2013-2014 SCHOOL IMPROVEMENT PLAN

Morikami Park Elementary School

6201 MORIKAMI PARK RD
Delray Beach, FL 33484
561-894-7300
www.edline.net/pages/morikami_park_elementary

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	24%

Alternative/ESE Center	Charter School	Minority Rate
No	No	41%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Morikami Park Elementary School

Principal
Stacey Quiñones

School Advisory Council chair
Jackie Breslin

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

Name	Title
Stephanie Coletto	Assistant Principal
Michelle Lamb	ESE Contact
Eve Saraceni	Guidance Counselor
Amy Mercier	Magnet Coordinator
Stacey Quiñones	Principal

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

Our School Advisory Council is comprised of 15 members. The chairperson is Jackie Breslin, a fourth grade teacher on staff and Amy Mercier, the magnet coordinator, is the recording secretary. In addition membership includes, Stacey Quinones, the principal, the office manager and three instructional staff members. There are eight School Advisory Council members that are parents and community business partners. Our School Advosory Council represents the ethnic makeup of our school community.

Involvement of the SAC in the development of the SIP

The School Advisory Council is responsible for developing the School Improvement Plan. The council gets input from the faculty and staff in creating strategies that are aligned to the schools academic goals. In addition, the council looks at school data and standardized test data in setting goals and creating a school improvement focus.

Activities of the SAC for the upcoming school year

Monthly meetings that involve reviewing school data and monthly reviews of the SIP. Academic committee chairs attend meetings regularly to report to the SAC the progress we are making toward our SIP goals.

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

After-school tutorial-$3500.00

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:

Stacey Quiñones		
Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	BA Elementary Education, Florida Atlantic University certified 1-6 with ESOL endoresement MS Educational Leadership K-12, Nova Southeastern University; Principal certification State of Florida
Performance Record	2012-2013 Grade A total points-652 Reading Mastery-84%, Math mastery-90%, Writing mastery-98%, Science mastery-86%, % making learning gains reading-74%, % making learning gains math-72%, lowest 25% making learning gains reading-76%, lowest 25% making learning gains math-72% 2011-2012 Grade A total points-665 Reading Mastery-87%, Math mastery-89%, Writing mastery-97%, Science mastery-80%, % making learning gains reading-84%, % making learning gains math-78%,lowest 25% making learning gains reading 83%, %lowest 25% making learning gains math-67%.

Stephanie Coletto		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
Credentials	Bachelor of Arts-Elementary Education,Florida Atlantic University Master of Education-Educational Leadership, Nova Southeastern University ESOL Endorsement,Reading Endorsement Elementary K-6 Certification Educational Leadership All Levels Certification	
Performance Record	2012-2013 Grade A total points-652 Reading Mastery-84%, Math mastery-90%, Writing mastery-98%, Science mastery-86%, % making learning gains reading-74%, % making learning gains math-72%, lowest 25% making learning gains reading-76%, lowest 25% making learning gains math-72% 2011-2012 Grade A total points-665 Reading Mastery-87%, Math mastery-89%, Writing mastery-97%, Science mastery-80%, % making learning gains reading-84%, % making learning gains math-78%,lowest 25% making learning gains reading 83%, %lowest 25% making learning gains math-67%.	

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

63

 # receiving effective rating or higher

63, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

63, 100%

 # ESOL endorsed
40, 63%

 # reading endorsed
3, 5%

 # with advanced degrees
27, 43%

 # National Board Certified
6, 10%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
7, 11%

 # with 6-14 years of experience
32, 51%

 # with 15 or more years of experience
23, 37%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

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

Stacey Quiñones, Principal recruits and retains highly qualified teachers by working closely with teachers on staff and getting recommendations for instructional openings at school. Additionally, our new staff members are supported by being assigned a mentor and meeting weekly with their mentor to discuss instructional strategies and school policies.

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

Teachers new to our staff are mentored by an experienced grade level team member. We pair teachers with someone from their grade level so that they can provide the necessary support and share a common planning time and lunch time. This enables the mentor and the mentee to meet during common planning and/or weekly team meetings to discuss grade level material and any concerns.

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

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

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

The MTSS/RTI 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/ Leadership Team, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

The principal and assistant principal provide 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 MTSS/RTI Leadership Team is implementing 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 o
The other members of the Leadership Team 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 to teachers.

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

The school-based RtI Leadership Team will meet weekly 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 RtI Leadership Team.

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
Palm Beach County Fall Diagnostics (EDW Reports)
Palm Beach Writes
K-4 Literacy Assessment System
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
CORE K-12 (Pull Reports)
Office Discipline Referrals (EDW Reports)
Retentions
Absences (Reports from TERMS)
Midyear data:
Palm Beach County Winter Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
End of year data:
Florida Comprehensive Assessment

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

The school-based ESE coordinator will provide in-service to the faculty on designated professional development days (PDD).
These in-service opportunities will include, but are not limited to, the following:
-Problem Solving Model
-consensus building
-Positive Behavioral Intervention and Support (PBIS)
-data-based decision-making to drive instruction
-progress monitoring
-selection and availability of research-based interventions
-tools utilized to identify specific discrepancies in reading.
Individual professional development will be provided to classroom teachers, as needed.
Parents are provided understanding through our monthly SAC meetings and SBT meetings.

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

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

Strategy: Before or After School Program	
Minutes added to school year: 1,380	

After school tutorial reading and math program will be offered to our lowest 25% in grades 3-5.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pre and post test will be given to the students in the tutorial program.

Who is responsible for monitoring implementation of this strategy?

Assistant principal

Literacy Leadership Team (LLT)

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

Name	Title
Stacey Quinones	Principal
Taryn Benjamin	Kindergarten Teacher
Hope Hirsh	First Grade Teacher
Suzanne Russell	Second Grade Teacher
Natalie Lictenthal	Third Grade Teacher
Kimberly Cain	Fourth Grade Teacher
Jennifer Mandel	Fifth Grade Teacher
Becky Brant	Media Specialist
Marsha Tribble	Third Grade Teacher
Eve Collins	SAI Teacher
Tracy Nixon	ESE Teacher

How the school-based LLT functions

The LLT will meet once a month to analyze data and make decisions regarding strategies to improve student achievement in reading and writing. Each teacher will share grade level accomplishments and challenges to be discussed among the team. The principal will work with the team to develop a plan that addresses the school's goals and the strategies needed to assist in student achievement.

Major initiatives of the LLT

A major focus this year is the successful implementation of the new Units of Study in Reading.
Support the grade levels in the implementation of lesson planning that support Critical Thinking Skills.
All teachers will attend Level 1 RRR training and provide the necessary support for assessment of students.
Supporting the teachers in implementing the Writers Workshop model successfully.
Supporting our lowest 25th in reading so that they will achieve a year's worth of growth.

Supporting the teachers in Increasing students' independent reading stamina through use of reading logs and reflections reading behaviors.
Supporting the Morikami Families with literacy by hosting an annual Literacy Night and a Barnes and Noble Night.

Every Teacher Contributes to Reading Instruction

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

N/A

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

Strategies used to assist preschool children in their transition are:
*Parents and students attened an orientation in May to receive information to assist in preparing students for kindergarten
*Teachers assessed students literacy development prior to the start of the school year
*A staggered start schedule was implemented to assist students in transitioning
*Kindergarten students are assigned 5th grade buddies at the beginning of the school year to assist with classroom adjustment and confidence in being a Morikami student. They read together once a week.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	84%	84%	Yes	86%
American Indian				
Asian	97%	96%	Yes	97%
Black/African American	76%	67%	No	78%
Hispanic	80%	89%	Yes	82%
White	87%	85%	No	88%
English language learners	88%	100%	Yes	90%
Students with disabilities	58%	55%	No	62%
Economically disadvantaged	72%	75%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	21%	22%
Students scoring at or above Achievement Level 4	244	62%	68%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	303	77%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	26	76%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	134	98%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	89%	90%	Yes	90%
American Indian				
Asian	97%	100%	Yes	97%
Black/African American	79%	83%	Yes	81%
Hispanic	88%	90%	Yes	90%
White	92%	91%	No	93%
English language learners	92%	100%	Yes	93%
Students with disabilities	66%	68%	Yes	69%
Economically disadvantaged	80%	84%	Yes	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	20%	22%
Students scoring at or above Achievement Level 4	274	70%	70%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	299	76%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	76%	80%

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	24	17%	19%
Students scoring at or above Achievement Level 4	96	69%	69%

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)	6		6
Participation in STEM-related experiences provided for students	795	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	2	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	19	16%	10%
Students who receive two or more behavior referrals	6	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	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

Host a family Literacy Night
Host a family Math Night at Publix
Host a family Science Night

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy Night	150	22%	27%
Math Night	100	20%	25%
Science Night	75	15%	20%

Area 10: Additional Targets

Additional targets for the school

Morikami Park 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 African and African Americans
*Hispanic Contributions
*Women's Contributions
*Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Morikami Park 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 African and African Americans *Hispanic Contributions *Women's Contributions *Sacrifices of Veterans	795	100%	100%

Goals Summary

G1. Increase student achievement on FCAT 2.0 Reading by 7%.

G2. Increase learning gains for the lowest 25% by 8%.

Goals Detail

G1. Increase student achievement on FCAT 2.0 Reading by 7%.

Targets Supported

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

Resources Available to Support the Goal

- Units of Study, classroom libraries, Fountas & Pinnell Literacy Assessment, Continuum Literacy of Learning, Fountas & Pinnell Prompting Guides

Targeted Barriers to Achieving the Goal

- Teachers understanding how to implement the new units of study and how to use all of the new resources with fidelity.

Plan to Monitor Progress Toward the Goal

Classroom walk through data will be analyzed looking for evidence of teachers moving from beginning or developing to applying or innovating in their instructional strategies during the literacy block. Teachers not demonstrating a positive movement will be given additional training and support.

Person or Persons Responsible

Principal, assistant principal and classroom teachers.

Target Dates or Schedule:

On going throughout school year.

Evidence of Completion:

Teachers refection journals and action plans.

G2. Increase learning gains for the lowest 25% by 8%.

Targets Supported

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

Resources Available to Support the Goal

- Use of manipulatives, Mobis, Reflex Math, Core K-12, Solving for Why- Understanding, Assessing K-8, and math journals.

Targeted Barriers to Achieving the Goal

- Over dependence of using the textbook/Teacher's Edition as a resource.

- Depth of knowledge of the standards and the declarative and procedural knowledge required for each concept.

Plan to Monitor Progress Toward the Goal

Data analysis of each classroom assessment given using an analysis sheet. Each question will be analyzed and areas of difficulty will be retaught through small group lessons.

Person or Persons Responsible
Classroom teacher

Target Dates or Schedule:
on-going throughout the school year.

Evidence of Completion:
Administration will collect data analysis sheets, review lesson plans, and conduct data chats.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement on FCAT 2.0 Reading by 7%.

G1.B1 Teachers understanding how to implement the new units of study and how to use all of the new resources with fidelity.

G1.B1.S1 Teachers attend available training

Action Step 1

Literacy leaders will attend monthly meetings and share with their grade level. Encourage and notify the staff to attend trainings that are offered and make sub funding available. Support teachers will attend LLI training.

Person or Persons Responsible

Principal and Assistant Principal will notify staff of trainings. Literacy Leaders will share important updates with grade level.

Target Dates or Schedule

The training will be on-going throughout the school year.

Evidence of Completion

Teachers will provide agendas from trainings as evidence.

Facilitator:

District staff/school staff

Participants:

K-5 Teachers

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

Monitoring will be on-going through lesson plan checks, review of agendas, classroom observations, discussions at LTMs.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Observation reports, agendas, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Assessment data from diagnostics and RRR will be analyzed. An increase in proficiency will be expected and if not seen, instructional strategies will be altered.

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teacher

Target Dates or Schedule

Fall and winter diagnostic reports, trimester RRR EDW reports as well as fall and winter data chats.

Evidence of Completion

Teacher action plans, data chat notes, EDW reports, and observation notes.

G1.B1.S2 Increase teacher collaboration time

Action Step 1

On PD days teachers will meet to plan scope and sequence for units of study. When possible, teachers will go as grade level groups to district trainings. Teachers will have weekly LTMs to share best practices.

Person or Persons Responsible

Principal, assistant principal, Magnet coordinator and classroom teachers.

Target Dates or Schedule

Ongoing throughout school year.

Evidence of Completion

PD agendas, grade level notes, sign in sheets, grade level score and sequence.

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

Administration will attend weekly LTM meetings and PDD meetings. Administration will review grade level agendas.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

On-going throughout school year.

Evidence of Completion

Grade level notes and sign-in sheet.

Plan to Monitor Effectiveness of G1.B1.S2

Assessment data from diagnostics and RRR will be analyzed. An increase in proficiency will be expected and if not seen, instructional strategies will be altered.

Person or Persons Responsible

Principal, assistant principal and classroom teachers.

Target Dates or Schedule

On going throughout school year.

Evidence of Completion

EDW reports, lesson plans, observation notes.

G2. Increase learning gains for the lowest 25% by 8%.

G2.B1 Over dependence of using the textbook/Teacher's Edition as a resource.

G2.B1.S1 Increase teacher collaboration time, to analyze units and plan for in-depth learning.

Action Step 1

On PD days teachers will meet to plan scope and sequence for math units. Teachers will have weekly LTM's to share best practices.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Teachers will provide administration with their units of study and regular lesson plan checks will be conducted on a scheduled basis.

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

Administration will attend LTMs and assist with the writing of the math units of study.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

on-going throughout the school year.

Evidence of Completion

Units of Study, lesson plans, classroom walkthroughs

Plan to Monitor Effectiveness of G2.B1.S1

Successful implementation will produce and increase in learning gains with the lowest 25%. Classroom assessments, Core K-12 reports, and EDW diagnostic reports will be collected and analyzed.

Person or Persons Responsible

Classroom teachers, principal, and assistant principal

Target Dates or Schedule

on-going throughout the school year.

Evidence of Completion

Administration will collect math units of study, teachers' action plans for students, and classroom observation notes.

G2.B2 Depth of knowledge of the standards and the declarative and procedural knowledge required for each concept.

G2.B2.S1 Unpacking the standards to determine the declarative and procedural knowledge that is necessary for mastery of the content.

Action Step 1

At LTMs and PDDs, teachers will be provided time to unpack the standards to determine the declarative and procedural knowledge needed for mastery of the standard.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Administration will collect the "Unpacking the Standards" template.

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

Administration will attend LTMs and provide support to grade levels in outlining declarative and procedural knowledge.

Person or Persons Responsible

Principal, assistant principal, and classroom teachers.

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Administration will collect the "Unwrapping the Standards" template.

Plan to Monitor Effectiveness of G2.B2.S1

Successful implementation will produce an increase in learning gains with the lowest 25%. Classroom assessments, Core K-12 reports, and EDW diagnostic reports will be collected and analyzed.

Person or Persons Responsible

Principal, assistant principal, and classroom teacher.

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Administration will collect EDW reports, Core K-12 reports, and classroom assessment data.

Coordination and Integration

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

Our school integrates a Single School Culture by sharing our universal guidelines for success, following our school wide behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during learning team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of Sw PBS programs. In addition we host a Multicultural Day in which teachers and students participate in a variety of activities that highlight cultures from around the world.

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 student achievement on FCAT 2.0 Reading by 7%.

G1.B1 Teachers understanding how to implement the new units of study and how to use all of the new resources with fidelity.

G1.B1.S1 Teachers attend available training

PD Opportunity 1

Literacy leaders will attend monthly meetings and share with their grade level. Encourage and notify the staff to attend trainings that are offered and make sub funding available. Support teachers will attend LLI training.

Facilitator

District staff/school staff

Participants

K-5 Teachers

Target Dates or Schedule

The training will be on-going throughout the school year.

Evidence of Completion

Teachers will provide agendas from trainings as evidence.

Appendix 2: Budget to Support School Improvement Goals