2013-2014 SCHOOL IMPROVEMENT PLAN

Archer Elementary
14533 SW 170TH ST
Archer, FL 32618
352-495-2111
http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	60%

Alternative/ESE Center	Charter School	Minority Rate
No	No	43%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	B	A	A	B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Archer Elementary

Principal

Cory Tomlinson

School Advisory Council chair

Andrea Mousa

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

Name	Title
Mary Cooke	Curriculum Resource Teacher
Trey Whiddon	Behavior Resource Teacher
Kirby Basting	Certified School Counselor

District-Level Information

District

Alachua

Superintendent

Hershel Lyons

Date of school board approval of SIP

Pending

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 committee is designed to help make decisions that effect student achievement. The committee meets several times a year to discuss ongoing educational goals and funding that pertains to the SIP.
Cory Tomlinson - Principal
Andrea Mousa - SAC Chair
Laurie Tornese - Secretary
Mary Cooke - staff
Amanda Boggs - Parent
Janice Shepard - Retired Teacher
Eric Drummond - Parent/ Community Business Leader
Shellie Banfield - Community Educational Leader
Sharon Quigley - Parent

Involvement of the SAC in the development of the SIP

The SAC committee meets on a regular basis to discuss the goals for the upcoming school year. Throughout the year assessment data is shared at meeting and decisions are made based on information discussed. The SIP is reviewed and signed off on by the committee before final approval.

Activities of the SAC for the upcoming school year

This year the SAC has voiced an interest in purchasing additional educational technology for the classrooms. This will directly effect student achievement by allowing more educational opportunities.

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

The projected use of LOT funds or the 2013-2014 school year is 2,000. This amount will be used as mentioned above.

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
1

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

Administrator Information:

Cory Tomlinson		
Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Elementary Education K-6 Educational Leadership and Supervision School Principal K-12
Performance Record	2012-2013 - B Grade, Reading 76%, Math 74%, Writing 60%, Science 71%, Learning Gains in Reading 74%, Learning Gains in Math 66%, Lowest 25% in Reading 49%, Lowest 25% in Math 57%

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Melody Hoffstetter		
Part-time / District-based	Years as Coach: 8	Years at Current School: 8

Areas	Other
Credentials	
Performance Record	2012-2013 - B Grade, Reading 76%, Math 74%, Writing 60%, Science 71%, Learning Gains in Reading 74%, Learning Gains in Math 66%, Lowest 25% in Reading 49%, Lowest 25% in Math 57% 2011-2012 – A, Reading 69%, Math 78%, Writing 84%, Science 75%, Learning Gains 67% in Reading and 75% in Math, Lowest 25% 54% in Reading and 45% in Math 2010-2011 - A, Reading 81%, Math 88%, Writing 89%, Science 72%, Learning Gains 69% in Reading and 75% in Math, Lowest 25% 54% in Reading and 68% in Math. AYP = No

Classroom Teachers

# of classroom teachers
36

 # receiving effective rating or higher
36, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
36, 100%

 # ESOL endorsed
35, 97%

 # reading endorsed
3, 8%

 # with advanced degrees
18, 50%

 # National Board Certified
0, 0%

 # first-year teachers
4, 11%

 # with 1-5 years of experience
8, 22%

 # with 6-14 years of experience
12, 33%

 # with 15 or more years of experience
12, 33%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Teacher Recruitment and Retention Strategies

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

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

1. All teachers new to Archer Elementary are partnered with a Team Leader to answer any questions and assist in general orientation to the school. Team Leaders also assist new teachers in planning.
2. Beginning teachers have a mentor coach assigned by the district.
3. District hosted job fair each Spring to recruit highly qualified teachers.
4. New teacher orientation held at school during pre-planning

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

Nancy Logan is assigned the beginning teachers at Archer Elementary for the 2013-2014 school year. She will meet with them on a biweekly basis as a cohort to discuss the beginning teacher program. The beginning teacher attend trainings throughout the year to offer professional development.

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

Principal: Provides a common vision for data-based instructional decision making, provides RtI training for staff to support the RtI process, ensures implementation of intervention support and documentation, communicates with parents regarding the RtI process, regularly meets with the leadership team to review student data of students in the RtI process.

Guidance Counselor: Organizes Educational Planning Team meetings that include members of the RtI Team (leadership team members, teachers, and parents), conducts observations, participate in and lead professional development in the RtI process, has on-going conversations with the school psychologist regarding students in the RtI process, works with teachers to chart student data.

School Psychologist: Participates in Education Planning Team meetings, when possible; assists teachers in charting student data; assists with collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention, as needed.

Curriculum Resource Teacher: Assists teachers with implementation of core and supplemental curriculum; test coordinator for the school; reviews test data to determine at-risk students; attends Educational Planning Team meetings, as appropriate; assists teachers in developing interventions for students; assists in data collection, data analysis, progress monitoring; makes decisions based on

student assessment data; helps identify and places students in intervention groups; conducts observations.

CIMS Facilitator: Facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; assists teachers in the development of lessons for both core and supplemental instruction; RtI Facilitator; attends Educational Planning Team meetings, as appropriate; helps teachers develop appropriate interventions for struggling students; meets with teachers regularly to review data, discuss interventions.

Title I teachers: Provide information about supplemental instruction; collect data based on interventions; meets with classroom teachers to review student progress; keep data based on interventions; charts data.

Classroom Teachers: Provide information about core curriculum; collect data based on interventions; meets with CIM Facilitator to review student progress; keeps data based on interventions; charts data.

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

The RtI team (minus Title I teachers and classroom teachers) meets weekly as the Leadership Team to discuss student progress and review student data. These meetings are led by the Principal. Meetings are held regularly with the teachers and CIMS Facilitator (with others joining as needed) to review student data and progress in interventions. Student data is reviewed to identify if students are making progress in the intervention group or if the intervention needs to be revised. The team also identifies professional development needs and resources.

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

Some of the members of the RtI Leadership Team are also on the School Advisory Council and/or leadership team of the school. These members regularly meet with staff, provide input, and share information with the faculty, as well as the School Advisory Council.

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: Gathered at the beginning of the school year and includes Benchmark Assessments, Florida Comprehensive Assessment (FCAT) from the prior year, Florida Assessment for Instruction in Reading (FAIR), Curriculum assessments from District Adopted Curriculum, Scored Writing Prompts.

Progress Monitoring: FAIR, Benchmark Assessments, Mini-Assessments based on interventions, Curriculum Assessments from District Adopted Curriculum, monthly scored writing prompts.

Mid-Year Data: Benchmark Assessments, FAIR, Curriculum Assessments from District Adopted Curriculum, Scored Writing Prompts.

End-of-Year Data: Benchmark Assessments, FAIR, Curriculum Assessments from District Adopted Curriculum, Scored Writing Prompts, Florida Comprehensive Assessment Test (FCAT).

Behavior Data: Student referrals are input into Infinite Campus, the district-wide student data base program. Reports can be run and printed to gather information on students. Implementation of SWIS behavior management will be on-going.

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

Professional development will be provided in Leadership Team meetings with our school psychologist training the leadership team in requirements of RtI. The School Psychologist trained teachers at the beginning of the school year in RtI procedures, data collection, ongoing progress monitoring, and the

overall RtI process. The leadership team will provide training through faculty meetings, CIMS meetings, team leader meetings, and individual meetings, as needed.

Literacy Leadership Team (LLT)

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

Name	Title
Cory Tomlinson	Principal
Mary Cooke	CRT
Lisa Lauger	CIMS/ Title 1 Lead Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet bi-weekly and will be led by the Principal or CRT. The meetings will include the following activities: review RtI process, review testing schedules, discuss professional development needs of the staff, evaluation of curriculum expectations, evaluation of what is working well, reporting to Principal what teachers may need support in to achieve maximum student growth. The team leaders on the Literacy Leadership Team will report back to their grade level teams any discussions and decisions made.

Major initiatives of the LLT

Major initiatives include implementation literacy workstations, increasing text complexity and informational text students are exposed to, Response to Intervention, testing fidelity followed by data driven decision making based on assessment outcomes, on-going data review.

Every Teacher Contributes to Reading Instruction

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

The school engages each teacher in professional development to insure that reading is a school wide focus. Teachers that have multiple planning in their schedule are pushed into classrooms during reading instruction to offer support in small groups. This allows the classroom teacher and co teacher to reach more students and target areas that need to be strengthened. These additional teachers also are accountable for reading instruction in their respected classrooms. Through classroom observations and snapshots, they are required to infuse vocabulary and reading strategies in their lessons.

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

The school district and school advertises (through local media, school newsletters, school marquis, posters) and the school hosts a Kindergarten Round-Up in April of each year for families to register their incoming kindergarten students. Local churches and businesses also support this through advertisement and distribution of fliers. Students spend time in the kindergarten classrooms while parents hear about the school, procedures, routines, curriculum and fill out their registration paperwork. In addition, we do have a Head Start classroom on campus and many of those students come to Archer Elementary for kindergarten, so the Head Start teacher and kindergarten teachers communicate about incoming kindergarten students in the Spring. For students with disabilities, kindergarten transition meetings are

held with representatives from Archer in attendance to learn about the student and update the IEP for the student to start kindergarten.

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	73%	77%	Yes	76%
American Indian				
Asian				
Black/African American	52%	48%	No	57%
Hispanic	63%	87%	Yes	67%
White	82%	86%	Yes	84%
English language learners				
Students with disabilities	46%	48%	Yes	51%
Economically disadvantaged	57%	58%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	21%	23%
Students scoring at or above Achievement Level 4	133	54%	56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	96	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	13	43%	50%

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	44	60%	62%
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	77%	74%	No	79%
American Indian				
Asian				
Black/African American	43%	46%	Yes	49%
Hispanic	63%	80%	Yes	67%
White	88%	82%	No	89%
English language learners				
Students with disabilities	50%	38%	No	55%
Economically disadvantaged	58%	58%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	27%	25%
Students scoring at or above Achievement Level 4	110	45%	47%

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	84	62%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	50%	52%

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	15	20%	23%
Students scoring at or above Achievement Level 4	38	51%	54%

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]*		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	41	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	7	2%	1%
Students who are not proficient in reading by third grade	23	23%	20%
Students who receive two or more behavior referrals	9	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	1%

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

Increase the percentage of parents who participate in school activities

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
680 parents will participate in school activities during the 2013 - 2014 school year. This is a 5% increase over the 2013-2014 school year.	507	60%%	680%

Goals Summary

G1. 27% of students in grades 3-5 will achieve at a Level 3 in reading as measured by the 2014 FCAT

G2. 57% of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2014 FCAT

G3. Increase the percentage of students in the black and white sub groups making learning gains as measured in reading on the 2014 FCAT

G4. Increase the percentage of students with disabilities making learning gains as measured in reading on the 2014 FCAT

G5. Increase the percentage of students in the Economically Disadvantaged sub-group making learning gains as measured by the Reading portion of the 2014 FCAT.

G6. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2014 FCAT

G7. 79% of students in grades 3-5 will achieve a Level 3 or above in math as measured by the 2014 FCAT.

G8. 47% of of student in grades 3-5 will achieve at or above a level 4 in math as measured by the 2014 FCAT.

G9. 89% of 3-5 grade students in the white sub group will achieve at or above a level 3 in math as measured by the 2014 FCAT.

G10. Increase the percentage of students with disabilities making learning gains as measured in math on the 2014 FCAT.

G11. 64% of 3-5 grade students will make learning gains as in math as measured by the 2014 FCAT.

G12. 52% of 3-5 grade students in the the lowest 25% will make learning gains in math as measured by the 2014 FCAT.

G13. Increase the percentage of students achieving above proficiency (Levels 4 and 5) as measured by the Science portion of the 2013 FCAT.

G14. Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2014 FCAT

G15. Increase the daily average attendances from 96% to 97%

G16. Decrease the number of students receiving suspensions by at least 2% during the 2013-2014 school year

Goals Detail

G1. 27% of students in grades 3-5 will achieve at a Level 3 in reading as measured by the 2014 FCAT

Targets Supported

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

Resources Available to Support the Goal

- Common Core standards taught through Scott Foreman reading series, small group differentiated instruction, text complexity implementation focusing on student Lexile levels

Targeted Barriers to Achieving the Goal

- Lack of parental support

- Range of instructional levels in classrooms

Plan to Monitor Progress Toward the Goal

Using the parental involvement documents we will plan future events to educate parents and give opportunities to use free educational material

Person or Persons Responsible

Principal, CIMS Facilitator

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Analyzing Title 1 documents that show parental involvement opportunities

G2. 57% of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2014 FCAT

Targets Supported

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

Resources Available to Support the Goal

- Common Core standards taught through Scott Foreman reading series, small group differentiated instruction, text complexity implementation focusing on student Lexile levels

Targeted Barriers to Achieving the Goal

- Meeting the needs of gifted and academically talented students

- Range of instructional levels in classrooms

Plan to Monitor Progress Toward the Goal

Assessment data will be reviewed every 6 weeks in data chats with grade level teams

Person or Persons Responsible
Principal, CIMS Facilitator, classroom teachers

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
Review of reading assessment data

G3. Increase the percentage of students in the black and white sub groups making learning gains as measured in reading on the 2014 FCAT

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

Resources Available to Support the Goal
- Common Core standards taught through Scott Foreman reading series, small group differentiated instruction, text complexity implementation focusing on student Lexile levels

Targeted Barriers to Achieving the Goal
- Lack of parental support

- Range of instructional levels in classrooms

Plan to Monitor Progress Toward the Goal

Using the parental involvement documents we will plan future events to educate parents and give opportunities to use free educational material

Person or Persons Responsible
Principal, CIMS Facilitator

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
Analyzing Title 1 documents that show parental involvement opportunities

G4. Increase the percentage of students with disabilities making learning gains as measured in reading on the 2014 FCAT

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

Resources Available to Support the Goal
- Common Core standards taught through Scott Foreman reading series, small group differentiated instruction, text complexity implementation focusing on student Lexile levels

Targeted Barriers to Achieving the Goal
- Students with identified academic deficiencies

Plan to Monitor Progress Toward the Goal

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

Person or Persons Responsible
Principal, CRT, Guidance Counselor, CIMS facilitator

Target Dates or Schedule:
8 weeks and as needed

Evidence of Completion:
FAIR data, Discovery Education assessment, Unit test scores, FCAT data

G5. Increase the percentage of students in the Economically Disadvantaged sub-group making learning gains as measured by the Reading portion of the 2014 FCAT.

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

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Students with identified academic deficiencies
- Lack of prior knowledge

Plan to Monitor Progress Toward the Goal

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

Person or Persons Responsible
Principal, CRT, Guidance Counselor, CIMS facilitator

Target Dates or Schedule:
8 weeks and as needed

Evidence of Completion:
FAIR data, Discovery Education assessment, Unit test scores, FCAT data

G6. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2014 FCAT

Targets Supported

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

Resources Available to Support the Goal

- Common Core standards taught through Scott Foreman reading series, small group differentiated instruction, text complexity implementation focusing on student Lexile levels

Targeted Barriers to Achieving the Goal

- Students with identified academic deficiencies

- Lack of prior knowledge

Plan to Monitor Progress Toward the Goal

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

Person or Persons Responsible

Principal, CRT, Guidance Counselor, CIMS facilitator

Target Dates or Schedule:

8 weeks and as needed

Evidence of Completion:

FAIR data, Discovery Education assessment, Unit test scores, FCAT data

G7. 79% of students in grades 3-5 will achieve a Level 3 or above in math as measured by the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- Use of Everyday Counts, Calendar Math

- Use of Math work stations and small group instruction

- Professional development for staff - district support staff

- Differentiated instruction

- Planning day for new curriculum

Targeted Barriers to Achieving the Goal

- New curriculum

- Pacing guides and schedules - do not allow for necessary remediation time

Plan to Monitor Progress Toward the Goal

Classroom walk throughs, lesson plan review, data chats

Person or Persons Responsible
Principal, CRT, FCIM Facilitator, Classroom Teacher

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
District Math Benchmark assessments, math chapter tests, On Track, FCAT

G8. 47% of of student in grades 3-5 will achieve at or above a level 4 in math as measured by the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal
- Everyday Counts Calendar Math
- use of math work stations and small group instruction
- Professional development for staff - district support staff
- Planning day for new curriculum
- AIMS resource books

Targeted Barriers to Achieving the Goal
- new curriculum
- Pacing guides and schedules do not allow for necessary enrichment time

Plan to Monitor Progress Toward the Goal

classroom walk throughs, lesson plans, data chats

Person or Persons Responsible
Principal, CRT, FCIM Facilitator, classroom teacher

Target Dates or Schedule:
13-14 school year

Evidence of Completion:
District Math Benchmark tests, On Track, math chapter tests, FCAT

G9. 89% of 3-5 grade students in the white sub group will achieve at or above a level 3 in math as measured by the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal
- Use of Everyday Counts Calendar Math
- Use of math work stations and small group instruction
- Professional development for math with district staff support
- Planning day for new curriculum

Targeted Barriers to Achieving the Goal
- new curriculum
- pacing guides and schedules do not allow for necessary remediation time

Plan to Monitor Progress Toward the Goal

FCAT Math, On Track, Math benchmark assessments, math chapter tests

Person or Persons Responsible
Principal, CRT

Target Dates or Schedule:
February 2013 - May 2014

Evidence of Completion:
walk throughs, lesson plans, data chats

G10. Increase the percentage of students with disabilities making learning gains as measured in math on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal
- Use of Every Day Counts Calendar math
- Use of Math work stations and small group instruction
- Professional development for staff - district support staff
- planning day for new curriculum

Targeted Barriers to Achieving the Goal
- lack of prior knowledge
- multi-age classrooms

Plan to Monitor Progress Toward the Goal

classroom walk throughs, lesson plan revew, data chats

Person or Persons Responsible
Principal, CRT, FCIM Facilitator, classroom teachers

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
district math benchmark assessments, math chapter tests, On Track, FCAT

G11. 64% of 3-5 grade students will make learning gains as in math as measured by the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal
- Use of Everyday Counts Calendar Math
- Use of Math Work stations and small group instruction
- Professional development for staff - district support staff
- Differentiated instruction
- Planning day for new curriculum

Targeted Barriers to Achieving the Goal
- New curriculum
- pacing guide and schedule do not allow for necessary remediation time

Plan to Monitor Progress Toward the Goal

classroom walk throughs, lesson plan reviews, data chats

Person or Persons Responsible
Principal, CRT, FCIM Facilitator, Classroom Teacher

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
District Math Benchmark assessments, math chapter tests, On Track, FCAT

G12. 52% of 3-5 grade students in the the lowest 25% will make learning gains in math as measured by the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- use of Everyday Counts, Calendar Math
- Use of Math work stations and small group instruction
- Professional development for staff - district support staff
- differentiated instruction
- planning day for new curriculum

Targeted Barriers to Achieving the Goal

- lack of prior knowledge
- pacing guide and schedule do not allow for necessary remediation time

Plan to Monitor Progress Toward the Goal

classroom walk throughs, lesson plan review, data chats

Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Classroom teachers

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

district math benchmark tests, math chapter tests, On Track, FCAT

G13. Increase the percentage of students achieving above proficiency (Levels 4 and 5) as measured by the Science portion of the 2013 FCAT.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- National Geographic Science core curriculum, leveled readers, use of student science notebooks, NG Connect

Targeted Barriers to Achieving the Goal

- Lack of Prior Knowledge
- Reading Comprehension
- Lack of motivation

Plan to Monitor Progress Toward the Goal

Embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons

Person or Persons Responsible

Principal, CIMS facilitator, Classroom Teachers, CRT

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

On Track Science benchmark assessments, Core Curriculum Assessments, FCAT, Lab Journals

G14. Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2014 FCAT

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Implementation of National Geographic Science core curriculum, including inquiry lessons use of student science notebooks, leveled readers and NC Connect (Technology)

Targeted Barriers to Achieving the Goal

- Lack of prior knowledge

- Reading Comprehension

- Lack of motivation

Plan to Monitor Progress Toward the Goal

Embed science instruction with technology (Discovery Education, BrainPop, NG connect, etc). and hands on inquiry lessons

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers

Target Dates or Schedule:

2013-2014 School Year

Evidence of Completion:

On Track Science Benchmark, assessments, Big Idea Science Assessments, FCAT

G15. Increase the daily average attendances from 96% to 97%

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Continuation of Positive behavior support to reward students for being in school and on time.

Targeted Barriers to Achieving the Goal

- Poverty (work schedules, lack of transportation, illness)
- Parent Knowledge

Plan to Monitor Progress Toward the Goal

Continuation of PBS to reward students for being in school and on time

Person or Persons Responsible
Principal, BRT, Positive Behavior Support Team

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
Attendance Data

G16. Decrease the number of students receiving suspensions by at least 2% during the 2013-2014 school year

Targets Supported

- All Areas

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

- Writing

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

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Continuation of Positive Behavior Support to reward students for positive behaviors

Targeted Barriers to Achieving the Goal

- Student Motivation

- Students with high behavioral needs

Plan to Monitor Progress Toward the Goal

Continuation of Positive Behavior Support to reward students for positive behaviors

Person or Persons Responsible
Principal, PBS team

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
Discipline Data

Action Plan for Improvement

Problem Solving Key

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

G1. 27% of students in grades 3-5 will achieve at a Level 3 in reading as measured by the 2014 FCAT

G1.B1 Lack of parental support

G1.B1.S1 Host parent workshops to help parents work with their students, provide access to educational materials through a resource room

Action Step 1

Host parent picnic days and parent nights to educate parents on the different available educational materials they can use at home with their students

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, District Reading Coaches

Target Dates or Schedule

Fall 2013 school year

Evidence of Completion

Parental involvement activities and Title 1 parent sign in sheets

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

Analyzing Title 1 documents that show parental involvement opportunities

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

On going 2013-2014 school year

Evidence of Completion

Title 1 parental involvement documents

Plan to Monitor Effectiveness of G1.B1.S1

Analyzing Title 1 documents that show parental involvement opportunities

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Title 1 parental involvement documents

G1.B1.S2 Extended Day Intervention Program for students in 3rd - 5th grades

Action Step 1

Extended Day Intervention Program

Person or Persons Responsible

3rd - 5th grade students identified based on current reading data and last year's FCAT data

Target Dates or Schedule

Two times per week for a total of two hours per week

Evidence of Completion

FAIR data, Discovery Ed, District Benchmark assessments

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

Lesson plans, FAIR data, Benchmark assessments

Person or Persons Responsible

Principal, FCIM Facilitator

Target Dates or Schedule

Lesson plans each week, benchmark and FAIR results as available

Evidence of Completion

Student Lexile levels, program assessments

Plan to Monitor Effectiveness of G1.B1.S2

Lexile levels, Achieve 3000 assessments

Person or Persons Responsible

Principal, FCIM Facilitator

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, Lexile levels

G1.B2 Range of instructional levels in classrooms

G1.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

Action Step 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Person or Persons Responsible

Principal, CRT, district reading staff/ coaches

Target Dates or Schedule

Fall 2013

Evidence of Completion

The implementation of work stations and lexiled readers in small group and lesson plans

Facilitator:

Principal, CRT, District Reading staff/ coaches

Participants:

School wide classroom teachers

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

Reviewing of lesson plans to see differentiation - classroom snapshots focusing on reading instruction

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

evidence of differentiation in lesson plans and observations

Plan to Monitor Effectiveness of G1.B2.S1

Review of reading unit test scores, FAIR, Discovery Education Assessments

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

Data Chats 2013-2014

Evidence of Completion

Assessment scores

G2. 57% of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2014 FCAT

G2.B1 Meeting the needs of gifted and academically talented students

G2.B1.S1 Magnet teachers are either gifted endorsed or working toward endorsement to implement strategies to high achieving students

Action Step 1

Teachers will attend trainings on how to implement science and social studies into the reading curriculum

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, District Reading/ Science/ Social Studies Coaches

Target Dates or Schedule

Fall 2013 school year

Evidence of Completion

Lesson plan implementation, classroom snapshots, reading data FAIR, Discovery Education Assessments

Facilitator:

District Reading, Science, Social Studies coaches

Participants:

School wide classroom teachers

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

Analyzing assessment data that focuses on reading instruction FAIR, Discover Education, Unit tests

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

On going 2013-2014 school year

Evidence of Completion

Reading assessment data

Plan to Monitor Effectiveness of G2.B1.S1

Analyzing assessment data that focuses on reading instruction FAIR, Discover Education, Unit tests

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Reading assessment data

G2.B2 Range of instructional levels in classrooms

G2.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

Action Step 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Person or Persons Responsible

Principal, CRT, district reading staff/ coaches

Target Dates or Schedule

Fall 2013

Evidence of Completion

The implementation of work stations and lexiled readers in small group and lesson plans

Facilitator:

Principal, CRT, District Reading staff/ coaches

Participants:

School wide classroom teachers

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

Reviewing of lesson plans to see differentiation - classroom snapshots focusing on reading instruction

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

evidence of differentiation in lesson plans and observations

Plan to Monitor Effectiveness of G2.B2.S1

Review of reading unit test scores, FAIR, Discovery Education Assessments

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

Data Chats 2013-2014

Evidence of Completion

Assessment scores

G3. Increase the percentage of students in the black and white sub groups making learning gains as measured in reading on the 2014 FCAT

G3.B1 Lack of parental support

G3.B1.S1 Host parent workshops to help parents work with their students, provide access to educational materials through a resource room

Action Step 1

Host parent picnic days and parent nights to educate parents on the different available educational materials they can use at home with their students

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, District Reading Coaches

Target Dates or Schedule

Fall 2013 school year

Evidence of Completion

Parental involvement activities and Title 1 parent sign in sheets

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

Analyzing Title 1 documents that show parental involvement opportunities

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

On going 2013-2014 school year

Evidence of Completion

Title 1 parental involvement documents

Plan to Monitor Effectiveness of G3.B1.S1

Analyzing Title 1 documents that show parental involvement opportunities

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Title 1 parental involvement documents

G3.B2 Range of instructional levels in classrooms

G3.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

Action Step 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Person or Persons Responsible

Principal, CRT, district reading staff/ coaches

Target Dates or Schedule

Fall 2013

Evidence of Completion

The implementation of work stations and lexiled readers in small group and lesson plans

Facilitator:

Principal, CRT, District Reading staff/ coaches

Participants:

School wide classroom teachers

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

Reviewing of lesson plans to see differentiation - classroom snapshots focusing on reading instruction

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

evidence of differentiation in lesson plans and observations

Plan to Monitor Effectiveness of G3.B2.S1

Review of reading unit test scores, FAIR, Discovery Education Assessments

Person or Persons Responsible

Principal, CRT, CIMS Facilitator

Target Dates or Schedule

Data Chats 2013-2014

Evidence of Completion

Assessment scores

G4. Increase the percentage of students with disabilities making learning gains as measured in reading on the 2014 FCAT

G4.B1 Students with identified academic deficiencies

G4.B1.S1 Hold Educational Planning Team meetings (EPT) during the first 9 weeks of school to determine interventions. Follow up EPT meetings will be held by the leadership team to review on going progress monitoring - CIMS data chats using probe data

Action Step 1

EPT meeting will be held as needed to identify students with disabilities and their specific areas of deficiency

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers, Guidance Counselor

Target Dates or Schedule

Data chats will be held every 8 weeks and as needed to review probe data - EPT meeting will be held as needed to discuss student concerns

Evidence of Completion

Intervention data, FCAT data, Unit probe assessments, Discovery Education assessments, FAIR

Facilitator:

Principal, CRT, CIMS Facilitator, Guidance Counselor

Participants:

Classroom Teachers, ESE Teachers, Title 1 Tutors

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

Intervention data will be reviewed weekly by CIMS facilitator - leadership team will review data at data chats with counselor and school psychologists

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, School Psychologist

Target Dates or Schedule

Data chats every 8 weeks - on going probe data

Evidence of Completion

Data Chat, School Dashboard, Probe Data

Plan to Monitor Effectiveness of G4.B1.S1

Intervention data will be reviewed weekly by CIMS facilitator - leadership team will review data at data chats with counselor and school psychologists

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, School Psychologist

Target Dates or Schedule

Data chats every 8 weeks - on going probe data

Evidence of Completion

Data Chat, School Dashboard, Probe Data

G5. Increase the percentage of students in the Economically Disadvantaged sub-group making learning gains as measured by the Reading portion of the 2014 FCAT.

G5.B1 Students with identified academic deficiencies

G5.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly

Action Step 1

Intervention data will be monitored and reviewed at follow-up meeting.

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Guidance Counselor, School Psychologist, Teachers

Target Dates or Schedule

Every 8 weeks at data/ CIMS meetings

Evidence of Completion

Intervention Data, FCAT, Benchmark Assessments, FAIR

Facilitator:

Principal, CRT, CIMS Facilitator

Participants:

School-wide teacher participation

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

Implementation will be monitored by reviewing the grade level data chats. During the data chats specific student data will be shared by teachers and the administrative team to outline the students that are at the most risk.

Person or Persons Responsible

principal, CRT, guidance counselor, CIMS facilitator

Target Dates or Schedule

every 8 weeks or when EPT meetings are held to discuss student data

Evidence of Completion

On going progress monitoring of student data

Plan to Monitor Effectiveness of G5.B1.S1

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

Person or Persons Responsible

Principal, CRT, Guidance Counselor, CIMS facilitator

Target Dates or Schedule

8 weeks and as needed

Evidence of Completion

FAIR data, Discovery Education assessment, Unit test scores

G5.B3 Lack of prior knowledge

G5.B3.S1 . Students who received a Level 1 or 2 on 2013 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction

Action Step 1

Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom teachers, Title 1 Tutors, Paraprofessionals

Target Dates or Schedule

Daily as needed

Evidence of Completion

data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring

Facilitator:

Principal, CRT, CIMS Facilitator

Participants:

School wide classroom teachers, Title 1 Tutors

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

Identify students in the economically disadvantage sub group to ensure progress monitoring to teachers through data chats

Person or Persons Responsible

Principal, CRT, FCIM, Classroom Teachers, Title 1 Tutors

Target Dates or Schedule

On going data chats during the 13-14 school year

Evidence of Completion

FAIR, Unit Tests, FCAT, Discovery Education Assessments

Plan to Monitor Effectiveness of G5.B3.S1

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Guidance Counselor, Classroom Teachers

Target Dates or Schedule

8 weeks data chat and as needed

Evidence of Completion

FAIR data, Discovery Education assessment, Unit test scores, FCAT data

G6. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2014 FCAT

G6.B1 Students with identified academic deficiencies

G6.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly

Action Step 1

Intervention data will be monitored and reviewed at follow-up meeting.

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Guidance Counselor, School Psychologist, Teachers

Target Dates or Schedule

Every 8 weeks at data/ CIMS meetings

Evidence of Completion

Intervention Data, FCAT, Benchmark Assessments, FAIR

Facilitator:

Principal, CRT, CIMS Facilitator

Participants:

School-wide teacher participation

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

Implementation will be monitored by reviewing the grade level data chats. During the data chats specific student data will be shared by teachers and the administrative team to outline the students that are at the most risk.

Person or Persons Responsible

principal, CRT, guidance counselor, CIMS facilitator

Target Dates or Schedule

every 8 weeks or when EPT meetings are held to discuss student data

Evidence of Completion

On going progress monitoring of student data

Plan to Monitor Effectiveness of G6.B1.S1

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

Person or Persons Responsible

Principal, CRT, Guidance Counselor, CIMS facilitator

Target Dates or Schedule

8 weeks and as needed

Evidence of Completion

FAIR data, Discovery Education assessment, Unit test scores

G6.B3 Lack of prior knowledge

G6.B3.S1 . Students who received a Level 1 or 2 on 2013 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction

Action Step 1

Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom teachers, Title 1 Tutors, Paraprofessionals

Target Dates or Schedule

Daily as needed

Evidence of Completion

data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring

Facilitator:

Principal, CRT, CIMS Facilitator

Participants:

School wide classroom teachers, Title 1 Tutors

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Identify students in the economically disadvantage sub group to ensure progress monitoring to teachers through data chats

Person or Persons Responsible

Principal, CRT, FCIM, Classroom Teachers, Title 1 Tutors

Target Dates or Schedule

On going data chats during the 13-14 school year

Evidence of Completion

FAIR, Unit Tests, FCAT, Discovery Education Assessments

Plan to Monitor Effectiveness of G6.B3.S1

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Guidance Counselor, Classroom Teachers

Target Dates or Schedule

8 weeks data chat and as needed

Evidence of Completion

FAIR data, Discovery Education assessment, Unit test scores, FCAT data

G7. 79% of students in grades 3-5 will achieve a Level 3 or above in math as measured by the 2014 FCAT.

G7.B2 New curriculum

G7.B2.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Person or Persons Responsible

Grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed.

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal, CRT

Plan to Monitor Fidelity of Implementation of G7.B2.S1

facilitate meetings, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs

Plan to Monitor Effectiveness of G7.B2.S1

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guide, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G7.B2.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G7.B2.S2

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2014 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G7.B2.S2

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guides, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G7.B4 Pacing guides and schedules - do not allow for necessary remediation time

G7.B4.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Person or Persons Responsible

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal, CRT

Plan to Monitor Fidelity of Implementation of G7.B4.S1

facilitate meeting, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs

Plan to Monitor Effectiveness of G7.B4.S1

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guides - reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G7.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - January 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all facutly

Plan to Monitor Fidelity of Implementation of G7.B4.S2

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G7.B4.S2

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guides - reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G8. 47% of of student in grades 3-5 will achieve at or above a level 4 in math as measured by the 2014 FCAT.

G8.B2 new curriculum

G8.B2.S1 Create a planning day for each grade level to look ahead for possible acceleration points, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Person or Persons Responsible

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal, CRT

Plan to Monitor Fidelity of Implementation of G8.B2.S1

facilitate meetings, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs

Plan to Monitor Effectiveness of G8.B2.S1

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guides, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G8.B2.S2 Professional development with district staff to assist teachers with new curriculum, differentiation, student engagement, work stations and enrichment activities such as AIMS.

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G8.B2.S2

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G8.B2.S2

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guide - reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G8.B4 Pacing guides and schedules do not allow for necessary enrichment time

G8.B4.S1 Create a planning day for each grade level to look ahead for possible acceleration points, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Person or Persons Responsible

Grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal, CRT

Plan to Monitor Fidelity of Implementation of G8.B4.S1

facilitate meetings, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

Lesson plans, walk throughs

Plan to Monitor Effectiveness of G8.B4.S1

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to lesson plans, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G8.B4.S2 Professional development with district staff to assist teachers with new curriculum, differentiation, student engagement, work stations and enrichment activities such as AIMS.

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tess

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G8.B4.S2

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G8.B4.S2

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guide - reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G9. 89% of 3-5 grade students in the white sub group will achieve at or above a level 3 in math as measured by the 2014 FCAT.

G9.B2 new curriculum

G9.B2.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Person or Persons Responsible

Grade Level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal

Action Step 2

Math Planning Day

Person or Persons Responsible

Grade Level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal

Plan to Monitor Fidelity of Implementation of G9.B2.S1

facilitate meetings, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs

Plan to Monitor Effectiveness of G9.B2.S1

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guides, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G9.B2.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G9.B2.S2

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G9.B2.S2

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guide, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G9.B2.S3 Work with district tech support staff to train teachers, parents and students on online components of new curriculum.

Action Step 1

Math and Science Night

Person or Persons Responsible

parents, students, teachers

Target Dates or Schedule

February 20, 2014

Evidence of Completion

math benchmark assessments, On Track, math chapter tests

Plan to Monitor Fidelity of Implementation of G9.B2.S3

data chats following evening event

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

student use of online My Math components

Plan to Monitor Effectiveness of G9.B2.S3

On Track, math benchmark assessments, math chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

lesson plans

G9.B4 pacing guides and schedules do not allow for necessary remediation time

G9.B4.S1 Work with district tech support staff to train teachers, parents and students on online components of new curriculum.

Action Step 1

Math and Science Night

Person or Persons Responsible

parents, students, teachers

Target Dates or Schedule

February 20, 2014

Evidence of Completion

math benchmark scores, On Track, FCAT math

Plan to Monitor Fidelity of Implementation of G9.B4.S1

data chats following event

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

student use of online My Math components

Plan to Monitor Effectiveness of G9.B4.S1

On Track, math benchmark assessments, math chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

lesson plans

G9.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G9.B4.S2

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G9.B4.S2

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guides, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G9.B4.S3 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Person or Persons Responsible

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

Facilitator:

Principal, CRT

Participants:

Grade level teams, Principal, CRT

Plan to Monitor Fidelity of Implementation of G9.B4.S3

facilitate meetings, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

Lesson plans, walk throughs

Plan to Monitor Effectiveness of G9.B4.S3

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guides - reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G10. Increase the percentage of students with disabilities making learning gains as measured in math on the 2014 FCAT.

G10.B1 lack of prior knowledge

G10.B1.S4 Professional development with district staff to assist teaches with math work stations, student engagement, Common Core Standards and differentiation

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G10.B1.S4

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G10.B1.S4

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to the pacing guides, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. 64% of 3-5 grade students will make learning gains as in math as measured by the 2014 FCAT.

G11.B2 New curriculum

G11.B2.S1 Collaborate with district technology staff in an effort to train teachers, students and parents to use the online components of the new curriculum

Action Step 1

Math and Science Night

Person or Persons Responsible

parents, students, teachers

Target Dates or Schedule

February 20, 2014

Evidence of Completion

math benchmark scores, On Track, FCAT math

Plan to Monitor Fidelity of Implementation of G11.B2.S1

data chats following evening event

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

student use of online My Math components

Plan to Monitor Effectiveness of G11.B2.S1

On Track, math benchmark assessments, math chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

lesson plans

G11.B2.S2 Create a planning day for each grade level to look ahead in curriculum, review student data and plan for second semester

Action Step 1

Math Planning Day

Person or Persons Responsible

Grade Level teams, CRT, Principal

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect ED

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal, CRT

Plan to Monitor Fidelity of Implementation of G11.B2.S2

lesson plans, student small groups

Person or Persons Responsible

Principal

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs, data chats

Plan to Monitor Effectiveness of G11.B2.S2

On Track, math benchmark tests, math chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs, data chats

G11.B2.S3 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

On Tract, FCAT, district math benchmark assessments, math chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G11.B2.S3

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G11.B2.S3

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guide, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G11.B4 pacing guide and schedule do not allow for necessary remediation time

G11.B4.S1 Collaborate with district technology staff in an effort to train teachers, students and parents to use the online components of the new curriculum.

Action Step 1

Math and Science Night

Person or Persons Responsible

parents, students, teachers

Target Dates or Schedule

February 20, 2014

Evidence of Completion

math benchmark scores, On Track, FCAT math

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Math and Science Night

Person or Persons Responsible

parents, teachers, students

Target Dates or Schedule

February 20, 2014

Evidence of Completion

math benchmark scores, On Track, FCAT math

Plan to Monitor Effectiveness of G11.B4.S1

On Track, math benchmark assessments, math chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

lesson plans

G11.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G11.B4.S2

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G11.B4.S2

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to the pacing guide, reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G11.B4.S3 Create a planning day for each grade level to look ahead in curriculum, review student data and plan for second semester.

Action Step 1

Math Planning Day

Person or Persons Responsible

Grade Level Teams, CRT, Principal

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of new groups based on data, work station activities planned, studetns assigned activities in Connect Ed

Facilitator:

Principal, CRT

Participants:

grade level teams, Principal, CRT

Plan to Monitor Fidelity of Implementation of G11.B4.S3

facilitation of meetings, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs

Plan to Monitor Effectiveness of G11.B4.S3

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guide, reviewed at each data chat

Evidence of Completion

data chats, lesson plans, walk throughs

G12. 52% of 3-5 grade students in the the lowest 25% will make learning gains in math as measured by the 2014 FCAT.

G12.B1 lack of prior knowledge

G12.B1.S3 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for the second semester

Action Step 1

Math Planning Day

Person or Persons Responsible

Grade Level Teams, CRT, Principal

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed.

Facilitator:

CRT, Principal

Participants:

Grade level teams, CRT, Principal

Plan to Monitor Fidelity of Implementation of G12.B1.S3

facilitate meeting, lesson plans

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

lesson plans, walk throughs

Plan to Monitor Effectiveness of G12.B1.S3

On Track, math benchmark, FCAT

Person or Persons Responsible

Prinicpal

Target Dates or Schedule

January 2014 - May 2014

Evidence of Completion

data chats, lesson plans, walk throughs

G12.B1.S4 Professional development for teachers to assist with new curriculum in relation to Common Core Standards, differentiation, student engagement and work stations

Action Step 1

Engagement is Elementary Math K-5

Person or Persons Responsible

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

Facilitator:

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G12.B1.S4

PLC notebook, sharing during PLC, implementation of lessons and activities

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

lesson plans, data chats, walk throughs

Plan to Monitor Effectiveness of G12.B1.S4

On Track, math benchmark assessments, chapter tests

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

according to pacing guide - reviewed at data chats

Evidence of Completion

data chats, lesson plans, walk throughs

G13. Increase the percentage of students achieving above proficiency (Levels 4 and 5) as measured by the Science portion of the 2013 FCAT.

G13.B1 Lack of Prior Knowledge

G13.B1.S1 Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

Action Step 1

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk Throughs, lesson plans, monitoring of students notebook use

Facilitator:

Jessica Mead

Participants:

School wide instructional staff

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

Person or Persons Responsible

Principal, CIMS Facilitator, CRT, classroom teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Classroom Walk throughs, lesson plans monitoring of student notebook use

Plan to Monitor Effectiveness of G13.B1.S1

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

Person or Persons Responsible

Principal, CRT, CIMS facilitator, classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

On Track Science Benchmark Assessment, Curriculum Assessments, FCAT

G13.B2 Reading Comprehension

G13.B2.S1 Incorporate the use of science leveled readers into the Reading instruction

Action Step 1

Incorporate the use of science leveled readers into the Reading instruction

Person or Persons Responsible

Principal, CRT, FCIMS facilitator, classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk Throughs, Lesson Plans

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Incorporate the use of science leveled readers into the Reading instruction

Person or Persons Responsible

Principal, FIMS facilitator, CRT, classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk throughs, lessons plans

Plan to Monitor Effectiveness of G13.B2.S1

Incorporate the use of science leveled readers into the Reading instruction

Person or Persons Responsible

Principal, FCIMS facilitator, classroom teachers, CRT

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

On track science benchmark assessments, Core Curriculum Assessments, FCAT, Lab journals

G13.B3 Lack of motivation

G13.B3.S1 Embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons

Action Step 1

Embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons

Person or Persons Responsible

Principal, FCIMS facilitator, CRT, classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans showing incorporation of technology classroom walk throughs

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons

Person or Persons Responsible

Principal, FCIMS facilitator, CRT, classroom teacher

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans showing incorporation of technology, classroom walk throughs

Plan to Monitor Effectiveness of G13.B3.S1

Embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons

Person or Persons Responsible

Principal, FCIMS facilitator, CRT, classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

On Track Science Benchmark assessments, Core curriculum assessments, FCAT

G14. Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2014 FCAT

G14.B1 Lack of prior knowledge

G14.B1.S1 Implementation of National Geographic Science core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG connect (Technology)

Action Step 1

Implementation of National Geographic Science core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG connect (Technology)

Person or Persons Responsible

Principal, CRT, CIMS, Facilitator, Classroom Teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Classroom Walk Throughs, lesson plans, technology use, monitoring of student notebook use

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Classroom Walk Throughs, lesson plans, technology use, monitoring of student notebook use

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

On Track Science benchmark assessments, Big Idea Science Assessments, FCAT Student science notebook

Plan to Monitor Effectiveness of G14.B1.S1

Classroom Walk Throughs, lesson plans, technology use, monitoring of student notebook use

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

On Track Science Benchmark assessments, Big Idea Science Assessments, Big Idea Science Assessments, FCAT

G14.B2 Reading Comprehension

G14.B2.S1 Incorporate the use of science leveled readers into Reading instruction

Action Step 1

Incorporate the use of Science leveled readers into Reading Instruction

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk Throughs, Lesson Plans

Facilitator:

Jessica Mead

Participants:

school wide instructional staff

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Incorporate the use of Science leveled readers into Reading Instruction

Person or Persons Responsible

Principal, CRT, CIMS facilitator, Classroom Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk Throughs, Lesson plans

Plan to Monitor Effectiveness of G14.B2.S1

Incorporate the use of Science leveled readers into Reading Instruction

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk Throughs, Lesson Plans

G14.B3 Lack of motivation

G14.B3.S1 Embed science instruction with technology (Discovery Education, BrainPop, NG Connect, etc.) and hands on inquiry lessons

Action Step 1

Embed science instruction with technology (Discovery Education, Brain Pop, NG Connect, etc). and hands on inquiry lessons

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers, Alachua County Digital Educators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans showing incorporation of technology, classroom walk throughs, inquiry lessons

Facilitator:

Jessica Mead`

Participants:

school wide instructional staff

Plan to Monitor Fidelity of Implementation of G14.B3.S1

Embed science instruction with technology (Discovery Education, Brain Pop, NG Connect, etc). and hands on inquiry lessons

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers, Alachua County Digital Educators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

lesson plans showing incorporation of technology, classroom walk throughs, inquiry lessons

Plan to Monitor Effectiveness of G14.B3.S1

Embed science instruction with technology (Discovery Education, Brain Pop, NG Connect, etc). and hands on inquiry lessons

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers, Alachua County Digital Educators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

On Track Science benchmark assessments, Big Idea Science Assessments, FCAT

G15. Increase the daily average attendances from 96% to 97%

G15.B1 Poverty (work schedules, lack of transportation, illness)

G15.B1.S1 Continuation of positive behavior support to reward students for being in school and on time.

Action Step 1

Continuation of Positive Behavior Support to reward students for being in school and on time

Person or Persons Responsible

Principal, BRT, Guidance Counselor, truancy officer

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Monitoring of attendance data, talking with families with excessive absences and tardies

Facilitator:

Principal, BRT, PBS Team: Continuation of Positive Behavior Support Implementation On-going review of the Parent Involvement Plan and Parent Compact

Participants:

All Grade Levels

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Continuation of Positive Behavior Support to reward students for being in school and on time.

Person or Persons Responsible

Principal, BRT, Guidance Counselor, truancy officer

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Monitoring of attendance data, talking with families with excessive absences and tardies

Plan to Monitor Effectiveness of G15.B1.S1

Continuation of Positive Behavior Support to reward students for being in school and on time

Person or Persons Responsible

Principal, BRT, PBS team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Attendance Data

G15.B2 Parent Knowledge

G15.B2.S1 Contact families as necessary regarding truancy and the truancy process hold Educational Planning Team meetings as outlined in district truancy policies

Action Step 1

Contact families as necessary regarding truancy and the truancy process, hold Educational Planning Team meetings as outlined in district truancy policies.

Person or Persons Responsible

Principal, BRT, Data Base Clerk, Guidance Counselor, Truancy officer

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

EPT meetings, parent notification of truancy, weekly visits to school by truancy officer

Facilitator:

On-going review of Parent Involvement Plan and Parent Compact , Principal, Title 1 Lead Teachers, Regular Education Teachers, ESE teachers, Title 1 Teachers

Participants:

All Grade Levels

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Contact families as necessary regarding truancy and the truancy process, hold Educational Planning Team meetings as outlined in district truancy policies.

Person or Persons Responsible

Principal, BRT, Data Base Clerk, Guidance Counselor, Truancy officer

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Attendance Data, Truancy Reports, EPT Conference notes

Plan to Monitor Effectiveness of G15.B2.S1

Contact families as necessary regarding truancy and the truancy process, hold Educational Planning Team meetings as outlined in district truancy policies.

Person or Persons Responsible

Principal, BRT, Data Base Clerk, Guidance Counselor, Truancy officer

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Attendance Data, Truancy Reports, EPT conference notes

G16. Decrease the number of students receiving suspensions by at least 2% during the 2013-2014 school year

G16.B1 Student Motivation

G16.B1.S1 Continuation of Positive Behavior Support to reward students for positive behaviors

Action Step 1

Continuation of Positive Behavior Support to reward students for positive behaviors

Person or Persons Responsible

Principal, BRT, Guidance Counselor, PBS team, Teachers and Staff

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Data Charts, PBS Team meetings to analyze discipline data, teacher surveys and feeback

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Continuation of Positive Behavior Support to reward students for positive behaviors

Person or Persons Responsible

Principal, PBS team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Discipline Data

Plan to Monitor Effectiveness of G16.B1.S1

Continuation of Positive Behavior Support to reward students for positive behaviors

Person or Persons Responsible

Principal, PBS team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Discipline Data

G16.B2 Students with high behavioral needs

G16.B2.S1 Identify tier 2 and tier 3 students in the area of behavior and being RTI process to include educational planing team meetings, individual behavior plans as appropriate. Progress monitoring of discipline data.

Action Step 1

Identify tier 2 and tier 3 students in the area of behavior and being RTI process to include educational planing team meetings, individual behavior plans as appropriate. Progress monitoring of discipline data.

Person or Persons Responsible

Principal, BRT, Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Monitoring of Individual Behavioral Plans, On-going progress monitoring of student goals

Facilitator:

Principal, PBS Team Positive Behavior Support Team

Participants:

All Grade Levels

Plan to Monitor Fidelity of Implementation of G16.B2.S1

Identify tier 2 and tier 3 students in the area of behavior and being RTI process to include educational planing team meetings, individual behavior plans as appropriate. Progress monitoring of discipline data.

Person or Persons Responsible

Principal, BRT, PBS team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Discipline Data, Individual Behavior Plan data

Plan to Monitor Effectiveness of G16.B2.S1

Identify tier 2 and tier 3 students in the area of behavior and being RTI process to include educational planing team meetings, individual behavior plans as appropriate. Progress monitoring of discipline data.

Person or Persons Responsible

Principal, BRT, PBS team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Discipline Data, Individual behavior plan data

Coordination and Integration

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

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

Title I, Part A

We hire certified, highly-qualified intervention teachers to provide pull-out instruction in reading and/or math. The pull-out services provide students a double-dose of instruction in reading or math during the regular school day. We have a highly-qualified FCIM Facilitator to work with teachers on disaggregation of data and differentiation within the classroom. Funds are also used for professional development for all teachers and staff in Kagan, Technology, Marzano's High Yield Strategies, Literacy Work Stations and other topics based on student data. After-school Tutoring may be funded for students in reading and/or math.

Title I, Part C- Migrant

Work with the district migrant coordinator. Coordination of student Educational Planning Team meetings with the district, as needed.

Title I, Part D

Title II

Mentor coach for beginning teachers, on-going technology training through the district's digital educators.

Title III

Work with the district coordinator to supply dictionaries, translators for parent conferences. Coordination of supplementary materials and instructional services to improve the education of English Language Learners, as needed.

Title X- Homeless

Work with district coordinator, Courtney Allen, to provide resources for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Continuation of Positive Behavior Support school-wide, additional programs being implemented by BRT and/or Guidance Counselor.

Nutrition Programs

The school participates in the district's nutrition program for summer meals, of which, Archer Elementary is a site. A large percentage of our students qualify for free and reduced meals. The school also participates in the Food4Kids program sending backpacks of food home for all school aged children in a home of qualifying families.

Housing Programs

Head Start

Archer Elementary has one Head Start classroom on campus.

Adult Education

One of the school business partners is the Sante Fe College Davis Center. This center provides adult education courses. We partner to share information with our families.

Career and Technical Education

The students in fourth grade will go to the Sante Fe College Davis Center for a career education field trip to learn about educational opportunities to assist them in making career and technical decisions in their future.

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. 27% of students in grades 3-5 will achieve at a Level 3 in reading as measured by the 2014 FCAT

G1.B2 Range of instructional levels in classrooms

G1.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

PD Opportunity 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Facilitator

Principal, CRT, District Reading staff/ coaches

Participants

School wide classroom teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

The implementation of work stations and lexiled readers in small group and lesson plans

G2. 57% of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2014 FCAT

G2.B1 Meeting the needs of gifted and academically talented students

G2.B1.S1 Magnet teachers are either gifted endorsed or working toward endorsement to implement strategies to high achieving students

PD Opportunity 1

Teachers will attend trainings on how to implement science and social studies into the reading curriculum

Facilitator

District Reading, Science, Social Studies coaches

Participants

School wide classroom teachers

Target Dates or Schedule

Fall 2013 school year

Evidence of Completion

Lesson plan implementation, classroom snapshots, reading data FAIR, Discovery Education Assessments

G2.B2 Range of instructional levels in classrooms

G2.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

PD Opportunity 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Facilitator

Principal, CRT, District Reading staff/ coaches

Participants

School wide classroom teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

The implementation of work stations and lexiled readers in small group and lesson plans

G3. Increase the percentage of students in the black and white sub groups making learning gains as measured in reading on the 2014 FCAT

G3.B2 Range of instructional levels in classrooms

G3.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

PD Opportunity 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Facilitator

Principal, CRT, District Reading staff/ coaches

Participants

School wide classroom teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

The implementation of work stations and lexiled readers in small group and lesson plans

G4. Increase the percentage of students with disabilities making learning gains as measured in reading on the 2014 FCAT

G4.B1 Students with identified academic deficiencies

G4.B1.S1 Hold Educational Planning Team meetings (EPT) during the first 9 weeks of school to determine interventions. Follow up EPT meetings will be held by the leadership team to review on going progress monitoring - CIMS data chats using probe data

PD Opportunity 1

EPT meeting will be held as needed to identify students with disabilities and their specific areas of deficiency

Facilitator

Principal, CRT, CIMS Facilitator, Guidance Counselor

Participants

Classroom Teachers, ESE Teachers, Title 1 Tutors

Target Dates or Schedule

Data chats will be held every 8 weeks and as needed to review probe data - EPT meeting will be held as needed to discuss student concerns

Evidence of Completion

Intervention data, FCAT data, Unit probe assessments, Discovery Education assessments, FAIR

G5. Increase the percentage of students in the Economically Disadvantaged sub-group making learning gains as measured by the Reading portion of the 2014 FCAT.

G5.B1 Students with identified academic deficiencies

G5.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly

PD Opportunity 1

Intervention data will be monitored and reviewed at follow-up meeting.

Facilitator

Principal, CRT, CIMS Facilitator

Participants

School-wide teacher participation

Target Dates or Schedule

Every 8 weeks at data/ CIMS meetings

Evidence of Completion

Intervention Data, FCAT, Benchmark Assessments, FAIR

G5.B3 Lack of prior knowledge

G5.B3.S1 . Students who received a Level 1 or 2 on 2013 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction

PD Opportunity 1

Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers

Facilitator

Principal, CRT, CIMS Facilitator

Participants

School wide classroom teachers, Title 1 Tutors

Target Dates or Schedule

Daily as needed

Evidence of Completion

data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring

G6. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2014 FCAT

G6.B1 Students with identified academic deficiencies

G6.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly

PD Opportunity 1

Intervention data will be monitored and reviewed at follow-up meeting.

Facilitator

Principal, CRT, CIMS Facilitator

Participants

School-wide teacher participation

Target Dates or Schedule

Every 8 weeks at data/ CIMS meetings

Evidence of Completion

Intervention Data, FCAT, Benchmark Assessments, FAIR

G6.B3 Lack of prior knowledge

G6.B3.S1 . Students who received a Level 1 or 2 on 2013 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction

PD Opportunity 1

Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers

Facilitator

Principal, CRT, CIMS Facilitator

Participants

School wide classroom teachers, Title 1 Tutors

Target Dates or Schedule

Daily as needed

Evidence of Completion

data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring

G7. 79% of students in grades 3-5 will achieve a Level 3 or above in math as measured by the 2014 FCAT.

G7.B2 New curriculum

G7.B2.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed.

G7.B2.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On track, FCAT, district math benchmark assessments, chapter tests

G7.B4 Pacing guides and schedules - do not allow for necessary remediation time

G7.B4.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

G7.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all facutly

Target Dates or Schedule

October 2013 - January 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

G8. 47% of of student in grades 3-5 will achieve at or above a level 4 in math as measured by the 2014 FCAT.

G8.B2 new curriculum

G8.B2.S1 Create a planning day for each grade level to look ahead for possible acceleration points, review student data, and plan for second semester.

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

G8.B2.S2 Professional development with district staff to assist teachers with new curriculum, differentiation, student engagement, work stations and enrichment activities such as AIMS.

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

G8.B4 Pacing guides and schedules do not allow for necessary enrichment time

G8.B4.S1 Create a planning day for each grade level to look ahead for possible acceleration points, review student data, and plan for second semester.

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

G8.B4.S2 Professional development with district staff to assist teachers with new curriculum, differentiation, student engagement, work stations and enrichment activities such as AIMS.

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tess

G9. 89% of 3-5 grade students in the white sub group will achieve at or above a level 3 in math as measured by the 2014 FCAT.

G9.B2 new curriculum

G9.B2.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

PD Opportunity 2

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

G9.B2.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

G9.B4 pacing guides and schedules do not allow for necessary remediation time

G9.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

G9.B4.S3 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

Grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed

G10. Increase the percentage of students with disabilities making learning gains as measured in math on the 2014 FCAT.

G10.B1 lack of prior knowledge

G10.B1.S4 Professional development with district staff to assist teaches with math work stations, student engagement, Common Core Standards and differentiation

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

G11. 64% of 3-5 grade students will make learning gains as in math as measured by the 2014 FCAT.

G11.B2 New curriculum

G11.B2.S2 Create a planning day for each grade level to look ahead in curriculum, review student data and plan for second semester

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect ED

G11.B2.S3 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

On Tract, FCAT, district math benchmark assessments, math chapter tests

G11.B4 pacing guide and schedule do not allow for necessary remediation time

G11.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

G11.B4.S3 Create a planning day for each grade level to look ahead in curriculum, review student data and plan for second semester.

PD Opportunity 1

Math Planning Day

Facilitator

Principal, CRT

Participants

grade level teams, Principal, CRT

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of new groups based on data, work station activities planned, studetns assigned activities in Connect Ed

G12. 52% of 3-5 grade students in the the lowest 25% will make learning gains in math as measured by the 2014 FCAT.

G12.B1 lack of prior knowledge

G12.B1.S3 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for the second semester

PD Opportunity 1

Math Planning Day

Facilitator

CRT, Principal

Participants

Grade level teams, CRT, Principal

Target Dates or Schedule

January 2014

Evidence of Completion

mid year data review, formation of groups based on data, work station activities planned, students assigned activities in Connect Ed.

G12.B1.S4 Professional development for teachers to assist with new curriculum in relation to Common Core Standards, differentiation, student engagement and work stations

PD Opportunity 1

Engagement is Elementary Math K-5

Facilitator

Melody Hofstetter, Cory Tomlinson, Mary Cooke

Participants

all faculty

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

On Track, FCAT, district math benchmark assessments, chapter tests

G13. Increase the percentage of students achieving above proficiency (Levels 4 and 5) as measured by the Science portion of the 2013 FCAT.

G13.B1 Lack of Prior Knowledge

G13.B1.S1 Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

PD Opportunity 1

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

Facilitator

Jessica Mead

Participants

School wide instructional staff

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk Throughs, lesson plans, monitoring of students notebook use

G14. Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2014 FCAT

G14.B2 Reading Comprehension

G14.B2.S1 Incorporate the use of science leveled readers into Reading instruction

PD Opportunity 1

Incorporate the use of Science leveled readers into Reading Instruction

Facilitator

Jessica Mead

Participants

school wide instructional staff

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walk Throughs, Lesson Plans

G14.B3 Lack of motivation

G14.B3.S1 Embed science instruction with technology (Discovery Education, BrainPop, NG Connect, etc.) and hands on inquiry lessons

PD Opportunity 1

Embed science instruction with technology (Discovery Education, Brain Pop, NG Connect, etc). and hands on inquiry lessons

Facilitator

Jessica Mead`

Participants

school wide instructional staff

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans showing incorporation of technology, classroom walk throughs, inquiry lessons

G15. Increase the daily average attendances from 96% to 97%

G15.B1 Poverty (work schedules, lack of transportation, illness)

G15.B1.S1 Continuation of positive behavior support to reward students for being in school and on time.

PD Opportunity 1

Continuation of Positive Behavior Support to reward students for being in school and on time

Facilitator

Principal, BRT, PBS Team: Continuation of Positive Behavior Support Implementation On-going review of the Parent Involvement Plan and Parent Compact

Participants

All Grade Levels

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Monitoring of attendance data, talking with families with excessive absences and tardies

G15.B2 Parent Knowledge

G15.B2.S1 Contact families as necessary regarding truancy and the truancy process hold Educational Planning Team meetings as outlined in district truancy policies

PD Opportunity 1

Contact families as necessary regarding truancy and the truancy process, hold Educational Planning Team meetings as outlined in district truancy policies.

Facilitator

On-going review of Parent Involvement Plan and Parent Compact , Principal, Title 1 Lead Teachers, Regular Education Teachers, ESE teachers, Title 1 Teachers

Participants

All Grade Levels

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

EPT meetings, parent notification of truancy, weekly visits to school by truancy officer

G16. Decrease the number of students receiving suspensions by at least 2% during the 2013-2014 school year

G16.B2 Students with high behavioral needs

G16.B2.S1 Identify tier 2 and tier 3 students in the area of behavior and being RTI process to include educational planing team meetings, individual behavior plans as appropriate. Progress monitoring of discipline data.

PD Opportunity 1

Identify tier 2 and tier 3 students in the area of behavior and being RTI process to include educational planing team meetings, individual behavior plans as appropriate. Progress monitoring of discipline data.

Facilitator

Principal, PBS Team Positive Behavior Support Team

Participants

All Grade Levels

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Monitoring of Individual Behavioral Plans, On-going progress monitoring of student goals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	27% of students in grades 3-5 will achieve at a Level 3 in reading as measured by the 2014 FCAT	$13,553
G2.	57% of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2014 FCAT	$1,500
G5.	Increase the percentage of students in the Economically Disadvantaged sub-group making learning gains as measured by the Reading portion of the 2014 FCAT.	$96,000
G11.	64% of 3-5 grade students will make learning gains as in math as measured by the 2014 FCAT.	$4,307
G12.	52% of 3-5 grade students in the the lowest 25% will make learning gains in math as measured by the 2014 FCAT.	$3,942
	Total	$119,302

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Evidence-Based Materials	Evidence-Based Program	Other	Professional Development	Total
Title 1	$96,000	$0	$12,887	$4,553	$0	$0	$113,440
	$0	$0	$0	$0	$0	$0	$0
internal budget	$0	$0	$0	$0	$0	$3,840	$3,840
Title 1, CREATE	$0	$0	$2,022	$0	$0	$0	$2,022
Total	$96,000	$0	$14,909	$4,553	$0	$3,840	$119,302

Budget Details

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

G1. 27% of students in grades 3-5 will achieve at a Level 3 in reading as measured by the 2014 FCAT

G1.B1 Lack of parental support

G1.B1.S1 Host parent workshops to help parents work with their students, provide access to educational materials through a resource room

Action Step 1

Host parent picnic days and parent nights to educate parents on the different available educational materials they can use at home with their students

Resource Type

Evidence-Based Materials

Resource

Provide parents with instructional materials to help at home remediation

Funding Source

Title 1

Amount Needed

$1,000

G1.B1.S2 Extended Day Intervention Program for students in 3rd - 5th grades

Action Step 1

Extended Day Intervention Program

Resource Type

Evidence-Based Program

Resource

Achieve 3000

Funding Source

Title 1

Amount Needed

$4,553

G1.B2 Range of instructional levels in classrooms

G1.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

Action Step 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Resource Type

Evidence-Based Materials

Resource

Lexiled leveled readers for small group instruction

Funding Source

Title 1

Amount Needed

$8,000

G2. 57% of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2014 FCAT

G2.B1 Meeting the needs of gifted and academically talented students

G2.B1.S1 Magnet teachers are either gifted endorsed or working toward endorsement to implement strategies to high achieving students

Action Step 1

Teachers will attend trainings on how to implement science and social studies into the reading curriculum

Resource Type

Evidence-Based Materials

Resource

District curriculum coaches will train teachers in differentiation - social studies and science AIMs science books K-5

Funding Source

Title 1

Amount Needed

$1,500

G2.B2 Range of instructional levels in classrooms

G2.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

Action Step 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Resource Type

Evidence-Based Materials

Resource

Funding Source

Amount Needed

G3. Increase the percentage of students in the black and white sub groups making learning gains as measured in reading on the 2014 FCAT

G3.B1 Lack of parental support

G3.B1.S1 Host parent workshops to help parents work with their students, provide access to educational materials through a resource room

Action Step 1

Host parent picnic days and parent nights to educate parents on the different available educational materials they can use at home with their students

Resource Type

Other

Resource

Funding Source

Amount Needed

G3.B2 Range of instructional levels in classrooms

G3.B2.S1 Implement the district instructional pacing guides at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support Common Core.

Action Step 1

Text complexity training to support teachers in their implementation of Lexiled level readers

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Increase the percentage of students with disabilities making learning gains as measured in reading on the 2014 FCAT

G4.B1 Students with identified academic deficiencies

G4.B1.S1 Hold Educational Planning Team meetings (EPT) during the first 9 weeks of school to determine interventions. Follow up EPT meetings will be held by the leadership team to review on going progress monitoring - CIMS data chats using probe data

Action Step 1

EPT meeting will be held as needed to identify students with disabilities and their specific areas of deficiency

Resource Type

Technology

Resource

Data that describes in detail reading intervention

Funding Source

Amount Needed

G5. Increase the percentage of students in the Economically Disadvantaged sub-group making learning gains as measured by the Reading portion of the 2014 FCAT.

G5.B3 Lack of prior knowledge

G5.B3.S1 . Students who received a Level 1 or 2 on 2013 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction

Action Step 1

Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers

Resource Type

Personnel

Resource

Additional reading instruction during the academic school day

Funding Source

Title 1

Amount Needed

$96,000

G6. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2014 FCAT

G6.B1 Students with identified academic deficiencies

G6.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly

Action Step 1

Intervention data will be monitored and reviewed at follow-up meeting.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B3 Lack of prior knowledge

G6.B3.S1 . Students who received a Level 1 or 2 on 2013 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction

Action Step 1

Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. 79% of students in grades 3-5 will achieve a Level 3 or above in math as measured by the 2014 FCAT.

G7.B2 New curriculum

G7.B2.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7.B2.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7.B4 Pacing guides and schedules - do not allow for necessary remediation time

G7.B4.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8. 47% of of student in grades 3-5 will achieve at or above a level 4 in math as measured by the 2014 FCAT.

G8.B2 new curriculum

G8.B2.S1 Create a planning day for each grade level to look ahead for possible acceleration points, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8.B2.S2 Professional development with district staff to assist teachers with new curriculum, differentiation, student engagement, work stations and enrichment activities such as AIMS.

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8.B4 Pacing guides and schedules do not allow for necessary enrichment time

G8.B4.S1 Create a planning day for each grade level to look ahead for possible acceleration points, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8.B4.S2 Professional development with district staff to assist teachers with new curriculum, differentiation, student engagement, work stations and enrichment activities such as AIMS.

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9. 89% of 3-5 grade students in the white sub group will achieve at or above a level 3 in math as measured by the 2014 FCAT.

G9.B2 new curriculum

G9.B2.S1 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Math Planning Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9.B2.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9.B2.S3 Work with district tech support staff to train teachers, parents and students on online components of new curriculum.

Action Step 1

Math and Science Night

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9.B4 pacing guides and schedules do not allow for necessary remediation time

G9.B4.S1 Work with district tech support staff to train teachers, parents and students on online components of new curriculum.

Action Step 1

Math and Science Night

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9.B4.S3 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for second semester.

Action Step 1

Math Planning Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10. Increase the percentage of students with disabilities making learning gains as measured in math on the 2014 FCAT.

G10.B1 lack of prior knowledge

G10.B1.S4 Professional development with district staff to assist teaches with math work stations, student engagement, Common Core Standards and differentiation

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11. 64% of 3-5 grade students will make learning gains as in math as measured by the 2014 FCAT.

G11.B2 New curriculum

G11.B2.S1 Collaborate with district technology staff in an effort to train teachers, students and parents to use the online components of the new curriculum

Action Step 1

Math and Science Night

Resource Type

Evidence-Based Materials

Resource

children's literature on diet and nutrition, consumable supplies for inquiries

Funding Source

Title 1

Amount Needed

$2,387

G11.B2.S2 Create a planning day for each grade level to look ahead in curriculum, review student data and plan for second semester

Action Step 1

Math Planning Day

Resource Type

Professional Development

Resource

subs for grade level teams

Funding Source

internal budget

Amount Needed

G11.B2.S3 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Materials

Resource

Dinah Zike's Big Book of Elementary Math K-6, Logic Line-Ups (Kagan), The Greedy Triangle, AIMS Educational Foundation math books, Engaging Mathmatics (Kagan)

Funding Source

Title 1, CREATE

Amount Needed

G11.B4 pacing guide and schedule do not allow for necessary remediation time

G11.B4.S1 Collaborate with district technology staff in an effort to train teachers, students and parents to use the online components of the new curriculum.

Action Step 1

Math and Science Night

Resource Type

Other

Resource

children's literature on nutrition, consumable supplies for inquiries

Funding Source

Title 1

Amount Needed

G11.B4.S2 Professional development with district staff to assist teachers with new curriculum in relation to Common Core Standards, differentiation, student engagement, and work stations.

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B4.S3 Create a planning day for each grade level to look ahead in curriculum, review student data and plan for second semester.

Action Step 1

Math Planning Day

Resource Type

Professional Development

Resource

subs for grade level teams

Funding Source

internal budget

Amount Needed

$1,920

G12. 52% of 3-5 grade students in the the lowest 25% will make learning gains in math as measured by the 2014 FCAT.

G12.B1 lack of prior knowledge

G12.B1.S3 Create a planning day for each grade level to look ahead in curriculum, review student data, and plan for the second semester

Action Step 1

Math Planning Day

Resource Type

Professional Development

Resource

subs for grade level teams

Funding Source

internal budget

Amount Needed

$1,920

G12.B1.S4 Professional development for teachers to assist with new curriculum in relation to Common Core Standards, differentiation, student engagement and work stations

Action Step 1

Engagement is Elementary Math K-5

Resource Type

Evidence-Based Materials

Resource

Dinah Zike's Big Book of Elementary Math K-6, Logic Line-Ups (Kagan), The Greedy Triangle, AIMS Educational Foundation math books, Engaging Mathmatics (Kagan)

Funding Source

Title 1, CREATE

Amount Needed

$2,022