ELL Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Word Walls inclassrooms, include visuals opportunities for oral discourse in lessons

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Use of Word Walls, Visual Aids, and Oral Language Development to improve student mastery and application of Engligh language

Person or Persons Responsible

Catherine Friedrich, Writing Coach and Cintia Muller, ELL Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Word Walls inclassrooms, include visuals opportunities for oral discourse in lessons

Plan to Monitor Effectiveness of G5.B3.S1

Use of Word Walls, Visual Aids, and Oral Language Development to improve student mastery and application of Engligh language

Person or Persons Responsible

Catherine Friedrich, Writing Coach and Cintia Muller, ELL Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Word Walls inclassrooms, include visuals opportunities for oral discourse in lessons; Lesson plans check; Classroom walk throughs

G6. We will decrease the number of students who miss 10 percent or more of instructional time from 7 to 5 percent.

G6.B1 Elementary students are dependent upon on their parents/guardians to ensure that they come to school. Some parents do not understand the importance of their child attending school every day.

G6.B1.S1 School-wide perfect attendance dance every nine weeks for students who have perfect attendance.

Action Step 1

School-wide dance

Person or Persons Responsible

Guidance Administration Leadership Team

Target Dates or Schedule

At the conclusion of every grading period

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1

School-wide perfect attendance dance

Person or Persons Responsible

Guidance Administration Leadership Team

Target Dates or Schedule

At the conclusion of each grading period

Evidence of Completion

Dance will have occurred.

Plan to Monitor Effectiveness of G6.B1.S1

student survey

Person or Persons Responsible

Guidance Administration Leadership Team

Target Dates or Schedule

At the conclusion of the school year

Evidence of Completion

Compilation of student surveys

G6.B1.S2 PEP classes for parents occurring monthly, educating parents about school, grades, attendance, and communication with the school.

Action Step 1

Parent Education classes, helping parents get acquainted with our school system, laws, importance of attendance, appropriate reasons to keep a child home from school, grading, and all other aspects of school.

Person or Persons Responsible

Cintia Muller-Barber, ELL Literacy Coach Administration

Target Dates or Schedule

weekly for 1 hour over the course of 3 months

Evidence of Completion

Parent Sign-in sheets attendance records of the class

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Meeting to discuss parent attendance, needs and effectiveness

Person or Persons Responsible

Administration Cintia Muller-Barber

Target Dates or Schedule

Monthly

Evidence of Completion

Time sheets Purchase Orders Parent attendance

Plan to Monitor Effectiveness of G6.B1.S2

Attendance reports for children of parents who attend the PEP classes

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

At the conclusion of the PEP classes

Evidence of Completion

Recording data from the attendance reports

G6.B1.S3 Attendance drawings on the school news. Students can win prizes for having perfect attendance.

Action Step 1

Students who have had perfect attendance for the grading period are entered in to a drawing for donated prizes

Person or Persons Responsible

Guidance Administration

Target Dates or Schedule

At the conclusion of every grading period, 4 times a year

Evidence of Completion

drawing on the school news at the conclusion of each grading period

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Attendance Drawing

Person or Persons Responsible

Administration Guidance

Target Dates or Schedule

Every grading period

Evidence of Completion

Drawing occurs on the school news

Plan to Monitor Effectiveness of G6.B1.S3

Student Attendance data

Person or Persons Responsible

Administration Guidance

Target Dates or Schedule

At end of school year

Evidence of Completion

an decrease in the number of student absences

G7. The goal is to reduce the number of bullying referrals that are written at school to zero.

G7.B1 Unstructured time on the bus or during recess. Limited number of parent attendance at meetings.

G7.B1.S1 Educate bus drivers about the school wide PBS system and encouarge positive behaviors on the bus. Advertise the importance to parents about both the PTO and SAC meetings and what will be addressed at each.

Action Step 1

Training the team about PBS and how it works throughout the school. Educate parents about PBS and how we are a bully free school.

Person or Persons Responsible

Guidance Counselors PBS Team Leadership Team

Target Dates or Schedule

By the end of September PTO and SAC meeting

Evidence of Completion

PBS training has taken place. PTO and SAC meetings have occured.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Track behavior referrals.

Person or Persons Responsible

PBS team

Target Dates or Schedule

This is done quarterly.

Evidence of Completion

Documentation will be presented at PBS meetings and staff meetings.

Plan to Monitor Effectiveness of G7.B1.S1

Conduct a bullying survey

Person or Persons Responsible

Counselors

Target Dates or Schedule

Once each semester

Evidence of Completion

Results of survey will be shared with staff and students on the school news.

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

Federal Integration:
• NCLB goals to make AMO's
• Title I funds used to meet school goals in reading, writing, and math, including differentiating instruction, professional development and after school tutoring. Monitoring all subgroups including ESE, ELL, and Economically Disadvantaged
• ESE full inclusion
State Requirements:
• ESOL endorsed teachers and bilingual TA's to cluster and support students during classroom instruction
• Title I tutoring
• Committee for Children Bullying Prevention Program School Wide
• President's Physical Fitness Program for all students
• One classroom, 20 children Florida Universal Pre-Kindergarten Program
• Positive Behavior Support System (PBS)
Title I, Part C- Migrant: There are no migrant students at SBE. In the event we have migrant families at SBE, the Migrant Liaison would provide support to the students and parents. The Liaison would coordinate with Title I and other programs to ensure student needs were met.
Title I, Part D- Collaboration with Neglected and Delinquent sites available.
Title II: All teachers and administrators are highly qualified.
Title III: Services are provided through the district for education materials (Rosetta Stone) and ELL district support services to improve the education of immigrant and English Language Learners. These students are identified through IPT testing. TransAct translation program, translation dictionaries, and ELL Teaching Assistants provided. District provides training in the form of a Professional Learning Community regarding MTSS and ELL students.
Title X- Homeless: District Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Currently we have 123 students who have been deemed "homeless". Our Guidance Counselor, Michelle Blair, who is also our school's contact for homeless families, is continually updating this number throughout the year. Title I District Homeless Advocate provided.
Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide supplemental academic instruction to level 1 and 2 students.
Violence Prevention Programs: SBE currently uses Second Steps and Steps to Respect for Bully Prevention. We have also implemented the following:
• Committee for Children Bullying Prevention Program School Wide
• President's Physical Fitness Course for all students
• Dare Program for all 5th grade students
• Too Good For Drugs, Mendez program in all grades
• Red Ribbon Week Activities school wide
• Positive Behavior Support System (PBS)
• 8 Habits of Happy Children (Covey Habits)

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. Sixty-two percent of our students will score a level 3 or higher on the FCAT 2.0 Math Test.

G1.B3 The students lack the necessary reading skills needed to break down word problems in the math curriculum.

G1.B3.S1 Teachers will use thinking maps to organize word problems. "Think Aloud" strategy will be implemented in the classroom to model how to read for understanding in a word problem. Students will participate in "accountable talk" to effectively solve word problems.

PD Opportunity 1

Provide trainings to teachers on how to incorporate thinking maps into daily math lessons.

Facilitator

Participants

Jennifer Thomas (Math Coach) Cathy Friedrich (Thinking Maps School Trainer) Bianca Williams (Thinking Maps School Trainer) Val Pumariega (Literacy Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Authentic Student Work.

G3. Sixty-four percent of our students will score a level 3 or higher on the FCAT 2.0 Reading Test.

G3.B1 Some of the barriers that we identified include lack of professional development to implement Junior Great Books. We have below grade level performing students who lack vocabulary and background knowledge as well as basic foundational reading skills. We also have a large ESOL population consisting of over 225 students. We find our students lack parental support at home, in some cases due to language barriers and/or their socioeconomic status.

G3.B1.S1 In order to overcome our barriers we implemented various tools for teachers and parents. Our school has prescription pads for teachers to utilize so parents can gain access to resources in our Parent Resource Room. We offer parents PEP (Parents as Educational Partners) classes to educate the limited English speaking parents on how American school systems work, and how to better help the needs of their children. We have also hired a K-2 reading coach to implement research based strategies such as Discover Intensive Phonics in order to remediate foundational skills. We also have SIPPS for our upper grades to assist with remediation. Intsructional Focus Calendars have been created for teachers in order to guide instruction and provide them with various resources. We also utilize county Connection and Task cards. To assist with vocabulary, we display word walls, visuals and introduce Tier 2 and 3 grade level specific vocabulary words each day. In addition, students utilize AR, Earobics and Headsprout as an additional layer of support. Our Coaches meet and plan content area lessons weekly with every grade level.

PD Opportunity 1

Implement Junior Great Books for students in grades 3, 4 and 5.

Facilitator

Junior Great Books presenter Val Pumariega, Literacy Coach

Participants

John Ardizone, Katie Self, Leslie Maxson (5th grade Reading Teachers) Randi Meinhart, Anne Reynders, Christine Palmer (4th grade Reading Teachers) Dana Haass, Jennifer Crowley, Dianne Lewis, Laura Gosnell (3rd grade Reading Teachers)

Target Dates or Schedule

weekly, during Reading instruction

Evidence of Completion

Professional Development sign-in sheets Classroom walk-throughs Weekly planning with grade levels Mini-Achieves assessments

G5. Sixty-three percent of our students will score a level 3.5 or higher on the 4th grade FCAT Writes 2.0.

G5.B1 Lack of emphasis in direct instruction (and teacher knowledge) in the writing process and proficient writing skills, as well as real world application of writing skills.

G5.B1.S1 Implementation of Write from the Beginning and Beyond Writing Curriculum to build foundational writing skills in primary grade and extended writing skills in upper elementary grades. Sharing Lessons (Collaboration in lesson planning), modeled lessons (by writing coach), and mentoring new teachers. Teacher and student instruction in writing rubrics and scoring. Direct student instruction in focus, organization, support, and conventions. Teacher modeling of writing and students given independent practice. Use of Thinking Maps as organizational strategy. Teacher and Peer writing conferences. Application of student writing to School-wide Book Publishing project, wherein students become published authors.

PD Opportunity 1

Teachers will implement Write from the Beginning and Beyond Curriculum, with Response to Literature component

Facilitator

Catherine Friedrich, Writing Coach

Participants

Schoolwide

Target Dates or Schedule

Professional Development Training in Write from the Beginning at start of school year with ongoing support throughout the year

Evidence of Completion

Lesson Plans; Classroom Observations; Writing Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	Sixty-three percent of our students will score a level 3.5 or higher on the 4th grade FCAT Writes 2.0.	$1,000
G6.	We will decrease the number of students who miss 10 percent or more of instructional time from 7 to 5 percent.	$500
	Total	$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title 1	$1,000	$0	$1,000
Title I	$0	$500	$500
	$0	$0	$0
Total	$1,000	$500	$1,500

Budget Details

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

G3. Sixty-four percent of our students will score a level 3 or higher on the FCAT 2.0 Reading Test.

G3.B1 Some of the barriers that we identified include lack of professional development to implement Junior Great Books. We have below grade level performing students who lack vocabulary and background knowledge as well as basic foundational reading skills. We also have a large ESOL population consisting of over 225 students. We find our students lack parental support at home, in some cases due to language barriers and/or their socioeconomic status.

G3.B1.S1 In order to overcome our barriers we implemented various tools for teachers and parents. Our school has prescription pads for teachers to utilize so parents can gain access to resources in our Parent Resource Room. We offer parents PEP (Parents as Educational Partners) classes to educate the limited English speaking parents on how American school systems work, and how to better help the needs of their children. We have also hired a K-2 reading coach to implement research based strategies such as Discover Intensive Phonics in order to remediate foundational skills. We also have SIPPS for our upper grades to assist with remediation. Intsructional Focus Calendars have been created for teachers in order to guide instruction and provide them with various resources. We also utilize county Connection and Task cards. To assist with vocabulary, we display word walls, visuals and introduce Tier 2 and 3 grade level specific vocabulary words each day. In addition, students utilize AR, Earobics and Headsprout as an additional layer of support. Our Coaches meet and plan content area lessons weekly with every grade level.

Action Step 1

Implement Junior Great Books for students in grades 3, 4 and 5.

Resource Type

Evidence-Based Program

Resource

Teachers will receive ongoing training in Write from the Beginning and Beyond Writing Curriculum, as well as specific training in the Write from the Beginning and Beyond Response to Literature component.

Funding Source

Amount Needed

G5. Sixty-three percent of our students will score a level 3.5 or higher on the 4th grade FCAT Writes 2.0.

G5.B1 Lack of emphasis in direct instruction (and teacher knowledge) in the writing process and proficient writing skills, as well as real world application of writing skills.

G5.B1.S1 Implementation of Write from the Beginning and Beyond Writing Curriculum to build foundational writing skills in primary grade and extended writing skills in upper elementary grades. Sharing Lessons (Collaboration in lesson planning), modeled lessons (by writing coach), and mentoring new teachers. Teacher and student instruction in writing rubrics and scoring. Direct student instruction in focus, organization, support, and conventions. Teacher modeling of writing and students given independent practice. Use of Thinking Maps as organizational strategy. Teacher and Peer writing conferences. Application of student writing to School-wide Book Publishing project, wherein students become published authors.

Action Step 1

Teachers will implement Write from the Beginning and Beyond Curriculum, with Response to Literature component

Resource Type

Professional Development

Resource

PEP, or Parent Education Program

Funding Source

Title 1

Amount Needed

$1,000

G6. We will decrease the number of students who miss 10 percent or more of instructional time from 7 to 5 percent.

G6.B1 Elementary students are dependent upon on their parents/guardians to ensure that they come to school. Some parents do not understand the importance of their child attending school every day.

G6.B1.S2 PEP classes for parents occurring monthly, educating parents about school, grades, attendance, and communication with the school.

Action Step 1

Parent Education classes, helping parents get acquainted with our school system, laws, importance of attendance, appropriate reasons to keep a child home from school, grading, and all other aspects of school.

Resource Type

Evidence-Based Program

Resource

Funding Source

Title I

Amount Needed

$500