



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Lincoln Elementary School**

1160 AVENUE N

Riviera Beach, FL 33404

561-494-1400

[www.edline.net/pages/lincoln\\_elementaryschool](http://www.edline.net/pages/lincoln_elementaryschool)

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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> 97%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<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
Focus Year 1	5	Gayle Sitter

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

## Current School Status

### School Information

#### School-Level Information

##### School

Lincoln Elementary School

##### Principal

Dr. Tracy Sims

##### School Advisory Council chair

Dr. Shirley Cox

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

Name	Title
Dr. Tracy Sims	Principal
Alicia Porter	Assistant Principal
Elizabeth Lopez	Reading Coach
Sheryl Pinkston	Math Coach
Ruth Schwartz	ESE Contact
Tekreshia Johnson	Learning Team Facilitator

#### 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

- Chair - Dr. Cox
- Co-Chair - Mr. Robert Miller
- Teachers - Joy Barnes
- Parents -

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

School Improvement plan will be the focus of each SAC meeting in developing goals and monitoring progress of each strategy.

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

SAC meets every 2nd Wednesday of the month at 5:30 pm in the Media Center

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

There are no school improvement funds

**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:**





**Alicia K. Porter**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

Bachelors Degree in Elementary Education  
Masters Degree in Educational Leadership

**Performance Record**

2010 - 2011  
 Reading Proficiency: 61%  
 Math Proficiency: 70%  
 Writing Proficiency: 100%  
 Science Proficiency: 18%  
 Reading Learning Gains:66%  
 Math Learning Gains: 63%  
 Reading Low 25: 69%  
 Math Low 25: 79%  
 2011 - 2012  
 Reading Proficiency: 31%  
 Math Proficiency: 35%  
 Writing Proficiency: 75%  
 Science Proficiency: 31%  
 Reading Learning Gains:53%  
 Math Learning Gains: 44%  
 Reading Low 25: 56%  
 Math Low 25: 44%  
 2012 - 2013  
 Reading Proficiency: 38%  
 Math Proficiency: 49%  
 Writing Proficiency: 71%  
 Science Proficiency: 47%  
 Reading Learning Gains:73%  
 Math Learning Gains: 49%  
 Reading Low 25: 70%  
 Math Low 25: 67%

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Elizabeth Lopez</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Arts in Elementary Education K-6 Masters in Elementary Education K-12 ESOL Certification K-12 Primary Education K-3	
<b>Performance Record</b>	N/A	

<b>Sheryl Pinkston</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelors in Elementary Education N-6 Masters in Educational Leadership ESOL Endorsement Primary Education K-3	
<b>Performance Record</b>	N/A	

**Classroom Teachers**

<b># of classroom teachers</b>	47
<b># receiving effective rating or higher</b>	47, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	47, 100%
<b># ESOL endorsed</b>	47, 100%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	7, 15%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	5, 11%

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

20, 43%

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

15, 32%

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

7, 15%

**Education Paraprofessionals****# of paraprofessionals**

11

**# Highly Qualified**

3, 27%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Dr. Slms, principal, will recruit through Palm Beach County Job Fair.

Coaches, Learning Team Facilitator, Mentors, Assistant Principal, and Principal will provide support to teachers through common planning and learning team meetings as a strategy to retain highly qualified effective teachers.

**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**

First year teachers will participate in Palm Beach County's Educator Support Program. The program is overseen by Alicia Porter, Assistant Principal. Each first year teacher has a mentor that assists them in completing their Florida Educator Accomplished Practices.

**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**

Pupil Progression meetings occur with parents and teachers three times a year. Data is collected based on RRR levels, SRI scores, and Diagnostics. At these meetings recommendations to School Based

Team are determined and appropriate Tiered interventions are put in place to monitor progress of students based on goals.

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

ESE coordinator leads the SBT meetings with the assistance of the ESE teacher and school guidance counselor. Principal and Assistant Principal monitor process to ensure fidelity of functioning and responsibility of each team member.

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

Trimester pupil progression meetings held by Principal.

**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**

Assessment data is collected and disaggregated by the district EDW, Educational Data Warehouse computer system. The data that is included are: FAIR, FLKRS, Reading Running Records, Scholastic Inventory, Diagnostics, Palm Beach Writes, etc.

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

In order to support the understanding of MTSS and build capacity for staff and parents opportunities for professional development are offered during the school year. Some or all of the elements of MTSS are addressed weekly through Learning Team Meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 60

Extended day consists of 60 minutes of additional reading time using Fountas & Pinnell Leveled Literacy Intervention System (LLI). The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

**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 through the Reading Running Records using the built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching.

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

Principal, Assistant Principal, Reading Coach and Learning Team Facilitator

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Elizabeth Lopez	Reading Coach
Dr. Shirley Cox	SAI Teacher
LaToya Pringley	Teacher
Joy Barnes	Teacher
Latisha Jonas	Teacher
Candice Lovely	Teacher
Ashley Matney	Teacher
Margaret Cantrell	Teacher

**How the school-based LLT functions**

LLT will meet monthly and collaborate on major initiatives. Dr. Cox will facilitate LLI implementation, Ms. Lopez will facilitate data chats and the whole team will collaborate on implementing the Units of Study.

**Major initiatives of the LLT**

Implementing Palm Beach County's new Units of Study through the Literacy Roll Out.  
Implementing LLI program with fidelity.

Provide data chats with students to hold them accountable and to set end of the year goals through the use of SAL-P.

## Preschool Transition

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

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Kindergarten Round Up scheduled in May 2015 to incoming kindergarten students.

## 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	48%	38%	No	54%
American Indian				
Asian				
Black/African American	49%	39%	No	54%
Hispanic	38%	27%	No	44%
White				
English language learners	25%	30%	Yes	33%
Students with disabilities	47%	35%	No	52%
Economically disadvantaged	49%	27%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	21%	24%
Students scoring at or above Achievement Level 4	25	13%	15%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	10	100%	100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	142	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	27	70%	73%

**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)	16	55%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		44%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	72%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	49%	No	60%
American Indian				
Asian				
Black/African American	57%	48%	No	61%
Hispanic	44%	60%	Yes	50%
White				
English language learners	58%	50%	No	63%
Students with disabilities	52%	48%	No	57%
Economically disadvantaged	57%	48%	No	61%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	35%	38%
Students scoring at or above Achievement Level 4	21	11%	15%



**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]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	114	59%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	67%	73%

**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	21	34%	38%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

**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]		100%

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	3	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.	26	5%	2%
Students who are not proficient in reading by third grade	51	76%	40%
Students who receive two or more behavior referrals	18	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	42	7%	3%

**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**

At least 50% of the parents will attend parent training and/or SAC meetings

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents in grades K-5 attending training	150	29%	50%

**Area 10: Additional Targets**

**Additional targets for the school**

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

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

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers will infuse content required by Florida Statue and S. B. Policy	47	100%	100%

## Goals Summary

- G1.** Increase students' level of comprehension of rigorous text in order to be proficient on FCAT 2.0 Reading Assessment.
- G2.** Students will have developed the mathematical skills and concepts that are needed to reason quantitatively and to solve problems analytically in order to be proficient on FCAT 2.0 Math Assessment.
- G3.** Students will have developed the ability to know, use, and interpret scientific explanation of the natural world and learn to participate productively in scientific practices and discussions to become proficient on FCAT 2.0 Science Assessment

## Goals Detail

**G1.** Increase students' level of comprehension of rigorous text in order to be proficient on FCAT 2.0 Reading Assessment.

### Targets Supported

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

### Resources Available to Support the Goal

- Personnel Professional Development Resources to supplement curriculum Ink Paper (copy paper, chart paper, cardstock) Post its Books (teachers and students) Technology equipment Pens, pencils, markers

### Targeted Barriers to Achieving the Goal

- Students not reading on grade level
- Parent Involvement & Resources

### Plan to Monitor Progress Toward the Goal

Common Assessments Diagnostics

### Person or Persons Responsible

Principal Assistant Principal Learning Team Facilitator Coaches

### Target Dates or Schedule:

Common Assessments - Weekly Diagnostics - Fall & Winter

### Evidence of Completion:

FCAT 2.0 Reading - Spring FY14

**G2.** Students will have developed the mathematical skills and concepts that are needed to reason quantitatively and to solve problems analytically in order to be proficient on FCAT 2.0 Math Assessment.

**Targets Supported**

**Resources Available to Support the Goal**

- Personnel Professional Development Resources to supplement curriculum (Test Prep) Ink Paper (copy paper, chart paper, cardstock) Post its Books (teachers and students) Technology equipment Pens, pencils, markers

**Targeted Barriers to Achieving the Goal**

- Basic Addition, Subtraction, Multiplication, and Division Facts

**Plan to Monitor Progress Toward the Goal**

Common Assessments Diagnostics

**Person or Persons Responsible**

Principal, Assistant Principal, Coaches, and Learning Team Facilitator

**Target Dates or Schedule:**

Common Assessments - Weekly Diagnostics - Fall and Winter

**Evidence of Completion:**

FCAT 2.0 - Spring

**G3.** Students will have developed the ability to know, use, and interpret scientific explanation of the natural world and learn to participate productively in scientific practices and discussions to become proficient on FCAT 2.0 Science Assessment

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Personnel Professional Development Resources to supplement curriculum Ink Paper (copy paper, chart paper, cardstock) Post its Books (teachers and students) Technology equipment Pens, pencils, markers Consumable materials needed for lab experiments

**Targeted Barriers to Achieving the Goal**

- Scientific Process

**Plan to Monitor Progress Toward the Goal**

Common Assessments Diagnostics

**Person or Persons Responsible**

Principal Assistant Principal Learning Team Facilitator Teacher

**Target Dates or Schedule:**

Common Assessment - Weekly Diagnostics - Fall and Winter

**Evidence of Completion:**

FCAT 2.0 Science - Spring

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase students' level of comprehension of rigorous text in order to be proficient on FCAT 2.0 Reading Assessment.

**G1.B1** Students not reading on grade level

**G1.B1.S1** Administration will support an infrastructure that allows for common planning to provide a deeper understanding of common core state standards and balanced literacy

### Action Step 1

Provide extended learning opportunities and purchase supplies to supplement curriculum

#### Person or Persons Responsible

Administration and coaches

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Common Planning Notes

#### Facilitator:

Principal, Reading Coach, Learning Team Facilitator

#### Participants:

K-5 teachers

## **Action Step 2**

Provide Professional Development in Reading

### **Person or Persons Responsible**

K-5 Teachers

### **Target Dates or Schedule**

Monthly As Needed

### **Evidence of Completion**

Agendas Sign-Ins TDEs

### **Facilitator:**

Reading Coach, Learning Team Facilitator, District Specialist

### **Participants:**

K-5 Teachers

## **Action Step 3**

Hire a .5 Response to Intervention Personnel and instructional para to assist with small group instruction

### **Person or Persons Responsible**

Principal

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

SBT meeting notes Schedule for Para

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

A schedule for common planning for reading

### **Person or Persons Responsible**

Facilitators of Common Planning

### **Target Dates or Schedule**

K-2 Every Monday 3-5 Every Tuesday

### **Evidence of Completion**

Planning Notes Sign-Ins

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

### Lesson Plans

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

Principal, Assistant Principal

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

Weekly

#### **Evidence of Completion**

iObservation walkthroughs

## G1.B2 Parent Involvement & Resources

**G1.B2.S1** Create a parent resource room and hire a parent liaison to provide trainings to parents and staff

### **Action Step 1**

Hire a parent Liaison to communicate and provide training to parents relating to content

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

Principal, SAC Chair, Parent Liaison, Teachers

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

Monthly

#### **Evidence of Completion**

Parent feedback forms

#### **Facilitator:**

Principal, SAC chair, Parent Liaison

#### **Participants:**

Parents and K-5 teachers

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

Number of participants at parent content trainings

**Person or Persons Responsible**

Parent Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign-In Sheets Agendas

### **Plan to Monitor Effectiveness of G1.B2.S1**

Sign -In sheets

**Person or Persons Responsible**

Parent Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Feedback Forms SEQ



**G2.** Students will have developed the mathematical skills and concepts that are needed to reason quantitatively and to solve problems analytically in order to be proficient on FCAT 2.0 Math Assessment.

**G2.B1** Basic Addition, Subtraction, Multiplication, and Division Facts

**G2.B1.S1** Provide opportunities for higher order thinking

**Action Step 1**

Provide extended learning opportunities and purchase supplies and equipment to supplement curriculum

**Person or Persons Responsible**

Principal, Assistant Principal, Math Coach

**Target Dates or Schedule**

Daily Monthly

**Evidence of Completion**

PD Agendas Sign-In sheets

**Facilitator:**

Assistant Principal, Math Coach, District Specialist

**Participants:**

K-5 teachers

## Action Step 2

Hire math coach to model lessons, provide professional development and small group instruction for students

### Person or Persons Responsible

Principal, Assistant Principal, Math Coach

### Target Dates or Schedule

Daily

### Evidence of Completion

PD Agendas Coaches Schedule Sign-Ins

### Facilitator:

Assistant Principal, Math Coach, District Specialist

### Participants:

K-5 Teachers

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

A Schedule for Common Planning for Math

### Person or Persons Responsible

Coaches and District Specialist

### Target Dates or Schedule

K-2 Every Wednesday 3-5 Every Thursday

### Evidence of Completion

Planning Notes Sign-Ins

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

Lesson Plans

### Person or Persons Responsible

Principal Assistant Principal

### Target Dates or Schedule

Weekly

### Evidence of Completion

iObservation

**G3.** Students will have developed the ability to know, use, and interpret scientific explanation of the natural world and learn to participate productively in scientific practices and discussions to become proficient on FCAT 2.0 Science Assessment

**G3.B2** Scientific Process

**G3.B2.S1** Students will utilize Science Notebooks to record vocabulary, labs, and reflections throughout learning process

**Action Step 1**

Teacher will attend professional development opportunities

**Person or Persons Responsible**

Assistant Principal District Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas Sign-Ins TDEs

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

Schedule for Science Common Planning

**Person or Persons Responsible**

Assistant Principal District Specialist

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Meeting Notes Sign-Ins

**Plan to Monitor Effectiveness of G3.B2.S1**

Lesson Plans/Science Journal

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

iObservation

## Coordination and Integration

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

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

Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during committee and leadership team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase students' level of comprehension of rigorous text in order to be proficient on FCAT 2.0 Reading Assessment.

**G1.B1** Students not reading on grade level

**G1.B1.S1** Administration will support an infrastructure that allows for common planning to provide a deeper understanding of common core state standards and balanced literacy

### PD Opportunity 1

Provide extended learning opportunities and purchase supplies to supplement curriculum

#### Facilitator

Principal, Reading Coach, Learning Team Facilitator

#### Participants

K-5 teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Common Planning Notes

### PD Opportunity 2

Provide Professional Development in Reading

#### Facilitator

Reading Coach, Learning Team Facilitator, District Specialist

#### Participants

K-5 Teachers

#### Target Dates or Schedule

Monthly As Needed

#### Evidence of Completion

Agendas Sign-Ins TDEs

## **G1.B2 Parent Involvement & Resources**

**G1.B2.S1** Create a parent resource room and hire a parent liaison to provide trainings to parents and staff

### **PD Opportunity 1**

Hire a parent Liaison to communicate and provide training to parents relating to content

#### **Facilitator**

Principal, SAC chair, Parent Liaison

#### **Participants**

Parents and K-5 teachers

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

Monthly

#### **Evidence of Completion**

Parent feedback forms

**G2.** Students will have developed the mathematical skills and concepts that are needed to reason quantitatively and to solve problems analytically in order to be proficient on FCAT 2.0 Math Assessment.

## **G2.B1 Basic Addition, Subtraction, Multiplication, and Division Facts**

**G2.B1.S1** Provide opportunities for higher order thinking

### **PD Opportunity 1**

Provide extended learning opportunities and purchase supplies and equipment to supplement curriculum

#### **Facilitator**

Assistant Principal, Math Coach, District Specialist

#### **Participants**

K-5 teachers

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

Daily Monthly

#### **Evidence of Completion**

PD Agendas Sign-In sheets

## **PD Opportunity 2**

Hire math coach to model lessons, provide professional development and small group instruction for students

### **Facilitator**

Assistant Principal, Math Coach, District Specialist

### **Participants**

K-5 Teachers

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

PD Agendas Coaches Schedule Sign-Ins



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' level of comprehension of rigorous text in order to be proficient on FCAT 2.0 Reading Assessment.	\$97,650
G2.	Students will have developed the mathematical skills and concepts that are needed to reason quantitatively and to solve problems analytically in order to be proficient on FCAT 2.0 Math Assessment.	\$86,810
Total		\$184,460

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Professional Development	Total
Classroom Instruction within Title I budget	\$23,345	\$56,218	\$0	\$79,563
Family Involvement	\$0	\$29,746	\$0	\$29,746
Staff Development within Title I Budget	\$0	\$0	\$4,568	\$4,568
Staff Development within Title I Budget	\$0	\$70,583	\$0	\$70,583
Total	\$23,345	\$156,547	\$4,568	\$184,460

### Budget Details

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

**G1.** Increase students' level of comprehension of rigorous text in order to be proficient on FCAT 2.0 Reading Assessment.

**G1.B1** Students not reading on grade level

**G1.B1.S1** Administration will support an infrastructure that allows for common planning to provide a deeper understanding of common core state standards and balanced literacy

**Action Step 1**

Provide extended learning opportunities and purchase supplies to supplement curriculum

**Resource Type**

Evidence-Based Materials

**Resource**

Supplies (ink, paper, supplemental resources, post-its, chart paper, books, pencils, classroom materials to benefit students)

**Funding Source**

Classroom Instruction within Title I budget

**Amount Needed**

\$7,118

**Action Step 2**

Provide Professional Development in Reading

**Resource Type**

Professional Development

**Resource**

Common Core Professional Development FRA Reading Training Supplies: paper, Marzano materials, ink, notebooks, chart paper

**Funding Source**

Staff Development within Title I Budget

**Amount Needed**

\$4,568

### Action Step 3

Hire a .5 Response to Intervention Personnel and instructional para to assist with small group instruction

#### Resource Type

Personnel

#### Resource

.5 RTI and instructional paraprofessional

#### Funding Source

Classroom Instruction within Title I budget

#### Amount Needed

\$56,218

## G1.B2 Parent Involvement & Resources

**G1.B2.S1** Create a parent resource room and hire a parent liaison to provide trainings to parents and staff

### Action Step 1

Hire a parent Liaison to communicate and provide training to parents relating to content

#### Resource Type

Personnel

#### Resource

Parent Liaison Supplies (ink, paper, food, materials, books, student agendas)

#### Funding Source

Family Involvement

#### Amount Needed

\$29,746

**G2.** Students will have developed the mathematical skills and concepts that are needed to reason quantitatively and to solve problems analytically in order to be proficient on FCAT 2.0 Math Assessment.

**G2.B1** Basic Addition, Subtraction, Multiplication, and Division Facts

**G2.B1.S1** Provide opportunities for higher order thinking

**Action Step 1**

Provide extended learning opportunities and purchase supplies and equipment to supplement curriculum

**Resource Type**

Evidence-Based Materials

**Resource**

Supplies (workbooks for tutorial, ink, paper, pencils, post-its, chart paper,) Postermaker Tutorial

**Funding Source**

Classroom Instruction within Title I budget

**Amount Needed**

\$16,227

**Action Step 2**

Hire math coach to model lessons, provide professional development and small group instruction for students

**Resource Type**

Personnel

**Resource**

Salary for Coach

**Funding Source**

Staff Development within Title I Budget

**Amount Needed**

\$70,583