



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Loxahatchee Groves Elementary

16020 OKEECHOBEE BLVD

Loxahatchee, FL 33470

561-904-9200

[www.edline.net/pages/loxahatchee\\_groves\\_elementary](http://www.edline.net/pages/loxahatchee_groves_elementary)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 61%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 49%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

### **Appendix 1: Professional Development Plan to Support Goals**

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
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**

Loxahatchee Groves Elementary

**Principal**

Richard Myerson

**School Advisory Council chair**

Kerrie Egan/ Eric Moore

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

Name	Title
Renee D'Angelo	PreK Grade Chair
Kerrie Egan	Kindergarten Grade Chair
Sharyn Levitt	1st Grade Chair
Debra Carroll	2nd Grade Chair
Barbara Maldonado	3rd Grade Chair
Eric Moore	4th Grade Chair
Kathi Byrd	5th Grade Chair
Paul Brandofino	Fine Arts Chair
Colleen O'Connor	SLP Chair
Cheryl Shenker	ESE Chair

#### 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 SAC membership shall be constituted as follows:

- a. Parents, teachers, business and community members will be selected based on the procedures adopted by the school board.
- b. Replacement members shall be solicited by appropriate constituencies.
- c. The principal is automatically a member by legal mandate.
- d. A majority of the members shall be non-school board employees.

Richard Myerson- Principal  
Kerrie Egan- SAC Co Chair  
Eric Moore- SAC Co Chair  
Dr. Beth Rice-Secretary

Faculty and School Staff Representatives: Ursula Cespedes-Korland and Liza Fred  
Parents, Business, and Community Representatives: Tara Bachinsky, Lynn Balch, Heather Bassas,  
Nicole Bottoms, Micaela Ortega, Dorothy Penick

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

SAC will develop and oversee the implementation of the School Improvement Plan, enlist, promote, and support greater interaction between school and community, 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. The SAC will also make decisions based on available data, consult with people or departments needed to support the School Improvement Plan, and provide input on financial operations at the school.

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

The SAC has the opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources.  
The SAC will provide input and finalize proposals for expenditures for funds, including a "None of the Above" option.

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

No money is allocated from the state.

### **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:**

<b>Richard Myerson</b>		
Principal	Years as Administrator: 16	Years at Current School: 10
<b>Credentials</b>	BA-History, Brandeis University Master of Science Educational Leadership, Nova Southeastern University Certification- State of Florida Educational Leadership Elementary Education 1st-5th; Social Studies 6-12; ESOL Endorsed	
<b>Performance Record</b>	Principal of Loxahatchee Groves Elementary 2012-2013: Grade A 2011-2012: Grade A 2010-2011: Grade A AYP: NO 2009-2010: Grade A AYP: NO 2008-2009: Grade A AYP: YES 2007-2008: Grade A AYP: NO (Failed SWD Reading) 2006-2007: Grade A AYP: YES 2005-2006: Grade A AYP: NO (Failed Writing) 2004-2005: Grade A AYP: YES	

<b>David McCallum</b>		
Asst Principal	Years as Administrator: 6	Years at Current School: 2
<b>Credentials</b>	BA- Elementary Education, FAU Master of Science- Educational Leadership, FAU Certification- State of Florida Educational Leadership; Elementary Education ESOL Endorsed	
<b>Performance Record</b>	Assistant Principal: Loxahatchee Groves Elementary 2012-2013: Grade A Pahokee Middle/High 2011-2012: Grade D AYP: NO 2010-2011: Grade D AYP: NO Canal Point Elementary 2009-2010: Grade B AYP: NO 2008-2009: Grade B AYP: NO 2007-2008: Grade B AYP: NO	



**Classroom Teachers**

**# of classroom teachers**

47

**# receiving effective rating or higher**

47, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

47, 100%

**# ESOL endorsed**

33, 70%

**# reading endorsed**

4, 9%

**# with advanced degrees**

19, 40%

**# National Board Certified**

3, 6%

**# first-year teachers**

1, 2%

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

8, 17%

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

18, 38%

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

21, 45%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

### **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Regular meetings consisting of new teachers with administration.
2. Partnering new teachers with veteran staff.
3. School District sponsored job fairs.

### **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 Mentee is assigned a Mentor based on working with students in the same grade level. Meetings in the form of observations and conferences were held to discuss strategies and best practices in order to meet the needs of the diverse learners in the classroom. These are designed to assist the Mentee in becoming a more effective educator.

### **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 program that we will be utilizing is a Multi Tier System of Support which encompasses all district, school, and teachers (ex. iii, SAI, ESE, ELL, multicultural). All parties will focus on identifying area(s) of weakness and the process involved in solving the identified issue(s) or problem(s).

The four steps of the Problem Solving Model are:

- Problem identification entails identifying the problem and the desired behavior for the student.
- Problem analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design and Implementation involves selecting or developing evidence based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students.

Members of the school based leadership team will meet with the School Advisory Council (SAC) and will help develop the FY14 SIP. Utilizing the previous year's data, information of Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

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

FCAT scores and the lowest 25%

Strengths and weaknesses of intensive programs

Mentoring, tutoring, and other services

The RtI/Intervention Facilitator will provide professional development for the SAC members on the RtI process, as needed.

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

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, RtI/Inclusion Facilitator, and guidance staff.

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 RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs

The RtI/Inclusion Facilitator 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.

The school-based leadership team will meet regularly to review universal screening 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. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based leadership team.

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

The leadership team 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, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

### **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 Measurement  
Florida Assessment for Instruction in Reading (FAIR)  
Palm Beach County Fall Diagnostics  
Palm Beach Writes  
K-4 Literacy Assessment System  
Comprehensive English Language Assessment (CELLA)  
Classroom Walkthroughs  
Office Discipline Referrals  
Retentions  
Absences

Midyear Data:

Palm Beach County Winter Diagnostics  
Palm Beach Writes  
K-4 Literacy Assessment System  
Classroom Walkthroughs  
Absences

End of Year Data:  
Florida Comprehensive Assessment Test (FCAT)  
FCAT Writes  
K-4 Literacy Assessment System  
Classroom Walkthroughs  
Absences

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

**Staff:**

The school based RtI/Inclusion Facilitator will provide in service to the faculty on designated professional development days (PDD). These in service opportunities will include, but not limited to, the following:

Problem Solving Model  
Consensus building  
Positive Behavioral Intervention and Support (PBIS)  
Data based decision making to drive interventions  
Tools utilized to identify specific discrepancies in reading.  
Individual professional development will be provided to classroom teachers, as needed.

**Parents:**

To support parent's understanding the opportunities will include, but not limited to, the following:

Open House  
PTO  
SAC  
Newsletters  
Contacting the parent prior to an SBT meeting (invitation to attend meeting)  
Parent Conferences

**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:** 900

Students will receive remediation in core academic subjects where they are experiencing difficulty at the present time.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data is collected and analyzed continuously to ensure that the concepts presented during the remediation sessions are meeting the student's academic needs.

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

Administration will be responsible for monitoring the implementation of this program.

## Literacy Leadership Team (LLT)

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

Name	Title
Richard Myerson	Principal
David McCallum	Assistant Principal
Yvonne Schultz	SAI Teacher
Kerrie Egan	Kindergarten Teacher
Mary Garofalo	First Grade Teacher
Debra Carroll	Second Grade Literacy Teacher
Toni Juliano	Third Grade Literacy Teacher
Lindsay Lalama	Fourth Grade Literacy Teacher
Lisa Simpson	Fifth Grade Literacy Teacher

### How the school-based LLT functions

The members will be attending monthly cohort meetings with selected district personnel. The members will notify the staff members what was discussed and how to implement effective strategies to ensure success in the area of balanced literacy.

### Major initiatives of the LLT

The major initiative is the implementation of the Literacy Roll Out program that is being utilized throughout the district.

## Every Teacher Contributes to Reading Instruction

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

The Literacy Learning Team Meetings are data driven and formalized at every grade level. Instructional Staff is constantly analyzing student's data as well as instructional strategies/practices that are being utilized in one's classroom. This data will provide information to the educators to assist them with appropriate teaching methods and points to ensure the reading improvement of each and every student. Teachers will positively collaborate to emphasize to one another that the Common Core State Standards are being covered and that the curriculum is rigorous.

## 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

1. Loxahatchee Groves Elementary School has 2 Inclusion VPK units primarily serving the children that will attend our school in Kindergarten.
2. Host Kindergarten Round-Up in the day time and at night. At this meeting, we will share Kindergarten readiness activities the parents can do with their children.
3. Loxahatchee Groves Elementary School will coordinate with area day care centers with our Kindergarten readiness expectations.
4. Loxahatchee Groves Elementary will have a staggered start schedule during the first two days of

school for our Kindergarten and VPK students.

5. Incoming Kindergarten parents will visit the classrooms during Kindergarten Round-Up.

## Expected Improvements

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

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	69%	No	74%
American Indian				
Asian				
Black/African American	48%	61%	Yes	54%
Hispanic	67%	70%	Yes	70%
White	77%	69%	No	79%
English language learners	34%	17%	No	41%
Students with disabilities	51%	45%	No	56%
Economically disadvantaged	64%	60%	No	68%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	27%	30%
Students scoring at or above Achievement Level 4	79	34%	37%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	195	81%	84%
Students in lowest 25% making learning gains (FCAT 2.0)	192	80%	82%

#### 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)		<i>[data excluded for privacy reasons]</i>	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	57%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	66%

## 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	46	74%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

## 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	73%	63%	No	75%
American Indian				
Asian				
Black/African American	58%	52%	No	63%
Hispanic	67%	51%	No	70%
White	78%	68%	No	80%
English language learners	47%	0%	No	52%
Students with disabilities	59%	46%	No	63%
Economically disadvantaged	61%	53%	No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	31%	34%
Students scoring at or above Achievement Level 4	68	30%	33%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	154	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	44%	46%

### High School Mathematics



**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	63%	No	75%
American Indian				
Asian				
Black/African American	58%	52%	No	63%
Hispanic	67%	51%	No	70%
White	78%	68%	No	80%
English language learners	47%	0%	No	52%
Students with disabilities	59%	46%	No	63%
Economically disadvantaged	61%	53%	No	65%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	154	64%	67%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		0%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**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	23	26%	29%
Students scoring at or above Achievement Level 4	37	43%	46%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	550	100%	100%

**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	13	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	43	51%	48%
Students who receive two or more behavior referrals	17	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	0%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

We want to see an increase in the numbers of parents/guardians who are visibly seen on our school campus for various school related functions/activities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase in the number of volunteer hours	5000	3%	5%

**Area 10: Additional Targets**

**Additional targets for the school**

Loxahatchee Groves Elementary School will infuse the content required by Florida Statue 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 %
Loxahatchee Groves Elementary School teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), OR specific statute content is listed to address this year.	27	100%	100%

## Goals Summary

- G1.** Students scoring at Achievement Level 3 or above on the FCAT Math 2.0 will increase by 10%.
- G2.** Proficiency of the lowest 25% will increase by 3% on the FCAT Math 2.0.
- G3.** Proficiency will increase by 5% after implementing science strategies.
- G4.** There will be a 5% increase in volunteer hours in FY14.
- G5.** Proficiency of the lowest 25% will increase by 3% on the FCAT Reading 2.0.
- G6.** Proficiency will increase by 5% on the FCAT Writing 2.0.
- G7.** Students scoring at Achievement Level 3 or above on the FCAT 2.0 Reading will increase by 10%.

## Goals Detail

**G1.** Students scoring at Achievement Level 3 or above on the FCAT Math 2.0 will increase by 10%.

**Targets Supported**

**Resources Available to Support the Goal**

- Workshops/Trainings provided by the district throughout the school year. Computers added to the Fine Arts schedule to work on specific needed skills.

**Targeted Barriers to Achieving the Goal**

- Teachers do not know how to differentiate math instruction.

**Plan to Monitor Progress Toward the Goal**

County Diagnostic Tests and other assessments (FCAT 2.0 Math)

**Person or Persons Responsible**

Math Instructors Administration

**Target Dates or Schedule:**

2013-2014 school year

**Evidence of Completion:**

Data collected off EDW reports

**G2. Proficiency of the lowest 25% will increase by 3% on the FCAT Math 2.0.**

**Targets Supported**

**Resources Available to Support the Goal**

- -Administration/Teachers -RTI Facilitator -Remediation

**Targeted Barriers to Achieving the Goal**

- Scheduling students to receive additional math services during the school day.

**Plan to Monitor Progress Toward the Goal**

Fall/Winter Diagnostic Results as well as the FCAT Math 2.0 Assessment Results

**Person or Persons Responsible**

Administration, RTI Facilitator, Classroom Teachers

**Target Dates or Schedule:**

2013-2014 School year

**Evidence of Completion:**

FCAT Math 2.0 Assessment Results

**G3. Proficiency will increase by 5% after implementing science strategies.**

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- -Professional development opportunities -Science Fair

**Targeted Barriers to Achieving the Goal**

- Students lack skills in scientific thinking.

**Plan to Monitor Progress Toward the Goal**

District Assessments (Diagnostic/FCAT 2.0)

**Person or Persons Responsible**

Administration and Classroom Teachers

**Target Dates or Schedule:**

2013-2014 School year

**Evidence of Completion:**

FCAT Science 2.0 Assessment results

**G4. There will be a 5% increase in volunteer hours in FY14.**

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- -Edline -Parent Link Messaging System -Newsletters/Flyers -Marquis -All Pro Dad & iMom program registration and breakfast -ESOL Parent Support

**Targeted Barriers to Achieving the Goal**

- Parents can't get to school due to other commitments.

**Plan to Monitor Progress Toward the Goal**

Parent/Guardian computer log-ins (VIPS) and sign in sheets

**Person or Persons Responsible**

VIPS coordinator, Administration, LGES staff

**Target Dates or Schedule:**

2013-2014 School year

**Evidence of Completion:**

Sign in sheets and volunteer hours

**G5. Proficiency of the lowest 25% will increase by 3% on the FCAT Reading 2.0.**

**Targets Supported**

**Resources Available to Support the Goal**

- - Administration/SAI/RTI Facilitators/Teachers - iii Remediation -Provide funds for leveled books - Provide book cases for new reading series -Provide eReaders

**Targeted Barriers to Achieving the Goal**

- 1. Students are not exposed to differentiated instruction.
- 2. Scheduling students to receive additional reading services during the school day.

**Plan to Monitor Progress Toward the Goal**

Fall/Winter Diagnostic Results as well as the FCAT Reading 2.0 Assessment Results

**Person or Persons Responsible**

Classroom Teachers, SAI Teachers, RTI Facilitators, Administration

**Target Dates or Schedule:**

2013-2014 school year

**Evidence of Completion:**

FCAT Reading 2.0

**G6. Proficiency will increase by 5% on the FCAT Writing 2.0.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- -Professional Development Opportunities -District Level Cohort Literacy Member

**Targeted Barriers to Achieving the Goal**

- 1. Teachers need training for Writers Workshop.
- 2. Teachers need time to collaborate, discuss data, and plan appropriate lessons.

**Plan to Monitor Progress Toward the Goal**

Student created Writing samples will be collected and analyzed continuously.

**Person or Persons Responsible**

Classroom Literacy Teachers/District Level Cohort Literacy Members/Administration

**Target Dates or Schedule:**

2013-2014 school year

**Evidence of Completion:**

FCAT Writes FY 14

**G7. Students scoring at Achievement Level 3 or above on the FCAT 2.0 Reading will increase by 10%.**

**Targets Supported**

**Resources Available to Support the Goal**

- - iii remediation provided at various times of the day for students - Resource Room with a variety of non-fiction and fiction text - District level literacy personnel will be assisting the educators at our school at various times of the year. - Administration provided schedules containing a 90 minute Literacy block. -Computers will be added to the Fine Arts schedule to work on skills needed

**Targeted Barriers to Achieving the Goal**

- 1. Teachers are not trained in the Common Core State Standards and new Balanced Literacy program.
- 2. Struggling students need additional Reading instruction in regards to a variety of text that they are exposed to in the classroom.

## Plan to Monitor Progress Toward the Goal

EDW Data Driven Assessment Reports

**Person or Persons Responsible**

Administration and Teachers

**Target Dates or Schedule:**

Fall/Winter Diagnostics, FCAT 2.0 Testing Window

**Evidence of Completion:**

FCAT Reading 2.0 FY14



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students scoring at Achievement Level 3 or above on the FCAT Math 2.0 will increase by 10%.

**G1.B1** Teachers do not know how to differentiate math instruction.

**G1.B1.S1** Trainings or professional development opportunities that focus on how to differentiate math instruction.

#### **Action Step 1**

Math teachers will be provided the opportunity to attend trainings in differentiating instruction. These trainings can be provided at school as well as other locations.

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

Administration Professional Development Team

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

Once a month.

#### **Evidence of Completion**

Agendas

#### **Facilitator:**

PD Facilitator

#### **Participants:**

PD Participants

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

Math teachers will document how they are differentiating instruction through their plans.

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

Administration

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

2013-2014 School year

#### **Evidence of Completion**

Lesson plans

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

Math teachers lesson plans will be reviewed periodically to ensure that differentiating instruction is taking place within the classrooms.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

2013-2014 School year

#### Evidence of Completion

Lesson plan evaluation checklist

**G2.** Proficiency of the lowest 25% will increase by 3% on the FCAT Math 2.0.

**G2.B1** Scheduling students to receive additional math services during the school day.

**G2.B1.S1** Utilize Response To Intervention (RTI) Facilitator and Classroom Teachers to provide remediation for targeted students.

#### Action Step 1

Remediation, RTI Instruction

#### Person or Persons Responsible

Classroom Teachers, RTI Facilitator

#### Target Dates or Schedule

2013-2014 School year

#### Evidence of Completion

Progress Monitoring Plans, School Based Team Data, Student Data collected by teachers.

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

A progress monitoring log will be completed.

#### Person or Persons Responsible

Classroom teachers, RTI Facilitator

#### Target Dates or Schedule

2013-2014 School year

#### Evidence of Completion

Student Data will be collected by the teachers.

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

The logs and other documents will be collected.

#### Person or Persons Responsible

Classroom teachers, RTI Facilitator

#### Target Dates or Schedule

2013-2014 School year

#### Evidence of Completion

Classroom Assessments/District Assessments

**G3.** Proficiency will increase by 5% after implementing science strategies.

**G3.B1** Students lack skills in scientific thinking.

**G3.B1.S1** Monthly department meetings will be held for teachers to collaborate, review data and plan instruction.

#### Action Step 1

Science teachers will review student performance.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

During monthly PDD and attend monthly District workshops as appropriate.

#### Evidence of Completion

Agendas and Sign in sheets

#### Facilitator:

PD Facilitator

#### Participants:

PD Participants

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

Monthly Science Meetings

**Person or Persons Responsible**

Administration and Classroom Teachers

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

Agendas/Sign In Sheets

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

Lesson plans

**Person or Persons Responsible**

Administration and Classroom Teachers

**Target Dates or Schedule**

2013-2014 School year

**Evidence of Completion**

Lesson plan evaluation checklist Data Chats

**G4.** There will be a 5% increase in volunteer hours in FY14.

**G4.B1** Parents can't get to school due to other commitments.

**G4.B1.S1** All instructional staff will post information on Edline. Administration will utilize the Parent Link Messaging System as well as have information posted on the Marquis. School staff will place flyers/newsletters in all mailboxes.

**Action Step 1**

All important information/events will be delivered to families through a variety of methods. We will also provide learning opportunities for our parents in programs such as All Pro Dads, iMoms and our Learn to read and speak English program.

**Person or Persons Responsible**

Members of the LGES Staff and Administration

**Target Dates or Schedule**

2013-2014 School year

**Evidence of Completion**

Flyers/Newsletters, events posted on the Marquis, Edline posts, call outs, sign in sheets, and agendas.

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

Edline update checks and weekly distribution of Newsletters/flyers

**Person or Persons Responsible**

Administration and instructional/office staff

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

periodic Edline checks as well as responses to events posted through a variety of methods

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

Parents/Guardians signing up for Edline and showing up on campus for events posted.

### Person or Persons Responsible

VIPS Coordinator, Administration and LGES staff

### Target Dates or Schedule

2013-2014

### Evidence of Completion

Sign in sheets/computer log-ins (VIPS), volunteer hours, and email set up accounts for Edline

**G5.** Proficiency of the lowest 25% will increase by 3% on the FCAT Reading 2.0.

**G5.B1** 1. Students are not exposed to differentiated instruction.

**G5.B1.S1** Teachers will receive professional development/trainings in LLI, Balanced Literacy Roll out, and other instructional strategies to help meet the diverse needs of students.

### Action Step 1

Professional Development Trainings/Workshops

### Person or Persons Responsible

Facilitators and Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Agendas, Lesson Plan Checklists

### Facilitator:

PD Facilitator

### Participants:

PD Participants

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

Support will be provided to teachers to assist them with strategies regarding differentiated instruction.

#### Person or Persons Responsible

Administration/Facilitators/Colleagues

#### Target Dates or Schedule

2013-2014 school year

#### Evidence of Completion

Lesson Plan Checklists

### Plan to Monitor Effectiveness of G5.B1.S1

Documentation that is supplied by the teachers. Teachers will document, when, what, who, and how differentiation is occurring in the classroom. If a teacher does not identify these components, then administration will provide guidance to the educator.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

2013-2014 school year

#### Evidence of Completion

Lesson Plan Checklists and Criteria

### G5.B2 2. Scheduling students to receive additional reading services during the school day.

**G5.B2.S1** Utilize Response To Intervention (RTI) Facilitator, Supplemental Academic Instruction (SAI), and Classroom Teachers to provide iii intervention for targeted students.

#### Action Step 1

iii Remediation, SAI instruction, RTI instruction, Computer based programs

#### Person or Persons Responsible

Classroom Teachers, SAI Teacher, RTI Facilitator, computer Instructor

#### Target Dates or Schedule

During the 2013-2014 school year

#### Evidence of Completion

Progress Monitoring Plans, School Based Team Data, Student Data collected by teachers.

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

A log will be completed.

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

Classroom Teachers, SAI Teacher, RTI Facilitator

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

During the 2013-2014 school year

#### **Evidence of Completion**

Student Data will be collected by the teachers.

### **Plan to Monitor Effectiveness of G5.B2.S1**

The logs and other documents will be collected.

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

Classroom Teachers, SAI Teacher, RTI Facilitator

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

2013-2014 school year

#### **Evidence of Completion**

Classroom Assessments/District Assessments



**G6.** Proficiency will increase by 5% on the FCAT Writing 2.0.

**G6.B1** 1. Teachers need training for Writers Workshop.

**G6.B1.S1** The Literacy Team will be meeting monthly by grade level. Learning Team Meetings are training our staff members on effective Writing strategies/programs.

**Action Step 1**

Attending Trainings provided by the District such as the Balanced Literacy Roll out.

**Person or Persons Responsible**

The Literacy Team Members

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

Agendas that will be turned in to the appropriate personnel.

**Facilitator:**

PD Facilitator

**Participants:**

PD Participants

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

Support will be provided to the classroom teachers.

**Person or Persons Responsible**

District Personnel and Literacy Team Members

**Target Dates or Schedule**

2013-2014 school year.

**Evidence of Completion**

Agendas and other documents that pertain to the various professional development opportunities.

## Plan to Monitor Effectiveness of G6.B1.S1

Classroom and District Writing Assessments

### Person or Persons Responsible

Literacy Educators

### Target Dates or Schedule

2013-2014 school year

### Evidence of Completion

Inputting of Palm Beach Writes scores into EDW by the designated timelines that are set by the PBCSD. Classroom writing samples will be collected throughout the year.

**G6.B2** 2. Teachers need time to collaborate, discuss data, and plan appropriate lessons.

**G6.B2.S1** Monthly LTM's will be conducted for teachers to collaborate, review data, and plan appropriate grade level lessons.

### Action Step 1

LTM Meetings/Cohort Meetings

#### Person or Persons Responsible

Literacy Teachers/Literacy Team Members/District Personnel

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Agendas as well as Committee Meeting Notes.

#### Facilitator:

PD Facilitator

#### Participants:

PD Participants

### **Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Support will be provided to classroom teachers so they can implement effective Writing strategies and practices in their classrooms.

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

Literacy Team Members, District Level Cohort Literacy Members, and Administration.

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

2013-2014 school year

#### **Evidence of Completion**

Agendas, Student Produced Writing Samples

### **Plan to Monitor Effectiveness of G6.B2.S1**

Student Created Writing Samples

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

Classroom Literacy Teachers, Administration

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

2013-2014 school year

#### **Evidence of Completion**

Classroom/District Writing Samples (Palm Beach Writes, FCAT Writes)

**G7.** Students scoring at Achievement Level 3 or above on the FCAT 2.0 Reading will increase by 10%.

**G7.B1** 1. Teachers are not trained in the Common Core State Standards and new Balanced Literacy program.

**G7.B1.S1** Teachers will receive Professional Development Training to assist them with the Common Core State Standards as well as the Balanced Literacy Program.

**Action Step 1**

Professional Development Training

**Person or Persons Responsible**

All Instructional Staff and Literacy Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and other Documentation

**Facilitator:**

PD Facilitator

**Participants:**

PD Participants

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

Support will be provided throughout the year.

**Person or Persons Responsible**

Administration, District Level Cohort members

**Target Dates or Schedule**

It will take place during the various times of the school year.

**Evidence of Completion**

Faculty Meeting Agendas, Notes from the Learning Team Meetings and Grade Chair Meetings.

## Plan to Monitor Effectiveness of G7.B1.S1

Student Data and the Lesson Plans.

### **Person or Persons Responsible**

Administration and Teachers

### **Target Dates or Schedule**

During the 2013-2014 school year.

### **Evidence of Completion**

Report Cards, Lesson Plans checked by Administration, Data brought to Learning Team Meetings.

## Coordination and Integration

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

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

Title 1: LGES will use Title 1 funds to purchase a Resource Teacher who will provide Reading and Math instruction to struggling students. We will also use these funds to provide subs for Professional Development for the CCSS. Title 1 funds will also be used to support classroom instruction with the purchase of Ipads and book shelves for classroom libraries. Finally, we will use Title 1 funds to support family involvement through the All Pro Dad and iMom programs as well as provide English lessons for our non-English speaking parents.

Title 2: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title 3: Services are provided through the district for education materials and ESOL district support services to improve the education of immigrant and English Language Learners.

Homeless: Services are available as needed from the district and the school's Guidance staff.

SAI: SAI funds a classroom teacher who provides intensive remediation in reading for at risk students in grades 2 & 3.

Violence Provention: District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. Bullying Prevention is provided through Safe Schools. LGES is participating in SWPBS through Safe Schools and our guidance provides instruction through Character Education.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. Single School Culture and appreciation for multicultural diversity.

Students feel safe and that the adults on campus care about and for them.

High expectations for both behavior and academics are overtly taught, modeled, and coached.

Tutoring, extra assistance, and social emotional support are provided before school, after school, and in a variety of community settings.

Our environments may be virtual, but the same caring safeguards are present as in our schools.

A sense of "connectedness" to the school is fostered at every opportunity.

Nutrition Programs

LGES will provide free breakfast to all of our students.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

## 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.** Students scoring at Achievement Level 3 or above on the FCAT Math 2.0 will increase by 10%.

**G1.B1** Teachers do not know how to differentiate math instruction.

**G1.B1.S1** Trainings or professional development opportunities that focus on how to differentiate math instruction.

### PD Opportunity 1

Math teachers will be provided the opportunity to attend trainings in differentiating instruction. These trainings can be provided at school as well as other locations.

#### Facilitator

PD Facilitator

#### Participants

PD Participants

#### Target Dates or Schedule

Once a month.

#### Evidence of Completion

Agendas

**G3.** Proficiency will increase by 5% after implementing science strategies.

**G3.B1** Students lack skills in scientific thinking.

**G3.B1.S1** Monthly department meetings will be held for teachers to collaborate, review data and plan instruction.

**PD Opportunity 1**

Science teachers will review student performance.

**Facilitator**

PD Facilitator

**Participants**

PD Participants

**Target Dates or Schedule**

During monthly PDD and attend monthly District workshops as appropriate.

**Evidence of Completion**

Agendas and Sign in sheets

**G5.** Proficiency of the lowest 25% will increase by 3% on the FCAT Reading 2.0.

**G5.B1** 1. Students are not exposed to differentiated instruction.

**G5.B1.S1** Teachers will receive professional development/trainings in LLI, Balanced Literacy Roll out, and other instructional strategies to help meet the diverse needs of students.

**PD Opportunity 1**

Professional Development Trainings/Workshops

**Facilitator**

PD Facilitator

**Participants**

PD Participants

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas, Lesson Plan Checklists



**G6.** Proficiency will increase by 5% on the FCAT Writing 2.0.

**G6.B1** 1. Teachers need training for Writers Workshop.

**G6.B1.S1** The Literacy Team will be meeting monthly by grade level. Learning Team Meetings are training our staff members on effective Writing strategies/programs.

**PD Opportunity 1**

Attending Trainings provided by the District such as the Balanced Literacy Roll out.

**Facilitator**

PD Facilitator

**Participants**

PD Participants

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

Agendas that will be turned in to the appropriate personnel.

**G6.B2** 2. Teachers need time to collaborate, discuss data, and plan appropriate lessons.

**G6.B2.S1** Monthly LTM's will be conducted for teachers to collaborate, review data, and plan appropriate grade level lessons.

**PD Opportunity 1**

LTM Meetings/Cohort Meetings

**Facilitator**

PD Facilitator

**Participants**

PD Participants

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas as well as Committee Meeting Notes.

**G7.** Students scoring at Achievement Level 3 or above on the FCAT 2.0 Reading will increase by 10%.

**G7.B1** 1. Teachers are not trained in the Common Core State Standards and new Balanced Literacy program.

**G7.B1.S1** Teachers will receive Professional Development Training to assist them with the Common Core State Standards as well as the Balanced Literacy Program.

**PD Opportunity 1**

Professional Development Training

**Facilitator**

PD Facilitator

**Participants**

PD Participants

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and other Documentation

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G4.	There will be a 5% increase in volunteer hours in FY14.	\$2,053
G5.	Proficiency of the lowest 25% will increase by 3% on the FCAT Reading 2.0.	\$85,504
G6.	Proficiency will increase by 5% on the FCAT Writing 2.0.	\$2,570
G7.	Students scoring at Achievement Level 3 or above on the FCAT 2.0 Reading will increase by 10%.	\$4,352
Total		\$94,479

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
Title 1	\$13,911	\$0	\$13,911
Title 1 Budget	\$0	\$80,568	\$80,568
Total	\$13,911	\$80,568	\$94,479

### Budget Details

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

**G4.** There will be a 5% increase in volunteer hours in FY14.

**G4.B1** Parents can't get to school due to other commitments.

**G4.B1.S1** All instructional staff will post information on Edline. Administration will utilize the Parent Link Messaging System as well as have information posted on the Marquis. School staff will place flyers/newsletters in all mailboxes.

#### Action Step 1

All important information/events will be delivered to families through a variety of methods. We will also provide learning opportunities for our parents in programs such as All Pro Dads, iMoms and our Learn to read and speak English program.

#### Resource Type

Other

#### Resource

Parent Trainings On Line licenses for All Pro Dad and iMom Programs (\$50) Refreshments and Supplies for the parent trainings (\$2003)

#### Funding Source

Title 1

#### Amount Needed

\$2,053

**G5.** Proficiency of the lowest 25% will increase by 3% on the FCAT Reading 2.0.

**G5.B1** 1. Students are not exposed to differentiated instruction.

**G5.B1.S1** Teachers will receive professional development/trainings in LLI, Balanced Literacy Roll out, and other instructional strategies to help meet the diverse needs of students.

**Action Step 1**

Professional Development Trainings/Workshops

**Resource Type**

Other

**Resource**

Leveled Books (\$600) Book Shelves (\$1615) Cross Curriculum Planning(\$2561) Ipads Apps(\$160)

**Funding Source**

Title 1

**Amount Needed**

\$4,936

**G5.B2** 2. Scheduling students to receive additional reading services during the school day.

**G5.B2.S1** Utilize Response To Intervention (RTI) Facilitator, Supplemental Academic Instruction (SAI), and Classroom Teachers to provide iii intervention for targeted students.

**Action Step 1**

iii Remediation, SAI instruction, RTI instruction, Computer based programs

**Resource Type**

Evidence-Based Program

**Resource**

Rtl/SAI Instructor(\$63175) /Computer Instructor(\$17393)

**Funding Source**

Title 1 Budget

**Amount Needed**

\$80,568

**G6.** Proficiency will increase by 5% on the FCAT Writing 2.0.

**G6.B1** 1. Teachers need training for Writers Workshop.

**G6.B1.S1** The Literacy Team will be meeting monthly by grade level. Learning Team Meetings are training our staff members on effective Writing strategies/programs.

**Action Step 1**

Attending Trainings provided by the District such as the Balanced Literacy Roll out.

**Resource Type**

Other

**Resource**

Substitutes(\$570) so teachers can attend district professional development. Chart paper, copy paper, books, toner for staff development(\$2,000)

**Funding Source**

Title 1

**Amount Needed**

\$2,570

**G7.** Students scoring at Achievement Level 3 or above on the FCAT 2.0 Reading will increase by 10%.

**G7.B1** 1. Teachers are not trained in the Common Core State Standards and new Balanced Literacy program.

**G7.B1.S1** Teachers will receive Professional Development Training to assist them with the Common Core State Standards as well as the Balanced Literacy Program.

**Action Step 1**

Professional Development Training

**Resource Type**

Other

**Resource**

Common Core Institute(\$240) Substitutes (\$4112)

**Funding Source**

Title 1

**Amount Needed**

\$4,352