



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Reef Elementary School

6151 HAGEN RANCH RD

Lake Worth, FL 33467

561-804-3700

www.edline.net/pages/coral_reef_elementary_school

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 36%
Alternative/ESE Center No	Charter School No	Minority Rate 39%

School Grades History

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

Coral Reef Elementary School

Principal

Bobbi Moretto

School Advisory Council chair

Shawn Moura

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

Name	Title
Bobbi Moretto	Principal
Jenny O'Halloran	Guidance Counselor
Marissa Pascarella	School Psychologist
Sue Lavigne	School Nurse
Pat Felice	Aftercare Director

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC includes the the following six district personnel: Principal - Bobbi Moretto; Classroom Teachers - Allison Moyel, Nancy Vaughn and Melanie Mohammed; Non-instructional Support Member - Alfredo Hernandez and a District Employee - Wendy Grabenhorst. There are seven non-district personnel members of SAC and they include: Business Partner - Nancy Datlof; Parents: Lisa Kronhaus, Odemaris Fernandez-Rivera, Sharon Logsden, Johanna Lane, Shawn Moura and Kristen Minch. The majority of SAC members are not district employees.

Involvement of the SAC in the development of the SIP

SAC discusses the SIP, provides input regarding goals and strategies included in the SIP and they approve the final SIP. They also support teachers and students throughout the year in their effort to maintain high levels of achievement on all assessments.

Activities of the SAC for the upcoming school year

SAC will support two school wide community service projects. The first project proposed this year will include a gently used book drive for current classroom libraries at Coral Reef. The second project proposed will encourage community members to bring gently used clothing for donation to families in need.

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

No funds are allocated to schools by the state this year. Any funds that are in the current account will be used to support student achievement by providing tutorials, substitute coverage for teachers to stay current with professional development and collaboration efforts. Our School Based Team Coordinator will receive a stipend of \$500 from SIP funds if available.

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Bobbi Moretto

Principal

Years as Administrator: 14

Years at Current School: 13

Credentials

Bachelor of Science in Elementary Education, Master of Science in Educational Leadership, Certified Principal - All Levels, Elementary Education K-6, ESOL Endorsed

Performance Record

The past three years have included "A" status on the State Grading Scale.

Toni DiPietro

Asst Principal

Years as Administrator: 11

Years at Current School: 14

Credentials

Bachelor of Arts Elementary Education, Master of Science in Education - Exceptional Student Education, Educational Specialist, Educational Leadership, Elementary Education Certified K-6, Varying Exceptionalities Certified K-12, ESOL Endorsed

Performance Record

The past three years have included "A" status on the State Grading Scale.

Classroom Teachers

of classroom teachers

69

receiving effective rating or higher

69, 100%

Highly Qualified Teachers

100%

certified in-field

68, 99%

ESOL endorsed

52, 75%

reading endorsed

5, 7%

with advanced degrees

15, 22%

National Board Certified

4, 6%

first-year teachers

6, 9%

with 1-5 years of experience

4, 6%

with 6-14 years of experience

29, 42%

with 15 or more years of experience

29, 42%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Regular meetings of new teachers with principal, partnering new teachers with veteran staff, soliciting referrals from current employees and attend district job fairs.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Every new teacher is mentored by a clinical education trained teacher on the same or similar grade level/department. In addition to the clinical education mentor, a buddy is assigned for added support. This enables new faculty members to have more than one person to receive support from throughout the year.

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

Students who are not meeting proficiency standards or who have severe behavioral concerns, are brought forward regularly for MTSS intervention. Parents and teachers of the students attend an initial meeting and a researched based strategies plan is developed. This plan is put in place and is monitored daily with weekly assessments. Additional MTSS meetings are held in order to determine whether or not the student will continue, change or stop the strategies in place.

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

Each school-based leadership team member is responsible for providing input at meetings to ensure that the most appropriate strategies are put into place. Members attend all meetings so that there is consistency when reviewing ongoing progress of students.

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

The MTSS leader keeps logs and files on every student. Regular documentation takes place daily with weekly assessments by classroom teachers. All documentation is reviewed at meetings with teachers and parents present every 6-8 weeks.

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

Data sources include FCAT, Curriculum Based Measurements, FAIR, Diagnostic Assessments, Running Record Assessments, SRI and Anecdotal notes.

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

The plan to support MTSS is to have the guidance counselor and administrators work together to ensure continued monitoring of weekly meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Bobbi Moretto	Principal
Jennifer Bolger	Kindergarten Reading Committee/Teacher
Ruth Best	First Grade Reading Committee/Teacher
Pam Nesbihal	Second Grade Reading Committee/Teacher
Analucia Alter	Third Grade Reading Committee/Teacher
Christina Allen and Judy Oates	Fourth Grade Reading Committee/Teacher
Ines Goudron	Fifth Grade Reading Committee/Teacher
Amy Balassone	Reading Committee/SAI Teacher
Christine Matheson	Reading Committee/Art Teacher

How the school-based LLT functions

Monthly meetings take place and current progress of reading programs are discussed. The LLT initiates professional development based upon the data updates from the K-4 assessment and FCAT 2.0 results.

Major initiatives of the LLT

The K-4 assessment data and FCAT 2.0 results will be used to set reading goals for the school. The District roll-out of the Scholastic Balanced Literacy Program will be implemented. Additionally, the following programs will be used to provide incentives for students to read: Sunshine State Readers Program (3-5), The Florida Reading Association (FRA) (K-2), Book Clubs, Scholastic Summer Challenge Reading for the World Record, and the Reading Counts program.

Every Teacher Contributes to Reading Instruction

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

Teachers provide an uninterrupted 90 minute reading block daily to include interactive read aloud, independent reading, shared reading, guided reading and word study in both whole and small groups in order to differentiate instruction. Additionally, teachers provide intensive intervention instruction (iii) 30

minutes daily for students who are in need of extra support. Each team meets weekly to plan and collaborate and monthly to analyze and interpret data during LTMs in order to help guide instruction in their classroom. Each Lead Teacher meets with our Area Literacy Coaches to discuss the K-5 Literacy Curriculum and share best practices. The Lead Teacher then shares the information with their team.

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

Coral Reef has a staggered start for incoming Kindergarten students. Parents are encouraged to bring children to Coral Reef before school starts for a tour and for a brief academic assessment.

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	78%	75%	No	81%
American Indian				
Asian	92%	76%	No	93%
Black/African American	61%	48%	No	65%
Hispanic	69%	68%	No	72%
White	81%	79%	No	83%
English language learners	60%	19%	No	64%
Students with disabilities	54%	47%	No	59%
Economically disadvantaged	66%	55%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	27%	28%
Students scoring at or above Achievement Level 4	244	49%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	361	72%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	60	70%	71%

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)	26	50%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	26%	30%

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	119	79%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	80%	Yes	81%
American Indian				
Asian	92%	84%	No	93%
Black/African American	49%	62%	Yes	54%
Hispanic	73%	77%	Yes	75%
White	83%	81%	No	84%
English language learners	67%	43%	No	70%
Students with disabilities	53%	46%	No	58%
Economically disadvantaged	64%	62%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	35%	36%
Students scoring at or above Achievement Level 4	225	45%	46%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	361	72%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	53	71%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	35%	36%
Students scoring at or above Achievement Level 4	74	40%	41%

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%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	14		100
Participation in STEM-related experiences provided for students	903	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	11	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade	47	28%	26%
Students who receive two or more behavior referrals	4	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Coral Reef expects to meet 100% of parent involvement based on the Five Star Criteria.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To continue to meet Five Star criteria which includes parental involvement.	903	100%	100%

Area 10: Additional Targets

Additional targets for the school

Coral Reef will infuse the content required by Florida Statue 1003.42(2), 1003.42(1), and S.B.Policy 2.09(8)(B) as applicable to appropriate grade levels, including but not limited to:

- *History of Holocaust
- *History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans
- *Constitution and Freedom Week

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	100	100%	100%

Goals Summary

- G1.** Increase student achievement on FCAT 2.0 Reading by 2% and have over 50% of the low 25% make growth in Reading.
- G2.**
- G3.** Increase student achievement on FCAT 2.0 Math by 2% and have over 50% of the low 25% make growth in Math.

Goals Detail

G1. Increase student achievement on FCAT 2.0 Reading by 2% and have over 50% of the low 25% make growth in Reading.

Targets Supported

- Reading (FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Scholastic Reading Program
- Remediation Programs: Wilson, Fast Track, A to Z Reading Program, Foundations, Triumphs, District Provided Benchmark Assessments (Core K-12)
- Literacy Coaches

Targeted Barriers to Achieving the Goal

- Funding for tutorial, Professional Development for Staff
- Parent understanding of rigor required for student mastery of NGSSS 2.0 and CCSS

Plan to Monitor Progress Toward the Goal

Individual student data per benchmark.

Person or Persons Responsible

Administration

Target Dates or Schedule:

District Schedule for DA Schools and ongoing in the classroom

Evidence of Completion:

Teacher benchmark tracking forms

G2.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Increase student achievement on FCAT 2.0 Math by 2% and have over 50% of the low 25% make growth in Math.

Targets Supported

- Math (Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Blended NGSSS 2.0 and CCSS Go Math Series and District provided resources

Targeted Barriers to Achieving the Goal

- Teacher Professional Development
- Funding for Math tutorial

Plan to Monitor Progress Toward the Goal

Individual student data per benchmark

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule:

October 2013, December 2013, February 2014 and April 2014

Evidence of Completion:

Teacher Benchmark Tracking forms

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement on FCAT 2.0 Reading by 2% and have over 50% of the low 25% make growth in Reading.

G1.B1 Funding for tutorial, Professional Development for Staff

G1.B1.S1 Differentiated professional development for all teachers with coaching from administration. Select students from the lowest 25% in reading will receive iii from the already funded SAI teacher.

Action Step 1

Professional Development needs identified

Person or Persons Responsible

Administration, Literacy Coaches and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and teacher reflective notes

Facilitator:

Literacy Coaches

Participants:

Administration and Classroom Teachers

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

Schedules and calendars of PD and teacher tracking of specific students benchmark progress

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing after October 2013

Evidence of Completion

Classroom observations informally and in iObservation and individual teacher deliberate practice plans

Plan to Monitor Effectiveness of G1.B1.S1

MBA's for Reading and teacher benchmark tracking forms

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

District Schedule for DA Schools and ongoing in the classroom

Evidence of Completion

Core K-12 data

G1.B2 Parent understanding of rigor required for student mastery of NGSSS 2.0 and CCSS

G1.B2.S1 Teacher communication in large groups and individually as it pertains to their child.

Action Step 1

Description of the requirements needed for proficiency per the individual student and the related standards/benchmark expectations.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

September and Ongoing

Evidence of Completion

Agendas, Parent Sign In Logs, Conference Notes

Facilitator:

Participants:

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

Continuous Communication between Teachers and Parents

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Conference Logs and notes communicating expectations of student progress

Plan to Monitor Effectiveness of G1.B2.S1

Communication regarding Student Progress between school and home

Person or Persons Responsible

Parents

Target Dates or Schedule

Spring

Evidence of Completion

School Effectiveness Questionnaire

G3. Increase student achievement on FCAT 2.0 Math by 2% and have over 50% of the low 25% make growth in Math.

G3.B1 Teacher Professional Development

G3.B1.S1 Provide ongoing professional development for the Math series

Action Step 1

District provided professional development per unit per grade to implement a blended Math curriculum

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule

October 2013 and Ongoing

Evidence of Completion

Benchmark tracking results of Math mastery

Facilitator:

District Provided by area

Participants:

classroom teachers per grade level

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

Schedules and calendars of PD and teacher tracking of specific students benchmark progress

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing after October 2013

Evidence of Completion

Individual teacher benchmark tracking forms discussed at LTM's

Plan to Monitor Effectiveness of G3.B1.S1

Schedules and calendars of PD and teacher tracking of specific students benchmark progress

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing after October 2013

Evidence of Completion

Individual teacher benchmark tracking forms discussed at LTM's

G3.B2 Funding for Math tutorial

G3.B2.S1 Teachers will attend district strategies training for math and those strategies will be integrated into daily math instruction versus an after school tutorial for math. Funding will not be needed.

Action Step 1

District Math Strategies Training

Person or Persons Responsible

Grade Level Teachers

Target Dates or Schedule

Per unit distribution by the district

Evidence of Completion

TDE approvals for attendance and follow up LTM documentation after teachers attend and share with their teams.

Facilitator:

District Provided By Area

Participants:

Grade Level Teachers

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

Data analysis of student progress per chapter/unit

Person or Persons Responsible

Team Leader

Target Dates or Schedule

At the end of each chapter/unit

Evidence of Completion

Grade Level Unit/Chapter Proficiency

Plan to Monitor Effectiveness of G3.B2.S1

Student math proficiency per standard/benchmark

Person or Persons Responsible

Administration

Target Dates or Schedule

At the end of math chapters/units

Evidence of Completion

Learning Team Documentation, Mini Assessments, Individual Teacher Benchmark Specific Tracking Forms

Coordination and Integration

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

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team meetings. We instill an appreciation for multi-cultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Our SAI provides supplemental reading instruction to our lowest 25% in addition to their 90 minutes of uninterrupted reading daily.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase student achievement on FCAT 2.0 Reading by 2% and have over 50% of the low 25% make growth in Reading.

G1.B1 Funding for tutorial, Professional Development for Staff

G1.B1.S1 Differentiated professional development for all teachers with coaching from administration. Select students from the lowest 25% in reading will receive iii from the already funded SAI teacher.

PD Opportunity 1

Professional Development needs identified

Facilitator

Literacy Coaches

Participants

Administration and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations and teacher reflective notes

G1.B2 Parent understanding of rigor required for student mastery of NGSSS 2.0 and CCSS

G1.B2.S1 Teacher communication in large groups and individually as it pertains to their child.

PD Opportunity 1

Description of the requirements needed for proficiency per the individual student and the related standards/benchmark expectations.

Facilitator

Participants

Target Dates or Schedule

September and Ongoing

Evidence of Completion

Agendas, Parent Sign In Logs, Conference Notes

G3. Increase student achievement on FCAT 2.0 Math by 2% and have over 50% of the low 25% make growth in Math.

G3.B1 Teacher Professional Development

G3.B1.S1 Provide ongoing professional development for the Math series

PD Opportunity 1

District provided professional development per unit per grade to implement a blended Math curriculum

Facilitator

District Provided by area

Participants

classroom teachers per grade level

Target Dates or Schedule

October 2013 and Ongoing

Evidence of Completion

Benchmark tracking results of Math mastery

G3.B2 Funding for Math tutorial

G3.B2.S1 Teachers will attend district strategies training for math and those strategies will be integrated into daily math instruction versus an after school tutorial for math. Funding will not be needed.

PD Opportunity 1

District Math Strategies Training

Facilitator

District Provided By Area

Participants

Grade Level Teachers

Target Dates or Schedule

Per unit distribution by the district

Evidence of Completion

TDE approvals for attendance and follow up LTM documentation after teachers attend and share with their teams.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement on FCAT 2.0 Reading by 2% and have over 50% of the low 25% make growth in Reading.	\$2,500
G3.	Increase student achievement on FCAT 2.0 Math by 2% and have over 50% of the low 25% make growth in Math.	\$2,500
Total		\$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Roll Over School Improvement Dollars	\$2,500	\$0	\$2,500
Roll-over School Improvement Dollars	\$2,500	\$0	\$2,500
No additional funds needed	\$0	\$0	\$0
Total	\$5,000	\$0	\$5,000

Budget Details

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

G1. Increase student achievement on FCAT 2.0 Reading by 2% and have over 50% of the low 25% make growth in Reading.

G1.B1 Funding for tutorial, Professional Development for Staff

G1.B1.S1 Differentiated professional development for all teachers with coaching from administration. Select students from the lowest 25% in reading will receive iii from the already funded SAI teacher.

Action Step 1

Professional Development needs identified

Resource Type

Professional Development

Resource

District Provided PD for Literacy Roll-Out and Related Literacy Support Needs-Substitute Costs

Funding Source

Roll Over School Improvement Dollars

Amount Needed

\$2,500

G1.B2 Parent understanding of rigor required for student mastery of NGSSS 2.0 and CCSS

G1.B2.S1 Teacher communication in large groups and individually as it pertains to their child.

Action Step 1

Description of the requirements needed for proficiency per the individual student and the related standards/benchmark expectations.

Resource Type

Other

Resource

Teacher communication regarding PD they have received will be shared with parents.

Funding Source

No additional funds needed

Amount Needed

\$0

G3. Increase student achievement on FCAT 2.0 Math by 2% and have over 50% of the low 25% make growth in Math.

G3.B1 Teacher Professional Development

G3.B1.S1 Provide ongoing professional development for the Math series

Action Step 1

District provided professional development per unit per grade to implement a blended Math curriculum

Resource Type

Professional Development

Resource

Teacher attendance at Math Training-Substitute Costs

Funding Source

Roll-over School Improvement Dollars

Amount Needed

\$2,500